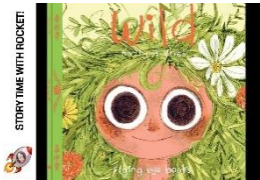
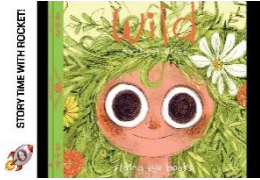
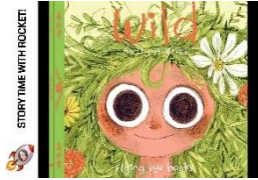
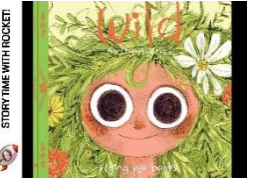
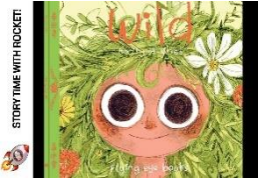
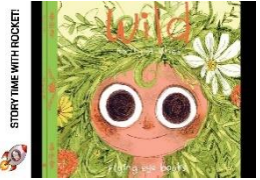


Summer Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Focus book</b> This is the book which is shared throughout the week						
<b>Literacy &amp; CL</b> <b>Understanding the world</b> <b>Expressive arts</b>	To introduce the story 'Wild' and to encourage and build on children's curiosity about it. Explore contrasting settings for the story- outside in the woods and inside in the doctor's house- using music and movement Discussions about the idea of the woods as Wild's home- the place she feels safe and understood. Introduce the character of the doctor and explore his motivations for taking Wild away from the woods. STOP/GO game- children enact still images of doing an activity inside vs an activity outside. -discussions about the way in which a forest or woods is full of movement and different noises- still life imagery and movement to woodland music Teacher in role- meet the doctor		-What is a woodland/ forest? -To look at animals that live in the woodlands and forests. -Locate woodlands in London - Look at the difference between temperate and tropical forests around the world -Animals that live in temperate and tropical forests -Explore the difference between wild and tame animals -Use natural materials to collage different textures- comparison between inside and outside. -creating Wild- children to create pictures of Wild using green wool to create her hair. -Wild Project: children to devise a plan of what they would like to create from a shoe box related to the 'Wild' story		-To finish the whole story and reflect on what happens to Wild -To deepen and extend children's emotional connection to Wild and her experience -To allow children to voice their own thoughts and feelings about what should happen to Wild now -To reflect on what home and safety mean for Wild -Den building outdoors- use sticks to experiment with creating different structures, create dens on a small scale (twigs and leaves) -modelling clay to make the characters from the story 'Wild' -research (ICT suite) of woodland animals and their habitats. -write some animal facts from research found in small groups -Wild Project continued: children to use their plans to create a forest, woodland, animal habitat etc. from a shoe box related to the 'Wild' story	
<b>Mathematics</b>	-To recognise and name signs plus and equals -To read an addition number sentence -To arrange an addition number sentence -To use quantities and objects to add 2 single digit numbers and count on to find the answer -To recall number bonds to 5 -To count beyond 20 -To skip count in 2's	-To count backwards on a number line or counting stick - To recognise and name signs minus and equals -To arrange a subtraction number sentence -To solve a subtraction number sentence -To use quantities and objects to subtract 2 single digit numbers and count back to find the answer -To skip count in 2's	-To group objects -To identify half a shape -To put together halves to make a whole shape -To break an object in half -To begin recalling number bonds to 10 -To count beyond 20 -To skip count in 5's	-To halve an even group up to 12 - To count up to 20 objects in an array -To count beyond 20 -To skip count in 5's -To begin recalling number bonds to 10	-To use everyday language to talk about time- begin to identify o'clock -To measure short periods of time in simple ways -To skip count in 10's -To begin recalling number bonds to 10	- To use words to describe 2d shapes -To use mathematical terms to describe 3d shapes -To count beyond 20 -To skip count in 10's -To begin recalling number bonds to 10
<b>Personal, social and emotional</b>	-Children to draw the different things that you might find in the woods and in houses/flats, then create a large scale whole class collage, with distinct outside and inside sections. -What type of homes do we live in? -children to build a whole class picture of Wild at home in the woods children becoming the backdrop i.e. trees, plants, animals, a river etc. -Work in pairs to discuss imagery from the story book- focus on details.		-whole class and small group work to create freeze frames of wild and tame animals -children to work in pairs/small groups to think of questions they would like to ask Wild -group work to act out scenes from story		-Bring the whole story to life in small groups as a whole class- play 'Story Whoosh' -work as part of a team to finish 'Wild' projects -show resilience and perseverance in the face of challenge.	
<b>Physical development</b>	-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with P.E sessions- dance, gymnastics, sport and swimming. -Combine different movements with ease and fluency.		-Walk around our environment to pick up natural materials such as leaves, small sticks, grass, bark, petals etc. - negotiate space -progress towards a more fluent style of moving, with developing control and grace.		-Develop overall body-strength, balance, co-ordination and agility.	

## Reception Class Focus Learning Experiences

### Summer Term 1

This half termly plan provides all the carefully planned focus learning experiences which will be on offer to your child in the Reception Class throughout the half term. This plan is designed to be flexible and can change dependant on an individual child's development of skills, knowledge and interests. It can also change, if what is being taught, best fits within a specific week due to children's interests.

Please continue to practice the key words daily with your child at home and it is imperative that they use the online bug club to revise the daily sounds we have learnt.

**Please use this half termly planner to support your child at home, alongside the following:**

- Daily supported reading books
- Class and school library books
- Phonics sheets sent home
- Online Bug Club portal
- Phonics sounds mat to support writing at home
- Key word List
- Letter formation sheet

We thank you for your continuous support!

The Reception Team