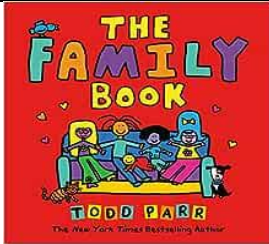
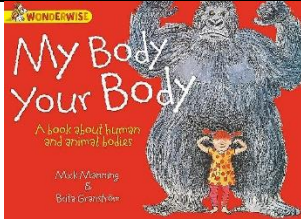
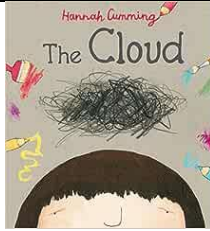
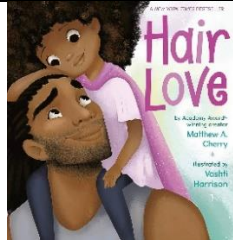
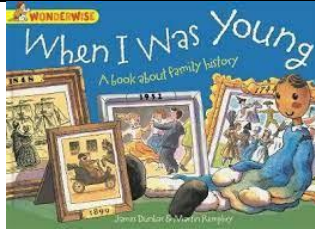


Spring Term2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Focus book This is the book which is shared throughout the week							
Literacy & CL	<ul style="list-style-type: none"> - Listen with enjoyment to stories, songs, rhymes and poems - Begin to identify main characters in a story/rhymes - Talk about our bodies and the different parts - Look at map of local area. Explore local area such as Morrisons, Post Office, Allen’s Gardens, and Library etc and record and findings in pictures and key words - Talk about family, look at family photos- past and present. -Recount my school day with my parent/carer - Go on a nature walk and use the natural materials to make a portrait, collage, my body etc - Look at world map- where do I come from? What is my heritage? What languages are spoken in my house? What types of foods do I eat? -Practice name writing -Begin to listen to and talk about the sounds in the environment. -Visit library and explore different types of texts (fiction/ non-fiction) -Continue to hear first sounds in key words and words of interest -To be able to draw representational pictures and ascribe meaning to marks 						
Mathematics	<ul style="list-style-type: none"> -to use language of quantities such as more and a lot - to make comparisons between quantities using language more, less, same etc -to recite number names in sequence 0-10/20 - Explore patterns in the environment such as clothing, nature, shops, around the home etc. -sequence events in the day -measure ourselves- make a family height chart to compare heights and observe growth over time - Sorting my toys, clothes i.e. pairing my socks, grouping my clothes, grouping my toys 						
Understanding the world	<ul style="list-style-type: none"> -Where do I live? - Different types of buildings i.e. apartments, flats, houses, boat etc. -Where do I/my parents come from? –discussions around the different countries we come from (stories, videos) -understand purpose of a map- tools to help us find where we are going; map where we come from and locate on map of the world -creating own maps-house, local area -puzzles from around the world -Black History: Look at some people in history who have made positive changes to the way we live today (Claudia Jones, Garrett Morgan, Mary Seacole etc) 			SEASONS/WEATHER: <ul style="list-style-type: none"> -to name the seasons/weathers and recognise different seasons -talk about the clothes they wear and things they can do/cannot do due to changing weathers -chronological order of seasons -Black History: Listen to songs from African and Caribbean heritage 		<ul style="list-style-type: none"> -What jobs do my parents do -talk about members of their immediate family and community i.e. neighbours, shopkeepers, postal worker etc. -who keeps me safe? -how can I keep myself safe? (keeping our bodies safe, personal space, safety at home, school, streets etc) 	Family Tree: <ul style="list-style-type: none"> -chronology of things that happened from when I was born -‘Once there were Giants’ story -sequencing of the story and making a timeline from baby to adult
Personal, social and emotional	<ul style="list-style-type: none"> -what makes a good friend? -sense of identify- which class do I belong to? -knows and talks about school rules ‘The Holmleigh way’. Begins to understand why they are needed - Tooth brushing technique and importance of brushing teeth -knowing the importance of sleep and having a good sleep routine (stories) -People who keep me safe in my school/community and their roles- what to do if I get lost? -What does it mean to be kind? -story ‘Smartest giant in town’, ‘Kindness Jar’ 						
Expressive arts	<ul style="list-style-type: none"> -Begin to use a variety of drawing tools -understand that they can use lines to enclose a space and then use shapes to represent objects -Use drawings to tell a story. Combine lines to explore different textures. Encourage accurate drawings of people with arms, legs, body and facial features, fingers and objects. -Experiment with and use primary colours 						

	Artist: Picasso. Who was he? What is he famous for? Children to complete self- portraits in Picasso inspired style.				
Physical development	-Go on a walk around the local area- park, library, shops, people who help us in the community (dentist, doctors, fire station etc) -importance of hygiene: washing hands regularly and why -Undressing and dressing, buttons, zips , coats, shoes, socks etc - Cooking at home; chopping vegetables with butter knife, making toast/sandwiches - Experiment with mark making in flour, glitter, sand etc.				
Vocabulary	Mum, dad, carer, childminder, gran, grandad, nana, papa, brother, sister, pets, foster, adoption, house, happy	happy sad, smell, touch, taste, see, skeleton, bones, muscles, skin, teeth, molars, canines, dentist, grandma, grandpa, nana, maps, location, world map, local map, North East South West, country names, black history, historians names	Happy, sad, excited, shocked, worried, shy, scared, seasons names, different weather names,	happy sad, excited, shocked, worried, shy, angry, scared, occupation names i.e. doctors, nurses, firefighters, police etc	Past, present, history, old, new, local, area, Stamford hill, hackney, London, England, happy sad, excited, shocked, worried, shy, angry, scared, kindness

Reception Class Focus Learning Experiences

Autumn Term 1

This plan is designed to be a guidance for parents to support their child with their learning at home.

Please use this alongside the following:

- Daily supported reading books (to begin once children have settled)
- Class and school library books (to be assigned after settling in)
- Online Bug Club portal (to be set and assigned)

These will all begin as soon as the children have settled into Reception Class and we feel they are ready towards the end of the half term.

We thank you for your continuous support!

The Reception Team