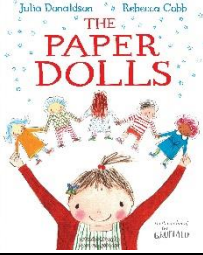
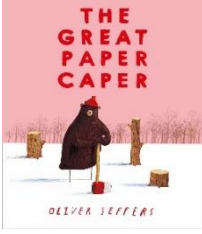


Autumn Term2	Week 1- Week 6	Additional texts
<p>Focus book</p> <p>This is the book which is shared throughout the week</p>		
<p>Literacy & CL</p>	<ul style="list-style-type: none"> -Create a paper doll and decorate them. Can you name your paper dolls? - Make your own story about the paper dolls. What adventures could they go on? - Share memories; what special things (toys, places, or people) do children remember or would like to remember when they grow up? <p>Talk about your own childhood memories.</p> <ul style="list-style-type: none"> -discussion about recycling and why it's important. What do you recycle at home? 	
<p>Mathematics</p>	<p>Object counting skills- Count the objects around the house. Count the cars, the trees and houses when you are out and about.</p> <p>Numerals- Look at the numbers in the environment. What is your door number? Can you spot the numbers on a bus? Are there numbers on cereal boxes?</p> <p>Subitising 5- Can you collect 5 of the same objects? How do you know it's 5? What are the parts?</p> <p>Mass - can you find heavy and light objects in your house? Can you compare the objects? Which is heavier/lighter?</p> <p>Capacity- Fill up a container using a glass. How many glasses of water did you know to fill the container?</p>	
<p>Understanding the world</p>	<p>History- Look at your family photos from the past. What has changed about you?</p> <p>Geography- what characteristics makes a place special. The school- what does it look like? Predicting weather and changes from one day to next; draw information from a simple map. Locate where school is and things in local community. Draws simple maps; stories, experiences etc. Understand that some places are special to members of the community- mosque, church, synagogue, temple</p> <p>Science- to understand how paper is made. To explore a range of tools to join materials. To know the lifecycle of paper. To begin to know which materials are recyclable. To begin to understand the process of recycling/ landfill s and where our rubbish goes. To begin to name materials and identify those which are waterproof. To discuss littering and the effect it has on our environment/ oceans.</p> <p>ICT-We will be using purple mash to explore playing matching games and sorting objects.</p>	
<p>Personal, social and emotional</p>	<ul style="list-style-type: none"> - To talk about and share our memories and how it may affect us -To consider how we deal with feelings in a positive way -To treat yourself and others with respect, how to be kind and have courage -To share opinions on things that matter to you and learn from experiences <p>Kindness: What does it mean to be kind?</p> <ul style="list-style-type: none"> -Stories 'Smartest giant in town', 'Kindness Jar'- create a kindness jar together in class. -manage personal hygiene: Handwashing and germs -know the effect of unhealthy food choices: tooth decay, obesity -keeping safe online 	

Expressive arts	<p>Artists: Gustav Klimt and Wadsworth Jarrell</p> <ul style="list-style-type: none"> -Rubbings in the environment -Print with a variety of everyday objects -Print with block colours -Name tools and realise that tools can be used for a purpose -Create a sculpture from plastic waste found in our recycling. Children could save some plastic containers and make a sculpture from it perhaps shaped like a sea creature like the one in the story 'clean up'.
Physical development	<ul style="list-style-type: none"> -Revisit importance of hygiene: washing hands regularly and why. What are germs? How to keep healthy. - Ball skills.
Vocabulary	<p>clawed, roared, slunk, bereavement, loss, memory crouched, snarled, gnashed, snipped</p> <p>A ocean, pollution, litter, recycling, reduce, re-use, repair, waste, sea animals, ocean floor, ecosystem, co2, emissions</p>
Educational visits	<p>Litter picking at a local park</p> <p>wetlands visit</p>

Reception Class Focus Learning Experiences

Spring Term 1

This half-termly plan provides all the carefully planned focus-learning experiences, which will be on offer for 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 and other activities that are happening around the school.

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

- **Daily supported reading books**
- **Class and school library books**
- **Online Bug Club portal**
- **Keywords sheet (children to recognise all of set 1 & 2 by end of half term)**
- **Handwriting rhymes sheet-** to learn formation of letters

If you need support with any of the above (in case you may have misplaced the sheets handed our previously) please see a member of Reception class team.

We thank you for your continuous support!

The Reception Team