

Reception – WHAT ARE WE LEARNING?

<p>Communication and Language</p> <ul style="list-style-type: none"> • Learn and use new vocabulary • Articulate their ideas and thoughts in well-formed sentences. • Use talk to help work out problems and to explain how things work and why they might happen. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Engage in non-fiction books. 	<p>Personal, Social, Emotional Development</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge • Express their feelings and consider the feelings of others • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others 	<p>Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Develop the foundations of a handwriting style • Progress towards a more fluent style of moving, with developing control and grace • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with gymnastics • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
<p>Maths</p> <ul style="list-style-type: none"> • Subitise to 6 • Recognise numerals and order numbers • Number bonds to 5 • Composition to 7 • Compare amounts • Compare length, weight and capacity. 	<p style="text-align: center;">Spring 1 People who help us</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.
<p>Understanding the World</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Recognise that people have different beliefs and celebrate special times in different ways • Explore the natural world around them • Understand the effect of changing seasons on the natural world around them 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p>At home:</p> <ul style="list-style-type: none"> • Engage in non-fiction books and watch documentaries. • Engage in independent reading, as well as reading with someone. • Discuss feelings and emotions, how your body shows this, and what to do. • Engage in a range of fine and gross motor skills. • Engage in a range of maths, using numbers up to 10. • Segment and blend simple words, phrases and sentences made up of words with known letter – sound correspondence. • Collaboratively explore the natural world around them, sharing ideas, resources and skills.

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Week	Personal, Social, Emotional Development	Communication and Language	Physical	Literacy		Mathematics	Understanding the World	Expressive Art and Design
1 6.1.25	Settling back – recap on rules New Talk Partners Voting on new role play area	New Talk Partners – focus on what makes a good talk partner Sharing their holidays / listening to others J w z all	Movement SS – letter formation game	Naughty Bus	Introduce book and bus toy Discussion around pictures Discussion around text SS - Draw a picture of holidays and write a sentence (AD)	NCETM week 11 – subitising to 6 / match to numeral Mass SS – number recap, comparing amounts to numerals (AD)	Recount – reflecting on past experiences and comparing to others	New technique (tear and scrunch) Role play design and vote SS – Cotton pad colour mixing
2 13.1.25	B&H – Feelings SS – play a game together	J w z to	Balancing SS – handwriting j w z	Naughty Bus	Song writing and singing (book making opportunities in environment) Shared writing – final adventure Children to each write a page for the new book SS – Naughty Bus photos	NCETM week 12 – recognise numerals and ordering numbers Capacity SS - Capactiy	Bus drivers	SS – Frida khalo art - tear and scrunch picture

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<p>3 20.1.25</p> <p>Trip to beach 18/1/24</p>	<p>B&H – Feelings</p>	<p>X y was</p> <p>SS – letter formation robot arm family (r n h m)</p>	<p>Balancing</p>	<p>Astro Girl</p>	<p>SS- Writing string sentences (AD)</p>	<p>NCETM week 13 – composition of 5</p> <p>Length</p> <p>SS - Length</p>	<p>Fire fighters</p>	<p>Introduction on junk modelling</p> <p>SS – Japanese dot art</p>
<p>4 27.1.25</p>	<p>B&H – Feelings</p> <p>Not all princesses wear pink</p>	<p>Ff ll ss zz come some</p> <p>SS – letter formation robot arm family (r b p)</p>	<p>Rolls</p>	<p>Astro Girl</p>	<p>SS – read and match picture to word)</p>	<p>NCETM week 14 – composition of 7</p> <p>SS – Composition of numbers to 7 (numicon sandwiches?)</p> <p>Height</p>	<p>SS – ice experiments</p> <p>Lunar new year</p> <p>Doctors and nurses</p> <p>Vets</p>	<p>SS – artist focus</p> <p>How to make my creation better – joining materials using tabs</p>
<p>5 3.2.25</p>	<p>B&H – Gender and diversity lesson</p> <p>Julian is a mermaid</p>	<p>th</p> <p>SS – letter formation zigzag monster family (v w x z k)</p>	<p>Moving over/under and jumping</p>	<p>Jabari Tries</p>		<p>NCETM Week 15 - Comparing amounts</p> <p>Time</p> <p>SS-Time</p>	<p>Reduce, reuse and recycle</p> <p>Refuse collectors</p>	<p>How to make my creation better – planning models</p> <p>SS – plan for junk modelling transport</p>

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<p>6 10.2.25</p>	<p>B&H – Gender and diversity lesson</p> <p>My shadow is pink/purple</p>	<p>ch</p> <p>SS – letter formation practise</p>	<p>Jumps</p>	<p>Jabari Tries</p> <p><i>You Can't Call an Elephant in an Emergency</i></p>		<p>Numerals</p> <p>(Link the number symbol with its cardinal number value)</p> <p>SS - Numerals</p>	<p>Emergency services</p> <p>Valentine's day</p>	<p>Junk modelling transport</p> <p>SS – artist focus</p>
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