

# Reception – WHAT ARE WE LEARNING?

<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<p><b>Personal, Social, Emotional Development</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Think about the perspectives of others.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop the foundations of a handwriting style</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 5</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>	<p><b>Autumn 2 We Are Explorers!</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences</li> <li>• Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Draw information from a simple map.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways (We will be exploring Diwali and Christmas)</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<p><b>At home:</b></p> <ul style="list-style-type: none"> <li>• Use phonics as much as possible. Talk about initial sounds, what does bus begin with? Can you write a b? Can you hear any other sounds in bus?</li> <li>• Read to your child and listen to your child read regularly. Talk about what you have read.</li> <li>• Make repeating patterns using everyday objects.</li> <li>• When traveling with your child, talk about the route, show them how you know where you're going (sat nav/maps).</li> <li>• Look for signs of winter.</li> </ul>

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Week	Personal, Social, Emotional Development	Communication and Language	Physical	Literacy		Mathematics	Understanding the World	Expressive Art and Design
1 4.11.24	Feeling of the week – happy	B c h g	SS – Name writing	Everywhere Bear	Exploring illustration Reading aloud / rhyme Reading aloud / book talk Response to illustration / shared writing Movement and role play SS – Writing initial sounds to pictures (AD)	NCETM Week 6 - Counting  SS-Subitising bingo (AD)	Forest school – leaf hats  Diwali 2 simple – paint a picture, rangoli patterns  SS – Draw a picture of something they did in half term  SS – Sequencing pictures from pumpkin soup	Role play vote  Rangoli patterns  Everywhere bear sea artwork (after movement lesson)
2 11.11.24 Anti Bullying Week	Feeling of the week – sad  ABW: 2 lessons	B c h g  The / I	SS – Name writing  SS – Thread the jelly fish		Everywhere Bear	2. Book talk – Advice for Mrs Bishop 3. Finish reading book 4. Story mapping 5. Shared writing – everyone draw and write about new adventure  SS – Word building in small group (AD)	NCETM Week 7 – Comparisons (equal to)  SS – 5/not 5 sand pit hunt	Forest school – Sound scapes / listening to sounds  Recycling. Introduce paper bin and sorting activity. <a href="https://www.bbc.co.uk/ipl/ayer/episode/b07tzrt5/maddies-do-you-know-series-1-4-bin-lorry-and-newspaper">https://www.bbc.co.uk/ipl/ayer/episode/b07tzrt5/maddies-do-you-know-series-1-4-bin-lorry-and-newspaper</a>

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<p>3 18.11.24</p>	<p>Feeling of the week – angry</p> <p>Get back to green zone / create a calm corner SEAL – Getting on and falling out</p> <p><b>SS – team building</b></p>	<p>D e f v</p>	<p><b>SS – Letter formation (amist)</b></p>	<p>We're going on a bear hunt</p>	<p>Role on the wall – the bear</p> <p>Responding to story and freeze-frame</p> <p>Watch Michael Rosen read / book talk (end of day)</p> <p>Role play in groups</p> <p>Word collection (Snack)</p> <p><b>SS – read CVC word and match to picture (AD)</b></p>	<p>NCETM Week 8 – Introduction to part whole</p> <p><b>SS - NCETM (AD)</b></p>	<p>Map making</p> <p>Treasure map style of bear hunt route/story</p> <p>Forest school – Story sticks</p> <p><i>Have beebot app available on Ipads for explore and learn</i></p>	<p>Introduce new technique – cutting</p> <p><b>SS – cutting (I)</b></p>
<p>4 25.11.24</p>	<p><b>SS – turn taking</b></p> <p>SEAL – Getting on and falling out lesson 2</p> <p>Feeling of the week – worried</p> <p>5 Cs</p>	<p>D e f v</p> <p>For / of</p>	<p><b>SS – letter formation (nop)</b></p>	<p>We're going on a bear hunt</p>	<p>Shared writing about artwork</p> <p>Story mapping</p> <p>Shared writing – change story</p> <p>Book making (SI)</p> <p><b>SS – match rhymes (I)</b></p>	<p>NCETM Week 9 – Composition to 5</p> <p><b>SS - NCETM (AD)</b></p>	<p>Map making</p> <p>Looking at different types of maps of the local area</p> <p>“Treasure” map of learning garden with things hidden on map</p> <p>Forest school – act out story / words to describe areas of forest school</p>	<p>Wall story (PoR)</p> <p>Introduce new technique – sticking</p> <p><b>SS- sticking</b></p>

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<p>5 2.12.24</p> <p>5<sup>th</sup> Trip to the postbox</p>	<p><b>SS – team building – build a tower together (I)</b></p> <p>B&amp;H – D&amp;A (keeping healthy and safe) Lesson 1</p> <p>Feeling of the week – scared</p> <p>5 Cs</p>	<p>K l r u</p>	<p><b>SS – letter formation (b,h,c,g)</b></p>	<p>The Jolly Postman</p>	<p>Introduce Jolly postman – parcel with picture in – who is he? What does he do?</p> <p>Picture walk – who is he? Where is he going? What is happening?</p> <p>Letter writing</p> <p><b>SS – Initial sound bingo (I)</b></p>	<p>NCETM Week 10 – Cardinality / numerals / representing to 5</p> <p><b>SS - NCETM (AD)</b></p>	<p>Forest school – leaf rubbings</p> <p>Look at map of school/ Plan route on map of the school for practise walk</p> <p>Use Digimaps to look at school and surrounding area.</p> <p>Walk to post box - Plan and follow route on map</p> <p><b>SS – making maps (I)</b></p>	<p>Introduce new technique - curling</p> <p><b>SS – curling picture (I)</b></p>
<p>6 9.12.24</p> <p>12<sup>th</sup> Sing-a-long</p>	<p><b>SS – team building – puzzles (I)</b></p> <p>B&amp;H – D&amp;A (keeping healthy and safe) Lesson 2</p> <p>Feeling of the week – jealous</p> <p>5 Cs</p>	<p>K l r u are</p>	<p><b>SS – letter formation (d,e,f,v)</b></p>	<p>The Christmas Jolly Postman</p>	<p><b>SS – card writing (AD)</b></p>	<p>Circles and Triangles White Rose</p>	<p>Forest school - Nature pictures</p>	

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<p>7 16.12.24</p>	<p><b>SS – team building – picture together (I)</b></p> <p>B&amp;H – Drugs and Alcohol (keeping healthy and safe) Lesson 3</p> <p>Feeling of the week – excited</p> <p>5 Cs</p>	<p>Review phonics and HFW</p>	<p><b>SS – letter formation (k,l,r,u)</b></p>	<p>Winter stories</p>		<p>Shapes with 4 sides White Rose</p> <p>Maths quiz</p>	<p>Christianity – Christmas / how do people celebrate?</p> <p><b>SS – shape picture</b></p>	<p>Winter crafts</p>
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\*SS Super Skills carousel of activities to practise skills