

Reception Term 2

Reception Term 3

Traditional Tales

Adventure

Literacy	<p>MAIN TEXTS to choose from:</p> <ul style="list-style-type: none">• We're Going On A Bear Hunt• Goldilocks & The Three Bears <p>Note: Core texts to be taught over three weeks</p>
Language	<p><u>Listening & Attention:</u></p> <p>Can they listen attentively in a range of situations? Do they listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions?</p> <p><u>Understanding:</u></p> <p>Do they listen and respond to ideas expressed by others in conversation or discussion? Can they follow two part instructions?</p> <p>Are they able to create story maps based on familiar texts?</p> <p>Do they understand stories and are they able to answer questions based on what they have read or listened to?</p> <p><u>Speaking:</u></p> <ul style="list-style-type: none">• Box clever• Repetitive stories• Chatterbox sessions for parents with speech and language therapist• All adults to model good grammar• Puppets and small world play provided as continuous provision• Visual prompts for adults to support language development• Sign along to be used by trained staff
	<p><u>Writing</u></p> <p>Are they able to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence? Can they write their own name and other things such as labels, captions or instructions with growing confidence? Do they attempt to write short sentences in meaningful contexts? Are they able to read their written work back?</p> <p>Mark making opportunities to be maximised throughout setting Hand writing books to be completed</p> <p>Reading (continuous strand)</p> <ul style="list-style-type: none">• Links sounds to letters of the alphabet• Segments and blends CVC words• Reads with fluency and is able to discuss what they have read• Is able to retell familiar stories• Spends time reading and exploring a range of texts• Pinny time to be maximised• Is able to read words/simple sentences applying their knowledge of phonics

Mathematics	
Taken from Maths Mastery	
<p>Unit 5</p> <p>Numbers within 10</p>	<p>This three week unit builds on unit 3 and introduces pupils to counting reliably within ten. They will “count reliably with numbers from one to ten, place them in order and say which number is one more or less than a given number” (EYFS p25).</p> <p>During this unit, pupils are formally introduced to zero. Pupils will explore arrangements of numbers within ten and will have the opportunity to manipulate these. Pupils will also begin to explore how numbers can be represented on a ten frame.</p> <p>This unit enables all pupils to have the secure sense of numbers within ten before learning higher numbers in the spring term. It allows pupils to consolidate learning from the first half of the autumn term and pupils will begin to subitize and check by counting – they will “estimate a number of objects and check by counting.” (EYFS: p51).</p> <p>During this unit, pupils will learn ordinal numbers 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 10th and key vocabulary associated with ordinal numbers.</p>
<p>Unit 6</p> <p>Shape and calendar</p>	<p>Calendar Math’s will have been a key feature of Math’s Meetings from the beginning of the year. Pupils will begin to deepen their understanding about time when exploring and talking about the calendar. They will apply their learning about ordinal numbers from unit 5.</p> <p>By now, pupils will have been introduced to the names of shape as part of Maths Meetings. This unit gives pupils the opportunity to “explore characteristics of everyday objects and shapes and use mathematical language to describe them” (EYFS p25). They will continue to “use everyday language to talk about size to compare objects and to solve problems” (EYFS p25). Pupils will also “compare and order objects and talk about properties and time” (p51). Maths Meetings and play should be planned to give pupils a range of opportunities to apply their learning in different contexts throughout this half term.</p>
<p>Unit 7</p> <p>Position and time</p>	<p>Language of position and direction will have been incorporated into Maths Meetings during the first half of the year and should continue to be planned into play and Maths Meetings. This unit will provide pupils with the opportunity to “use everyday language to talk about position, distance and time to compare quantities and objects and to solve problems” (EYFS p25) and “talk about properties, position and time” (EYFS p51).</p> <p>Calendar Math’s will have been a key feature of Math’s Meetings from the beginning of the year. Pupils will begin to deepen their understanding about time when exploring and talking about the calendar.</p> <p>Opportunities for talk about position and time should be planned in to play and Maths Meetings for the rest of the academic year.</p>
<p>Unit 8</p> <p>Numbers within 15</p>	<p>This fortnight is focused on pupils’ learning to count reliably within 15 building on their knowledge about numbers within ten. During this unit, pupils will begin to explore placing numbers in equal and unequal groups which develops a depth of understanding of numbers within 15.</p> <p>As part of this unit, pupils “count reliably with numbers from one to fifteen, place them in order and say which number is one more or less than a given number” (EYFS p25).</p> <p>Pupils will continue to deepen their understanding about how to “estimate a number of objects and check by counting.” (EYFS p51).</p>
<p>Physical Development</p>	<p><u>Moving & Handling</u></p> <ul style="list-style-type: none"> • Catching and throwing skills • Continuous provision – hammers, water play investigation pouring and filling • Mark making opportunities outside and inside <p>Games (Mr Roach PE lessons)</p> <p>Can they climb with confidence?</p> <p>Do they show increased control over hand and eye co-ordination?</p> <p>Can they balance?</p> <p>Are they able to jump and land with control?</p> <p><u>Acquiring and developing skills</u></p> <p>Evaluating and improving</p> <p>Can they copy actions?</p> <p>Can they repeat actions and skills?</p> <p>Can they move with control and care?</p> <p>Are they able to avoid collisions with others?</p> <p>Evaluating and improving</p> <p>Can they talk about what they have done?</p>

	<p>Can they identify how what skills they can improve? Do they show perseverance when developing a new skill?</p> <p>Health and self-care (ongoing) Can they recognise danger and seeks support of significant adults for help? Can they put on hat, unzip zipper on jacket, and take their jacket? Are they able to observe the effect of physical activity on their bodies? Do they take care of their personal hygiene without prompting?</p>
PSED	<p><u>Making Relationships/ Managing Feelings & Behaviour/Self-confidence and Self-awareness</u></p> <p>Are they kind to others?</p> <p>Can they start conversations with other children and adults?</p> <p>Are they able to play co-operatively with others?</p> <p>Can they express what they like to do verbally?</p> <p>Are they able to say what their needs, wants or interests are?</p> <p>Are they able to work as part of a group?</p> <p>Teachers to see: Jigsaw – Puzzle3 Goals & Dreams – Foundation 2</p>
Understanding the World	<p><u>People & Communities:</u> Place of worship week – book visit to St. Johns Church (Stratford)</p> <p><u>The World:</u> Comparing environments – local area walk compare story setting to the local environment</p> <p>Characteristics of Effective Learning Child initiated play – staff to carry out learning journeys to capture children demonstrating persistence and testing out ideas.</p>
Understanding the World	<p><u>People & Communities: (RE)</u> Buddhism – Spirited play: Gifts for the Poor / Good Samaritan</p>
Expressive Arts & Design	<p><u>Exploring and Using Media & Materials:</u></p> <p>Can they describe texture, form and shape? Do they sing songs, make music and dance, and experiment with ways of changing them – making instruments and creating movements music (Bear Hunt link) Describing textures</p> <p><u>Being Imaginative:</u></p> <p>Role-play is a continuous strand and links to Literacy throughout the year.</p>
ICT (UW)	<p>Technology:</p> <p>Progress Matters: Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p> <p>ITASS - Where is Teddy? Understanding the World Use information and communication technology to support their learning.</p> <p>How to use a digital camera</p> <p>How to download images from the camera on to a computer</p> <p>How to copy digital photographs in to Activ Inspire</p>

	How to record voices in Activ Inspire How to create a talking book in Activ Inspire and/or Clicker5
Role-play areas	Home corner Grandma's cottage
Enrichment	Chinese new year Bear Hunt Discover