

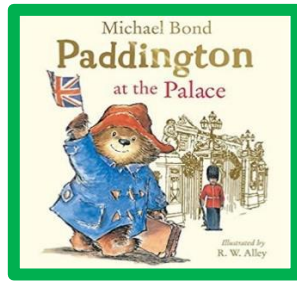


Key Learning

Directed Activities

Literacy and Phonics

Key Texts



Key Songs / Rhymes:

Humpty dumpty, Ring a ring a roses, London Bridge is falling down, 10 green bottles

- London
- Palace
- Bridge
- City
- Suitcase
- Digraph
- Sentence

Reception will continue their work on basics 3 this half term, we will be learning the sounds from groups 5, 6, and 7.

Group 5		some come
Group 6		so do
Group 7		little out

Children in Reception will be learning to:

- To write simple phrases and sentences that can be read by others.
- To use capital letters, full stops and finger spaces.
- To read simple phrases and sentences.
- To retell stories once they have developed a deep familiarity with the text.
- To listen to and talk about stories to build familiarity and understanding.
- To learn and use new vocabulary.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary in different contexts
- Anticipate – where appropriate – key events in stories
- Make use of props and materials when role playing characters in narrative and stories
- Write recognisable letters, most of which are correctly formed
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Reception will continue to learn the sounds from Basics 3. The children will then use their phonics knowledge to build and write CVC words, read CVC words, write simple captions and sentences and read simple captions and sentences. They will take part in daily Phonics lessons and activities. This half term we will continue to complete Rainbow Challenges, during provision time. There will be a weekly phonics activity which the children will complete independently. Reception will continue to have daily name writing practice and will take part in daily fine motor activities such as dough disco. Reception will also take part in handwriting and guided reading sessions.

This half term, our topic is *London's Calling* and our key text is *Paddington at the Palace*. The learning environment will be enhanced to encourage the children to create independent writing about London and Paddington Bear. Before reading the story, the children will explore the front cover and blurb, making predictions about the setting, characters and events. As we read the text, they will compare their ideas with what happens in the story. The children will practise writing simple sentences using capital letters, finger spaces and full stops. They will write character descriptions of Paddington and answer questions such as "What does Paddington have in his suitcase?". As their confidence grows, they will sequence key events and retell the story. We will also take part in Drawing Club sessions based on *Paddington Bear* stories to develop the children's storytelling, vocabulary and imagination. Towards the end of the half term, we will explore Paddington's favourite food—marmalade sandwiches. The children will make their own sandwiches and then write simple instructions explaining how to make them.

## Maths

More

Less

Equal

Same

Part

Whole

Double

Group

Children in Reception will be:

- To count accurately and understand how many objects there are.
- To recognise quantities without counting (subitising).
- To understand how numbers are made up of smaller parts (part–whole).
- To explore numbers to 10, including 5 and 10 as key numbers.
- To compare numbers using language such as *more*, *less*, and *equal*.
- To understand number order and that numbers increase by one each time.

This half term, children will deepen their understanding of number through a range of practical and engaging activities. They will develop confidence in counting to find out *how many* objects there are, understanding that the last number counted represents the total. Children will practise counting forwards and continue the number sequence, including identifying missing numbers and beginning to notice patterns in larger numbers. They will explore different counting strategies, such as counting on from a given number and counting objects that cannot be moved.

Alongside this, children will develop their ability to recognise quantities without counting (subitising), using familiar patterns such as dice and 10-frames. They will explore how numbers are made up of smaller parts (part–part–whole), with a focus on key numbers such as 5 and 10, and begin to recall simple number facts. Children will compare numbers and understand their position in the counting sequence, using language such as *more*, *less*, and *equal*. Through games and number tracks, they will learn that numbers increase in order and that each number is one more than the previous number. These experiences will support the development of strong early number sense and prepare children for future mathematical learning.

## Understanding the World

Material	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Safely use and explore a variety of materials.</li> <li>• Understand some important processes and changes in the natural world around them, including changing states of matter.</li> </ul> <ul style="list-style-type: none"> <li>• I know I live in Summerseat near Bury in the England / UK.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (Contrast village with City)</li> </ul>	<p>Our Scientific focus will be materials- What is it made of? The children will explore Paddington's suitcase, which contains a range of objects made from different materials such as plastic, metal, paper, glass, rock and wood. They will identify what each object is made from and match key vocabulary to the items. The children will also explore both the indoor and outdoor environments, identifying objects and the materials they are made from. We will link our learning to Paddington's love of food by watching clips of him cooking and exploring how materials can change. For example, the children will observe chocolate melting as we make cakes or chocolate-covered biscuits. To explore evaporation, we will watch Paddington having tea and demonstrate how to make a cup of tea, including boiling the kettle. The children will observe the steam and learn that when water gets very hot, it changes into a gas.</p> <p>Our Geographical focus this half term is a tour of London. We will begin by recapping what it is like in Summerseat, learning that it is a village. The children will be introduced to the terms village, town and city, and will learn that London is the capital city of England, where we live. We will take a virtual sightseeing tour of London with Paddington, exploring key landmarks and buildings. The children will look at aerial views of London and compare them to Summerseat, discussing what they notice. We will read a range of books to broaden their vocabulary about London and its sights, and explore simple maps of London, using positional language to describe locations.</p>
Plastic		
Metal		
Wood		
Glass		
Water		
Rock		
Ice		
Summerseat		
Country		
England		
Bury		
United Kingdom		
London		
City		
Town		

## Expressive Art and Design

Collage	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> <li>• Experiment with techniques such as rolling, cutting, moulding and carving.</li> <li>• Experiment with 3D work.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>	<p>This half term, children will explore art through the theme of faces and sculpture, inspired by the work of Giuseppe Arcimboldo. They will begin by creating 2D collage faces using fruit and vegetables, learning about healthy food choices, and then design their own "unhealthy" versions to compare. Children will then build on this by creating 3D faces using real fruits and vegetables, exploring how objects can be combined to make a whole.</p> <p>They will also experiment with clay, learning key techniques such as rolling, cutting, moulding, and carving, before using these skills to create a Paddington paw print decoration inspired by Paddington Bear. Alongside this, children will explore materials through play, comparing plasticine and playdough to develop their understanding of different textures and how materials can be shaped and changed.</p>
2D		
3D		
Rolling		
Cutting		
Clay		

### Prime Areas

*The Prime Areas underpin all learning in Early Years and are covered consistently.*

*The following are the particular focus for this half term, but others from the, 'Class Steps in Learning' will also be covered naturally.*

<b>Communication and Language</b>	<b>Physical Development</b>	<b>Personal, Social &amp; Emotional Development</b>
<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Show sensitivity to their own and to others' needs.</p>