

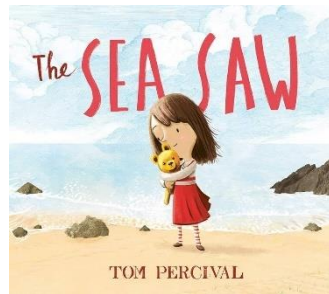
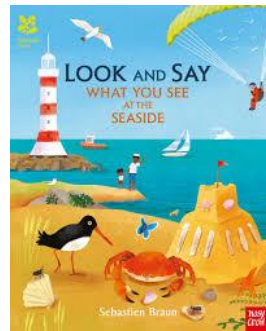
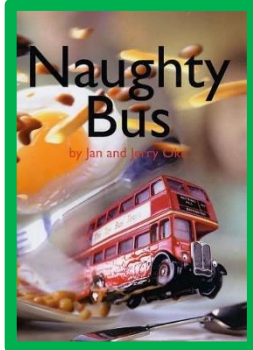


Key Learning

Directed Activities

Literacy and Phonics

Key Texts



Key Songs / Rhymes:
 Row, row, row your boat
 The wheels on the bus
 1,2,3,4,5 once I caught a fish alive

Full stop

Capital letter

Finger space

Sentence

Naughty

Bus

Prediction

Author

Children in Reception will be learning to:
 Reception will continue their work on Basics 3 this half term, we will be learning the sounds from groups 6 and 7 and then we will consolidate all the sounds which the children have learnt this year.

Group 6	ur ow oi er	so do
Group 7	ure ear air	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
 - Make use of props and materials when role playing characters in narrative and stories
 - Write recognisable letters, most of which are correctly formed
 - Describe events in detail.
 - Perform stories with others.

The children will take part in activities from Supersonic Phonic Friends to explore the sounds from Basics 3. The children will be reading and writing simple captions and sentences.

The half term our key text is Naughty Bus by Jan and Jerry Oke. Before we begin to read the text, the children will be shown the front cover of the book with the title blanked out, as a class and individually, we will discuss what we can see in the picture and use this to predict the title of the book. The title of the book will be shared with the class, the children will predict what they think will happen in the story. We will begin to read the book as a class, having lots of discussions as we do. Reception will be presented with different illustrations from the text and will write simple sentences to describe the illustration. Once the children have developed a deep familiarity with the text the children will retell the story. Individually they will create a story map. The final page of the book says, "Did I tell you? Sometimes I am a night bus." We will focus upon this page: What could this mean? Do you think the bus also travels at night? Where could the bus travel at night? As a class we will generate ideas about what the bus could do at night. Individually the children will then draw a picture of the bus at night and write sentences to describe what the bus is doing. To finish our learning on Naughty Bus, Acorn are going to work collaboratively to create their own story, 'Naughty Car'. We will first discuss what an Author does before we take on the role of an Author. As a class we will plan our story Naughty Car, drawing inspiration from the Naughty Bus. We will take the car on a journey around school and capture pictures, which will be the illustrations in our book. Reception will then write sentences for each of our illustrations. We will combine all of our work to create our own book. The children will read 'Naughty Car' and familiarise themselves with our story. As a class we will then tell our story to the other classes in school.

	<ul style="list-style-type: none"> Develop storylines. 	
Maths		
Sharing	<p>Children in Reception will be:</p> <ul style="list-style-type: none"> Exploring sharing Sharing objects Exploring grouping Grouping objects Exploring even and odd sharing Playing with and building doubles <ul style="list-style-type: none"> Identifying units of repeating patterns Creating their own pattern rules Exploring their own pattern rules Replicating and building scenes and constructions Visualising from different positions Describing positions Giving instructions to build Exploring mapping Representing maps with models Creating their own maps from familiar places Creating their own maps and plans from story situations 	<p>The children will begin to develop an understanding of sharing, they will investigate what sharing is and describe equal sharing as fair and unequal sharing as unfair. Reception will share a number of objects between various people or groups, learning that we need to take one object at a time and give it to one person before taking the next object and giving it to the next person, repeating this process until all the objects are gone or until each person has an equal amount. The children will then explore grouping, understanding that grouping involves dividing a set by placing a certain number of items in each group. The children will then explore grouping further investigating how many groups they need in order to give out all their objects. The children will use the skills they have previously learnt to identify whether a number is odd or even by sharing into two groups. The children will then take part in activities to consolidate their learning of finding and making doubles.</p> <p>The children will return to the concept of repeating patterns, deepening their understanding of different patterns and they will begin to develop their understanding of different patterns and pattern rules. The children will progress to creating their own repeating pattern rules. The children will then comment on their own pattern rules and other's rules. Reception will then move to focus on spatial reasoning, first through replicating small words and construction scenes. The children will then be encouraged to look at the constructions from different positions, gaining knowledge of how things look from different perspectives. The children will build on their knowledge of visualising from different perspectives and will now verbalise this by describing scenes using positional language. The children will now use the skills they have built to give and follow instructions to build new models. Next, the children will explore different maps. The children will draw out information from a map by using models as representations. The children will then begin to create their own simple maps of familiar places and from stories.</p>
Grouping		
Even and odd		
Doubles		
Repeating patterns		
Rule		
Position		
Map		

Understanding the World

Map	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 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 land with ocean) Explore and talk about different forces they can feel. <p>Revisit healthy lifestyles as part of sports day:</p> <ul style="list-style-type: none"> Understand the importance of healthy food choices. I know that I need to eat fruit and vegetables to stay healthy and can name some. I recognise the effect of exercise on my body. Know and talk about the different factors that support their overall health: including oral health (tooth brushing). Know and talk about the different factors that support their overall health and wellbeing: having a good sleep. Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society. Compare two items and say which are old and new. 	<p>The children have brought in a list of places they have visited and photographs from these trips. We will use Google Earth and photographs to show the children the places other children have visited. We will locate some of these places on a world map, placing the world map on display with pins of the places the children have visited. The children will understand that these places are countries just like England is a country where we live.</p> <p>Acorn are going to investigate the forces of push and pull using the Naughty Bus. Explicitly learning the words push and pull. We will look at the force of pushing under water. Investigating whether it is easier or harder to push under water than on the carpet? We will carry out an investigation to decide whether the naughty bus will float or sink in the water. We will investigate a range of materials that will float and a range of materials that will sink.</p> <p>As a build-up to sports day, we are going to look at keeping healthy. We will label body parts, look at ways the children keep healthy at school by moving their bodies, discuss the ways the children keep their bodies active and healthy at home (swimming, football etc). Using a range of food types, we will decide which foods the children can eat regularly and which are good for a treat. We will create a perfect meal to eat before sports day to help their bodies be active.</p> <p>This half term we are going to be exploring transport over time. We will talk about the word transport and what transport is. Then, look at a variety of photographs from transport now and in the past and decide which is past and present, explaining our thoughts. We will look closely at what is the same and what is different about each type of transport. We will then talk about some different ways we can find out about the past: photographs, asking people older than ourselves, books and the internet. We will ask our parents and grandparents to tell us what transport was like for them and if there have been any changes? We will use books to find out about the Wright Brothers and the first flight, including the story by Nhin. We will then sequence parts of the story / events.</p>
Behind		
Next to		
In front of		
Country		
Force		
Wind		
Fast		
Slow		
Timeline		
Compare		
History		

Expressive Art and Design

Cloth	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> Show experience in simple weaving techniques. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use equipment and tools to build, construct and make simple models and constructions. Make models using different construction materials such as construction kits and reclaimed materials. Safely use and explore a variety of tools and techniques, within painting, experimenting with colour, design, texture, form and function. 	<p>We will practise our weaving and sewing skills and know what weaving and sewing is: with support, we will practise our threading / sewing skills to make a card. We will practise weaving and talk about what weaving is in Copse Corner at our weaving station. We will then practise weaving with paper and paper strips on types of transport. Finally, we will weave with alternative natural materials and weave a pot:</p> <p>We will make a London Bus out of box model materials choosing things carefully for their shape e.g. lids for wheels, shoe box for body of bus etc. Demonstrate how to cover the box in red paper, how best to attach the wheels to ensure they stay etc.</p> <p>The children will find out about the life and work of inspirational British artist Stephen Wiltshire who is famous for drawing and painting London buses and landmarks. The children will understand that</p>
Thread		
Needle		
Textile		
Vehicle		
Primary		
Colour		

	<ul style="list-style-type: none">• Experiment with colour mixing, match the colours they see and want to represent• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.• Use a range of small tools, including scissors, paint brushes and cutlery.	<p>recently, their focus has been on portraits but landscapes and landmarks are equally used as inspiration for artists. They will understand that a piece of paper can be in portrait or landscape position. We will sketch London buses and famous London landmarks thinking about types of line: horizontal, vertical, diagonal, straight, curved etc. We will look at examples of Stephen Wiltshire's work with colourful backgrounds and then landmarks on top. We are working towards creating our own large and small scale art work inspired by his, first exploring colour mixing in a variety of ways.</p>
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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.

Communication and Language	Physical Development	Personal, Social & Emotional Development
<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>