

# Reception – WHAT ARE WE LEARNING?

<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Learn and use new vocabulary</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Use talk to help work out problems and to explain how things work and why they might happen.</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>• Engage in non-fiction books.</li> </ul>	<p><b>Personal, Social, Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Identify and moderate their own feelings socially and emotionally.</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>• Progress towards a more fluent style of moving, with developing control and grace</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with gymnastics</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Subitise (recognise quantities without counting) up to 5</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 10.</li> <li>• Compare length, weight and capacity.</li> </ul>	<p>Spring 1 Journeys</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 and, where necessary, a few exception words.</li> <li>• Form lower-case and capital 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>• Comment on images of familiar situations in the past</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Explore the natural world around them</li> <li>• Understand the effect of changing seasons on the natural world around them</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>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p><b>At home:</b></p> <ul style="list-style-type: none"> <li>• Take a journey on public transport, talking about what you can see.</li> <li>• Encourage your child to talk in full sentences</li> <li>• Research the Volks Daddy Long Legs with your child. Can you find out anything new? (Brighton Toy Museum and Paradise Park both have models of the Daddy Long Legs if you want to do some fieldwork).</li> <li>• Encourage your child to write in birthday cards, when sending them to friends.</li> <li>• Look for numbers in your environment. The number 5 bus. Can you find 5 leaves?</li> </ul>

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Week	Personal, Social, Emotional Development	Communication and Language	Physical	Literacy		Mathematics	Understanding the World	Expressive Art and Design
<b>1</b> <b>1.1.23</b> <b>Bank Holiday</b> <b>INSET Day</b>	Settling back – recap on rules  New Talk Partners  Voting on new role play area  <b>SS – play a game together</b>	New Talk Partners – focus on what makes a good talk partner  Sharing their holidays / listening to others  J w z	<b>SS – letter formation</b>	We're going on a monster hunt	Christmas recount – something you did in the holidays  <b>SS - Draw a picture of it and write a sentence (AD)</b>	<b>SS – number recap, comparing amounts to numerals (AD)</b>  Maths recap – exploring numbers 1-5. Subitising, representing and ordering	Recount – reflecting on past experiences and comparing to others	New technique (tear and scrunch)  Role play design and vote
<b>2</b> <b>8.1.23</b>	B&H – Feelings  <b>SS – turn taking game</b>	J w z	Travelling / making shapes ( <b>Add making shapes to PE plan</b> )  <b>SS – handwriting j w z</b>	We're going on a monster hunt	<b>SS – CVC frames</b>  3/4 lessons	White rose – alive in 5  Zero  Find 0-5  Subitising and represent 0-5  NCETM week 10 – cardinality and representing to 5  <b>SS – maths</b>	Forest school – signs of winter	proper introduction on junk modelling  <b>SS – Frida khalo art - tear and scrunch picture</b>

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<p>3 15.1.23</p> <p>Trip to beach 18/1/24</p>	<p>B&amp;H – Gender and diversity lesson</p> <p>Gender and diversity – Not all princesses wear pink</p>	<p>X y</p> <p><b>SS – letter formation robot arm family (r n h m)</b></p>	<p>Balancing</p>	<p>The Naughty Bus</p>	<p>Introduce book and bus toy</p> <p>Discussion around pictures</p> <p>Discussion around text (photos in environment for children to explore)</p> <p><b>SS- Writing string sentences (AD)</b></p> <p><b>Writing about trip</b></p>	<p>White rose – Alive in 5</p> <p>One more/one less</p> <p>Composition</p> <p>Conceptual subitising to 5</p> <p>NCETM week 11 – subitising to 6 / match to numeral</p> <p><b>SS -</b></p>	<p>Trip on a bus?</p> <p>Past transport in Rottingdean</p> <p><b>SS – map of route for trip (AD)</b></p>	<p>How to make my creation better – joining materials using tabs</p> <p><b>SS – Japanese dot art</b></p>
<p>4 22.1.23</p>	<p>Gender and diversity – Julian is a mermaid</p>	<p>Ff ll ss zz</p> <p><b>SS – letter formation robot arm family (r b p)</b></p>	<p>Rolls</p>	<p>The Naughty Bus</p>	<p>Song writing and singing (book making opportunities in environment)</p> <p>Shared writing – final adventure</p> <p>Children to each write a page for the new book</p> <p><b>SS – read and match picture to word)</b></p>	<p>White rose – mass and capacity</p> <p>Find a balance (and recap on scales)</p> <p>Explore capacity</p> <p>Compare capacity</p> <p>NCETM week 12 – recognise numerals and ordering numbers</p> <p><b>SS – Compsoition to 5</b></p>	<p>Past and present transport</p> <p><b>SS - Taking photos – where will the bus go?</b></p>	<p>How to make my creation better – planning models</p> <p><b>SS – plan for junk modelling transport</b></p>

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<p>5 29.1.23</p>	<p>Gender and diversity – My shadow is pink</p>	<p>th <b>SS – letter formation zigzag monster family (v w x z k)</b></p>	<p>Moving over/under and jumping</p>	<p>The Train Ride</p>	<p>Responding to illustration</p> <p>Visualising</p> <p>Reading aloud (follow up: children to draw and write about who will be waiting)</p> <p>Finish reading</p> <p>Book talk</p> <p>Read aloud with rhythm</p> <p>Story-telling and drama</p> <p>Story map</p> <p>EAD lesson (on topic plan)</p> <p>Shared writing captions for picture (follow up: each child to write)</p> <p><b>SS- captions for train ride predictions</b></p>	<p>White rose – Growing 678</p> <p>Introduce each number (one lesson on each but make sure to include, representing them, one more, one less and composition)</p> <p>NCETM week 13 – composition of 5</p> <p><b>SS - weighing</b></p>	<p><b>SS – sorting past and present transport</b></p> <p>Looking at different environments through a train window. Comparing environments</p>	<p>Junk modelling transport</p> <p>PoR – create own artwork in style of illustrator</p> <p><b>SS – artist focus</b></p>
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<p>6 5.2.23</p>	<p>Gender and diversity – My shadow is purple</p>	<p>ch <b>SS – letter formation practise</b></p>	<p>Jumps</p>	<p>The Train Ride</p>	<p>Story telling  Writing own zigzag books (2 lessons)  Responding to illustration and freeze frame  <b>SS – Write about a different environment (through a train window)</b></p>	<p>White rose – Growing 678  Make pairs, odd and even  Find and make a double  Combining two groups (include some conceptual subitising)  NCETM week 14 – composition of 7  <b>SS – Composition of numbers to 7 (numicon sandwiches?)</b></p>	<p>Lunar new year  <b>SS – ice experiments</b></p>	<p>Junk modelling transport  <b>SS – artist focus</b></p>
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