

## Reception Learning Plan

	English							Maths						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn 1</b>	Settling in	<b>Titch</b> Language focus – discussing family and observations	<b>All are welcome</b> Language focus – discussing observations and answering various questions	<b>Little Red Hen</b> Language/ recall focus – key vocab from the text and sequencing	<b>Farm/Harvest</b> Language and knowledge focus – investigating different place	<b>Funny Bones</b> Facts and labelling – labelling parts of the skeleton	<b>My 5 senses</b> Linking to parts of the body, language acquisition focus	Settling in	<b>Counting 1:1</b> correspondence focus and subitising	<b>Numerals</b> Identifying numerals and matching to amounts	<b>Patterns</b> Identify then create repeating patterns. Create an apron For Little Red Hen using these.	<b>Height/ length</b> Concepts and comparative language. Exploring foods in a hands-on way	<b>Weight</b> Concept and comparative language. Explore using foods linked to Harvest	<b>Money</b> Real life learning. Using a shop to explore using money
<b>Autumn 2</b>	<b>Jack and the Beanstalk</b> Recall and sequencing focus, discussing key vocabulary	<b>Jack and the Beanstalk</b> Using new and key vocabulary, change parts of the story	<b>The 3 Little Pigs</b> Recall and sequencing focus, discussing key vocabulary	<b>The 3 Little Pigs</b> Using new and key vocabulary, change parts of the story	<b>Stickman</b> Descriptive and observational focus	<b>Stickman</b> Recall and sequencing focus, discussing key vocabulary	<b>Christmas story</b> Recall and sequencing focus, discussing key vocabulary	<b>2D shapes</b> Identify and problem solve. Children us to create objects from the story	<b>3D shapes</b> Practical and hands on. Use objects from the story to add together 2 groups	<b>Subitising</b> Skill and recall focus. Use objects from the story in familiar patterns	<b>Composition of number</b> Use materials to look at how to compose numbers to 5	<b>Ordering numbers</b> Hands on. Order the pigs houses from the story by number	<b>Capacity</b> Practical, language focus. Filling and emptying Christmas objects	<b>2D/3D Shapes</b> Wrapping and creating gifts of various shapes
<b>Spring 1</b>	<b>Percy the Park Keeper After the Storm</b> Recall and sequencing focus, discussing key vocabulary	<b>Percy the Park Keeper One Snowy Night</b> Recall and sequencing focus, discussing key vocabulary. Make links to previous story	<b>The Train Ride</b> Recall and sequencing focus, discussing key vocabulary	<b>The Train Ride</b> Using new and key vocabulary, change parts of the story. Influenced by own experiences	<b>Chinese New Year (instructions)</b> Recall skills and ordering for instructions. Focusing on 'cookbook'	<b>Chinese New Year (story)</b> Children retell the story of the Chinese Zodiac		<b>One more/ less</b> Practical and visual. Using objects from the story.	<b>Sharing</b> Practical and hands on. Feeding animals from the story.	<b>Addition</b> Practical and hands on. Creating a 'train' to add passengers to	<b>Subtraction</b> Practical and hands on. Create a 'train' and stations where the passengers leave	<b>Position</b> Linking to previous transport theme. Practical exploring. Children getting on a 'bus' and discussing position	<b>Number bonds/ comparison</b> Practical. Exploring bonds using double sided counters and objects	
<b>Spring 2</b>	<b>Little Rabbit Foo Foo</b> Recall and sequencing focus, discussing key vocabulary	<b>Forests (non fiction)</b> New vocabulary focus. Explore the environment while making comparisons	<b>The Selfish Crocodile</b> Character description focus – using new vocab from text	<b>Healthy Teeth</b> Linking to previous week, investigate how to keep teeth healthy. Poster format	<b>Signs of Spring</b> Applying new a previous language. Investigate lists	<b>The Easter Story</b> Recall and sequencing focus, discussing key vocabulary		<b>Height / length (comparative)</b> Measuring and comparative language. Comparing characters in story	<b>Doubling</b> Practical and hands on. Children explore using dominoes to identify	<b>2D shapes</b> Compose and decompose. Putting shapes together to make 'teeth'	<b>3D shapes</b> Identifying and naming features	<b>3D shapes (compose)</b> Use shapes to create objects found during Spring	<b>Weight/ capacity</b> Hands on and practical. Following recipes for different Easter foods.	
<b>Summer 1</b>	<b>Habitats</b> Use previous and gain new knowledge to explore different habitats	<b>The very Hungry Caterpillar</b> Focus on healthy eating creating 'fact files'	<b>Foods around the world</b> Explore various foods and where they come from.	<b>Farmer Duck</b> Recall and sequencing focus, discussing key vocabulary. Linked to 'food'	<b>Little Red Riding Hood</b> Recall features of text type. Focus on 'then' and 'now'	<b>Supertato</b> New vocabulary for a character description	<b>Super worm/ Recycling</b> Linking to 'superhero' theme and environments	<b>Composition of numbers</b> Use materials from various habitats to create numbers	<b>Number bonds</b> Use objects from the story to practically investigate bonds	<b>Comparing number (subtraction)</b> Practical games that show subtraction	<b>Number bonds (subtraction)</b> Practical games that show subtraction bonds	<b>Number bonds</b> Practical problem solving. Introduce part whole models	<b>Doubling</b> Making 'Supatato soup' using a doubling recipe	<b>Length</b> Comparing different lengths of characters from the story
<b>Summer 2</b>	<b>Sharing a shell (habitat)</b> New language and habitat focus. Make comparisons to previously taught habitats	<b>Sharing a shell (retelling story)</b> Recall and sequencing focus, discussing key vocabulary	<b>The Lighthouse Keeper's Lunch (sandwich instructions)</b> Recall of features of texts	<b>The Lighthouse Keeper's Lunch (list of foods)</b> Recall of features of a 'list' and foods	<b>Pirate stories (maps)</b> Recall features of maps and how to adapt	<b>Pirate stories (instructions)</b> Recall features of writing instructions		<b>Sharing</b> Practical sharing of food to sea creatures after the storm	<b>Teen Numbers</b> Make numbers beyond 10 practically. Link focus to objects from story	<b>Teen Numbers</b> Explore number patterns beyond 10.	<b>Money (bonds)</b> Look at working out amounts for buying food using bond facts	<b>Positional Language</b> Giving directions for moving around a grid/ map	<b>Sharing</b> Practically sharing out treasures between the pirates	

\*Weeks may vary depending on the length of each half term/ term

\*\* The maths theme and task are aimed to directly link to a theme within the book/ text we are doing in English in most cases

\*\*\* Each English theme runs on a 2 week cycle. The first week introduces the text, the second either focuses on changing the story or a non-fiction link to improve vocabulary and language acquisition

	Understanding the world (Science)	Understanding the world (Geography)	Understanding the world (History)	Understanding the world (R.E)	Expressive Art and design (Art/ DT)	Expressive art and Design (Music)	Physical Development (P.E)	Computing
Autumn 1 – Marvellous Me!	<p><b>Healthy me</b> Children to learn about the importance of staying safe. They will look at using electricity, staying safe at home, who to trust, and first aid.</p> <p><b>Our Body</b> Children to learn about their body parts and how they are used. They will also look at changes since birth</p> <p><b>The senses</b> Children to explore their senses.</p>	<p><b>Our school</b> Children to learn about key parts of buildings, focusing on our school. Looking at the different materials that it takes to make a school and what it looks like on a map.</p>	<p><b>‘Then’ and ‘now’</b> Children to study a photograph of themselves as a baby and starting Reception and say which came first. Introduce children to ‘then’ and ‘now’. Children to talk about how they were different ‘then’ and ‘now’.</p>	<p><b>Harvest</b> Children will learn about what happens at harvest time and how we can help people in the local community</p> <p><b>Shabbat</b> Children will find out about the Jewish day of rest, Shabbat. They will learn about how Jews prepare and what happens.</p>	<p><b>All about me – representing</b> Children develop observational drawing/ creating skills to focus on themselves</p>	<p><b>Me!</b> Learn to sing nursery rhymes and action songs: -Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught A Fish Alive, -This Old Man, - Five Little Ducks, -Name Song, - Things for Finger</p>	<p><b>Engaging in the continuous provision</b> Children to develop gross and fine motor skills through continuous provision both in and outdoors.</p>	<p><b>Technology and Me</b> Children to use a variety of toys, appliances and electronic devices that are appropriate for their age. Children talk about the different technologies they use and what for</p>
Autumn 2 - Things that go	<p><b>Materials</b> Children to use their senses to discover different materials and how they are made</p> <p><b>Machines</b> Children to explore non-living things. Children to explore different types of transport and how machines help us</p> <p><b>Space</b> Children to explore and think about what is in Space. Children to find out about Space travel and rockets.</p>	<p><b>Where I live</b> Children to use what was learned about our school and compare to buildings around us. Think about our home, how is it similar/ different to others and our school? Consider to purpose of different buildings and structures. Part from community moving onto town</p>	<p><b>Things that went</b> Children think about different vehicles and modes of transport that they use/ have used to get around in their lives (bikes, tricycles, buggies etc.) explore what the children can remember. Discuss vehicles that we find now and in the past.</p>	<p><b>Christmas</b> In this unit the children will develop the idea of giving and saying thank you further and look at the Christmas story in greater depth.</p>	<p><b>Materials – different uses</b> Explore a range of materials that can be manipulated to desired effects. Can be linked back to previous topic or current one around vehicles.</p>	<p><b>My Stories</b> Learn to sing nursery rhymes and action songs: -I’m A Little Teapot, -The Grand Old Duke Of York -Ring O’ Roses, -Hickory Dickory Dock, -Not Too Difficult, -The ABC Song</p>	<p><b>Jungle Journey</b> Set plan used to assess children’s gross and fine motor abilities. Used to inform intervention from Spring term onwards.</p>	<p><b>How we communicate</b> Children to explore different ways of communicating through technology. Children discuss ways that they know. Discuss how we use these safely.</p>
Spring 1 – All things great and small	<p><b>Animals</b> Children to discover different types of animals. Children to find out about their habitats including on a farm (linking to trip).</p> <p><b>Forces</b> Children to find out about forces. Children to explore push/pull and sink/swim</p>	<p><b>Habitats</b> Explore different terrains and environments the children are familiar with (wonderful woods, beautiful beach, divine deserts, winter wonderlands, joyful jungles etc.)</p>	<p><b>Toys in the past</b> Through observation and discussion, children will note the similarities and differences between toys from now and then. VISITOR: Toys in the past visitor to bring in artefacts.</p>	<p><b>Special people</b> In this unit the children will consider special people at home and school, as well as role models. They will learn about how Jesus is seen as a role model for Christians and listening to some of the miracles that He performed.</p>	<p><b>Creating habitats</b> Children design and create their own versions of habitats explored in various lessons.</p>	<p><b>Everyone!</b> Learn to sing nursery rhymes &amp; action songs: -Wind The Bobbin Up, -Rock-a-bye Baby, -Five Little Monkeys -Jumping On The Bed, -Twinkle Twinkle, -If You’re Happy And You Know It, - Head, Shoulders, Knees &amp; Toe</p>	<p><b>Parachute Games</b> Children develop their listening and attention skills, as well as simple coordination and movement</p>	<p><b>Technologies for a purpose</b> Explore the different purposes of technology and the applications on them</p>
Spring 2 –Our Wonderful World	<p><b>Weather</b> Children to learn about the different weather and seasons in the UK. Children to observe, measure and record different weather types on a weather chart.</p> <p><b>Food</b> Children to learn about where food comes from and which animals provide food.</p>	<p><b>Maps</b> Explore different types of maps with children. Start with maps of local areas, then build to world maps. Talk about what they notice on the maps (e.g. fields, grass, buildings, water, sand etc.)</p>	<p><b>Places I’ve been</b> Children to reflect and think about different trips and places they have been to. Discuss and compare ideas and experiences that the children have had.</p>	<p><b>Special times</b> In this unit children will learn about the things that happen during the Spring. They will listen to the Easter story and consider how the different people are feeling and their own feelings about the story.</p>	<p><b>Making our town</b> Children work collaboratively to design and create different features of their own town</p>	<p><b>Our World</b> Learn to sing nursery rhymes and action songs: -Old Macdonald, Incy Wincy Spider, -Baa Baa Black Sheep, -Row, Row, Row Your Boat, -The Wheels On The Bus, - The Hokey Cokey</p>	<p><b>Skills</b> Children focus on individual skills to improve their gross motor skills</p>	<p><b>Keeping safe/ reputation</b> Discuss what information we put on the devices and what information we keep private</p>
Summer 1 – The Natural world	<p><b>Insects</b> Children to learn about where insects live. Children to explore their habitats and go on an insect hunt.</p> <p><b>Plants</b> Children to learn about living things and where they come from. Children to plant and observe a seed grow into a small plant.</p>	<p><b>Wonderful Woods</b> Explore the features of woodlands. Discuss what makes them unique and things that are found there.</p>	<p><b>Traditional tales</b> Children explore a variety of traditional tales, discussing the similarities and differences between then and now (focus on environments)</p>	<p><b>Special places</b> In this unit children will learn about what makes a place special. They will be introduced to some religious buildings, a church, mosque and synagogue</p>	<p><b>Props for stories</b> Children focus on the objects within stories and develop different representations to use within their play</p>	<p><b>Big Bear Funk</b> Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p>	<p><b>Movements and skills</b> Children play a range of games that involve various key skills for moving around fluently and effectively</p>	<p><b>E Safety</b> Children discuss ways that we can stay safe when using different devices and applications</p>
Summer 2 – Summer loving	<p><b>The Beach</b> Children to learn about the beach and find out what we expect to see there. Children to then find out about building and measuring.</p>	<p><b>Beautiful beaches</b> Explore the features of woodlands. Discuss what makes them unique and things that are found there</p>	<p><b>What a year</b> Children reflect on what we have been doing throughout the year. What have we learned? How have we changed?</p>	<p><b>Special stories</b> They will think about the morals and lessons taught through stories and relate them to their own lives. Themes around friendship, greed, honesty and forgiveness</p>	<p><b>Beach creations</b> Children refine and build upon skills and techniques developed throughout the year to create features of beaches</p>	<p><b>Reflect, Rewind and Replay</b> All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>	<p><b>Ball games and dance</b> Children explore teamwork and various games they play as a team</p>	<p><b>I can use technology safely</b> Children explore a variety of resources safely, explaining how they would keep safe.</p>