

# Reception – WHAT ARE WE LEARNING?

<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction</li> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Participate in discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen</li> <li>• Express their ideas and feelings about their experiences using full sentences</li> </ul>	<p><b>Personal, Social, Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Know and talk about ways to be healthy</li> <li>• Show an understanding of feelings and regulate behaviour</li> <li>• Showing 2-channelled attention (listen and do)</li> <li>• Follow instructions involving several actions</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>• Explore 3D shapes.</li> </ul>	<p><b>Summer 1 Ready, Steady, Grow!</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them</li> <li>• Say a sound for each letter in the alphabet and some digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment</li> <li>• Explore the natural world around them</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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>At home:</b></p> <ul style="list-style-type: none"> <li>• Talk about oral hygiene at teeth brushing time and supervise other good practises</li> <li>• Practise letter formation at home and writing in meaningful ways, such as lists, cards, letters, etc</li> <li>• Apply reading skills more widely such as reading recipes, instructions, signs, bedtime stories etc together</li> <li>• Explore numbers to 10 and different ways of making them</li> <li>• Listen to Cbeebies radio and audio books and discuss what happened afterwards</li> <li>• Go on walks around and see what plants you can see, can you name the different parts? Maybe even have a go at planting your own</li> </ul>


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Week	Personal, Social, Emotional Development	Communication and Language	Physical	Literacy		Mathematics	Understanding the World	Expressive Art and Design
<p>1 13.4.26</p> <p>Bank holiday and inset 21 &amp; 22<sup>nd</sup> April</p>	<p>Being healthy: introduction / physical activity</p> <p>SS – puzzles and team work</p>	<p>Guided reading</p> <p><b>Phonics qu</b></p> <p>Expert of the week</p>		<p>Errol's garden</p>	<p>3 full sessions from Errol's garden, one short one and one writing follow up</p> <p>Share stories at story time like Jasper's beanstalk / Oliver's vegetables and other growing stories</p>	<p>NCETM week 22 – <u>Subitising and doubling</u></p>	<p>What do plants need to grow?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxyrd">https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxyrd</a></p> <p>SS – planting a bean/sunflower seed and discussing</p>	<p>Role play design and vote</p>
<p>2 20.4.26</p> <p>LOCALITY TRIP</p>	<p>Being healthy: road safety</p> <p>SS – team work build a train track</p>	<p>Introduce vocab for plants and growing using widgeit</p> <p>Expert of the week</p> <p><b>Phonics ck</b></p> <p>HFW – my by</p> <p>Poet of the week: Matt Goodfellow <a href="https://clpe.org.uk/poetry/poems/bathtime">https://clpe.org.uk/poetry/poems/bathtime</a></p> <p>Poet of the week: Jane Newberry <a href="https://clpe.org.uk/poetry/poems/monster-march">https://clpe.org.uk/poetry/poems/monster-march</a></p>	<p>SS – Label a plant</p>	<p>Errol's Garden</p>	<p>2 full sessions from Errol's garden, one short one</p> <p>Include lesson around local visit to see nature</p> <p>SS – CVC and caption writing</p>	<p>NCETM week 23 – <u>representing to 5</u></p> <p>SS – number to 20</p>	<p>Plants growing in contrasting environments</p> <p>Parts of a plant</p> <p>Forest School, plant identification</p> <p>SS – how to look after growing plant/flower (AD)</p>	<p>Observational Drawings of Plants</p>

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<p>3 27/5/26</p>	<p>Being healthy: tooth brushing / keeping your body clean</p>	<p>Step-by-step instructions e.g. drawing or making with playdough</p> <p><b>Phonics digraph recap</b></p> <p>HFW- you</p> <p>Expert of the week</p> <p>Poet of the Week: Zoro Weil <a href="https://clpe.org.uk/books/book/cherry-moon">https://clpe.org.uk/books/book/cherry-moon</a></p>		<p>Errol's garden</p>	<p>2. Dreaming of Gardens or Special Places- Writing collaborative poems (LA groups, HA pairs)</p> <p>3. Revisiting and Re-reading and Role play</p> <p><b>SS- Write about deam garden</b></p>	<p><u>NCETM week 24 – representing to 10</u></p> <p><b>SS 5 Skittles (AD)</b></p>	<p><b>Forest school, Dream gardens</b></p>	<p>Little seed song – learn and perform together</p> <p><b>SS – step by step drawings of plants</b></p>
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<p>4 4.5.26 May Bank Holiday</p>	<p>Being healthy: sensible amounts of screen time (use story unplugged <a href="https://www.youtube.com/watch?v=6ttVvybhMk8">https://www.youtube.com/watch?v=6ttVvybhMk8</a> )</p> <p>Being healthy: Healthy eating</p> <p><b>SS – design a healthy dinner plate</b></p>	<p>Expert of the week</p> <p><b>Phonics wh</b></p> <p>HFW - they</p> <p>Poet of the week: Eloise Greenfield <a href="https://clpe.org.uk/videos/video/eloise-greenfield-park-1-2">https://clpe.org.uk/videos/video/eloise-greenfield-park-1-2</a></p>	<p><b>SS – capital letter writing</b></p>	<p>I will not ever never eat a tomato</p>	<p>1 - Learning about gardens – research. What makes a non- fiction text / Sorting fiction and non-fiction books</p> <p>2- everyone has something to bring to the garden – what would you bring sentence writing</p> <p>3- finish story and discuss</p> <p>4- link growing vegetables to Oliver’s Garden</p>	<p><u>NCETM week 25 – Ordering / one more one less</u></p> <p><b>SS – one more/one less</b></p> <p><b>SS -Writing numerals</b></p>	<p>Finding out new information</p> <p>Life cycle of a sunflower</p> <p><b>SS- Seed experiment</b></p>	
<p>5 11.5.26</p>	<p>Being healthy: sleep</p> <p><b>SS – being healthy poster</b></p>	<p>Expert of the week</p> <p><b>Phonics - ng</b></p> <p>HFW – their there</p> <p>Poet of the week: John Lyons <a href="https://clpe.org.uk/poetry/poems/tadpole-comets">https://clpe.org.uk/poetry/poems/tadpole-comets</a></p>	<p><b>SS: Life cycle of a sunflower</b></p>	<p>I will not ever never eat a tomato / non- fiction</p>	<p><b>SS-Sound/HFW board game</b></p> 	<p>White Rose</p> <p>3D Shapes</p>	<p>Finding out new information</p> <p><b>SS – Exploring non- fiction books together (AD)</b></p> <p><b>Forest school (not Wescott)</b> Looking after the woods with Blueberry the bird</p>	<p>Drawing / painting fruits and vegetables</p>

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