

Reception Term 1

Topic - 6 week theme: Reception		Different families around the world				
Talk for writing – 6 week focus: Owl Babies		Hook: Owl/birdman (real owls)				
<p>Talk through Stories: Owl Babies - <i>Martin Waddell</i>, My Monster and Me - <i>Nadiya Hussain</i>, Ravi's Roar - <i>Tom Percival</i>, Elmer - <i>McKee</i></p> <p>Core Books: A Great Big Cuddle – <i>Michael Rosen</i>, Grumpy Frog – <i>Ed Vere</i></p> <p>Nursery rhymes: Diddle diddle dumpling my son John, Rock a-bye baby, Finger family, Baa baa black sheep, Three blind mice, Twinkle twinkle little star, Two little dickie birds, 1 2 3 4 5 once I caught a fish alive, Heads shoulders knees and toes, Hokey Cokey, Old McDonald had a farm (animal sounds)</p>						
Key activities:						
Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding the World People and Communities	Expressive Arts and design
Ways the adult can facilitate						
<p>Singing nursery rhymes Knowing the names of classmates Identifying turns in a game Listening to favourite stories Sequencing stories</p> <p>Listening & Attention: Adults must ensure that children develop their concentration levels</p> <p>Play listening and attention games to promote following instructions</p> <p>Promote good listening by taking frequent opportunities to praise children who are exemplifying 'good listening' + adults modelling</p>	<p>Jigsaw: Being Me in my World (see jigsaw plan)</p> <p>Ring games Number games circle time parachute games Including others in games Playing fairly Separate from main carer Following simple instructions Cooperating with rules and boundaries</p> <p>Settling in, adapting to change, boundaries and behavioural expectations of the setting School rules and routines. What are the rules for? Who do we go to for help? How do people help us? What do they do?</p> <p>Children becoming self-aware. Who is in your class? Describe and</p>	<p>Naming body parts Knowing how to wash hands Knowing how to store equipment safely Attempting to cut using scissors Moulding playdough etc – patting, squeezing, pinching and rolling Being able to go to the toilet and to wash hands unaided</p> <p>Moving & Handling: To develop fine manipulative skills: patting, squeezing, pinching and rolling Suggested focus activities - Cooking opportunities to practise manipulative skills (making bread), threading, sewing, stirring, dressing and undressing dolls, Play-dough disco.</p>	<p>Mark making pictures of themselves Drawing and making pictures of their family Listening to stories with increasing recall Identifying their favourite part of a story Matching sounds to pictures e.g. animal lotto Making animal sounds Identifying sounds in words</p> <p>What's in the box, sound box, musical corners, voice sounds, wake up Mr Wolf!</p> <p>Phonics: Listening games- what makes that sound? Where is it coming from? Read, write, inc - pure sounds – graphemes, diagraphs and digraphs Introduce key words: the, I, etc</p>	<p>Baseline - weeks 2 & 3 Matching 1-1 correspondence, sorting, Comparing objects by size, length, height, making patterns, following, describing and extending pattern in a wide range of contexts - booth inside and out. Comparing groups by the number in the group & identifying which group has more/less or is biggest/smallest</p> <p>Early mathematical experiences match equal sets using one-to-one correspondence</p> <p>identify unequal sets using one-to-one correspondence</p>	<p>Talk about members of their immediate family and community</p> <p>During dedicated talk time, listen to what children say about their family.</p> <p>Share information about your own family, giving children time to ask questions or make comments.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Create family trees.</p> <p>Discuss /paint special times spent with family.</p> <p>Using examples from real life and from books, show</p>	<p>Explore different tools 3D models of different houses using blocks, junk modelling Exploring musical instruments</p> <p>Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow</p> <p>Play musical games e.g. musical statues</p> <p>Listen to music representing different places inc folk music from Britain – sea shanties - <i>l'aise with Adam</i>. Accompany simple rhythms using percussive</p>

<p>Focus for a sustained period of time and listen to stories recalling what happened. Promote and model active listening skills (children need to have 'good listening skills' exemplified. 'What makes a good listener?')</p> <p>Speaking: Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts (this is a cross-curricular link) - Talking about families and friends – use of photographs from home to support dialogue</p> <p>Use a wider range of vocabulary: describing family relationships e.g. brother, sister, uncle, aunt, niece, nephew, parent, neighbour, friendly... (explore children's understanding and how terms vary from culture to culture)</p> <p>Expand on children's phrases by adding language and/or new ideas e.g. 'I'm feeling a bit lonely. Do you think I could join you?'</p> <p>Encourage deeper thinking using phrases such as 'I wonder what/why.... What might happen if....' E.g. Why do you think that the baby owl felt so afraid? Relate</p>	<p>acknowledge children's feelings using words like happy, sad, frightened, angry, upset - relate to Zones of regulation.</p> <p>Understand how others are feeling and why they might be feeling that way e.g. Why does baby Owl feel frightened when the mother owl leaves?</p> <p>Use stories to think about the perspectives of others e.g. the feelings of the different Owls in Owl babies.</p> <p>Get to know each child and their families, likes & dislikes. Take time to highlight and share a child's interests in class.</p> <p>Making new friends, sharing, getting along with each other. Who's your friend and why? How do they make you feel? Organise some activities around friendship groups.</p> <p>Help children to develop problem solving skills by talking through how they, you or others resolved a problem or difficulty. Congratulate children when they are faced with a challenge/ difficulty/ mistake for trying again in another way and for resilience/ learning from mistakes.</p>	<p>Once children are ready teach children the correct grip/posture for writing with a pencil, cutting with scissors, using a knife and fork.</p> <p>Free drawing/writing</p> <p>Large motor skills: To develop coordination, balance and to be able to avoid obstacles. Complete obstacle courses. Revise fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Ensure children develop core strength: reminders about posture, different sized chairs and tables</p> <p>Provide children with access to space outdoors with a range of surfaces and environments where they can push, pull and carry objects along, up and down as well as opportunities to stack, construct and climb large apparatus.</p> <p>Suggested focus activities - Chasing games/ring games – cat and mouse, what's the time Mr wolf, rolling & receiving games – balls, bean bags etc</p> <p>Develop movement sequences, including</p>	<p>Handwriting: Read write Inc, pencil control, lines/patterns, Pre-writing patterns, daily letter formation on sounds taught so far – writing words using the sounds taught, planning for 'Child Initiated' activity within the setting, assessing pencil control</p> <p>Reading & writing: Read individual letters saying the sounds</p> <p>Fred talk CVC words e.g. h-a-t Sh-o-p</p> <p>Recognise in shared books letter groups which represent a single sound e.g. 'th', 'sh', 'ch' Share books with children Which are consistent with their phonic knowledge</p> <p>Support children to say complete sentences, saying them aloud and holding them in their heads before writing them down.</p> <p>Stories about school/community/family – non-fiction books about friendships and people who help us, labels, and captions. Going to school, First Day at school.</p>	<p>(focus on in provision e.g. matching conkers to pots...)</p> <p>compare objects according to size. Draw children's attention to changes in amount/size in the Owl babies story Matching activities such as matching shapes</p> <p>Play matching card games such as snap & pairs including matching e.g. numbers of dots to symbols</p> <p>compare sets without counting</p> <p>order objects according to length or height order sets without counting</p> <p>Pattern and early number recognise, create and describe patterns describe and create patterns that are the same and different</p> <p>develop fast recognition of up to three objects without having to count them individually (subitise)</p> <p>recognise if a number of objects is the same or</p>	<p>children how there are many different families, identifying positive differences and similarities.</p> <p>Create books/displays about different families around the world.</p> <p>Make collections of materials e.g. different shape/colour leaves & seeds, shells, twigs & bark, pebbles & rocks</p> <p>Observe with magnifying equipment. Take photographs and match objects to their picture</p> <p>Take/draw autumn pictures looking at the natural world outside</p> <p>Cooking and food preparation</p> <p>Display aerial photographs & maps (including oblique views) of the area. Identify the school, other landmarks inc Keir Hardie Recreation Ground places of worship, roads and railway inc stations, children's' homes</p> <p>Collect holiday photographs & postcards showing places that children have visited -</p> <p>Gotcha Smile Sukkot- (Jewish festival)</p>	<p>instruments to keep the beat, tap simple rhythms</p> <p>Develop home corner with resources to support family life/looking after one another, looking after a baby</p> <p>Provide materials to support imaginative play at different scales e.g. small world forests & homes using large cardboard panels/boxes...</p> <p>Draw/paint faces representing features & explore how emotions: sad, happy, frightened might be conveyed.</p> <p>Explore mixing paint to create different colours e.g. skin tone, eyes...</p> <p>How could you draw yourself? Painting self-portraits/portraits of friends.</p> <p>Develop storylines in pretend play</p> <p>Rhymes and music Using instruments Action rhymes</p> <p>Lay on the ground with eyes closed and listen to sounds then open eyes & match to sounds</p> <p>Play variations of 'squeak piggy squeak' & ring games where children are</p>
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<p>the story to personal experiences.</p> <p>Retell stories, partly through repetition and partly in their own words.</p> <p>Support children in communicating in complete sentences</p> <p>Begin to use connectives to connect ideas or actions e.g. "I'm feeling full up because I've just eaten my dinner".</p> <p>5 stories a day– focus on tier 2 vocabulary. extend dialogue on from stories/books relating to everyday experiences/real life</p> <p>Practise songs and rhymes regularly</p> <p>Develop social talk e.g. "Good morning, how are you?"</p> <p>Small world play based on 'Owl Babies e.g. animals and their young' and/or other familiar stories</p> <p>Speech and language strategies: sign along visual timetables to be used. All adults to use visual keyrings Box clever strategies displayed - pupils to be assessed</p>	<p>Help children to manage their own needs by insisting on good hygiene e.g. washing hands before snack time and talking about good sleep routines using Owl babies as a stimulus.</p>	<p>follow my leader, copying type games developing greater control and fluency and which conclude in balance/ stillness.</p> <p>Health and self-care: Adults must ensure that are encouraging children to be independent Suggested focus activities - Recognising danger and seek support of significant adults for help Help children to recognise factors that support their health/well being:</p> <ul style="list-style-type: none"> • Physical exercise • Healthy eating • Toothbrushing • Managing 'screen time' • Good sleep routines • Being a safe pedestrian (Go for a walk to Royal Victoria Dock/Prince Regent Station and use the pedestrian crossing to cross the road safely - continue up the steps to the bridge over the train tracks and watch trains coming and going - what else can we see?) <ul style="list-style-type: none"> • relate to Owl Babies - how does the baby 		<p>different (working with numbers 1, 2, 3, 4 & 5)</p> <p>Count objects to five and recognise that the last number counted represents the total number in the group. Recognise the number of people in 'my family)</p> <p>Put objects into five frames and ten frames to build children's familiarity with the tens structure (egg box tens frames)</p> <p>recognise the numerals 1, 2, 3, 4 & 5 create representations for numbers 1, 2, 3, 4 & 5 –</p> <p>label pots with equipment e.g. 3 pencils, 2 pairs of scissors, 5 cars etc. Draw children's attention to this when tidying up, managing resources.</p> <p>Distribute items evenly e.g. pieces of fruit to children around the table</p> <p>Encourage children to find their own ways to record numbers of objects e.g. how many balls they threw into a hoop, jumps along a line etc.</p>	<p>Diwali – (Hindu festival) Eid – (Muslim festival) Harvest Festival, what does it mean?</p> <p>Outdoor provision: Painting easels, bikes, sand/water (equipment to fill, pour, empty, sink & float), musical instruments, construction, sensory play.</p> <p>Role play: home/familiar places (different representations e.g. flat, tent, café, shop</p>	<p>blindfolded and identify other children in the group from the sound of the voice e.g. by repetition of nursery rhymes</p> <p>Clap/tap the pulse of songs/nursery rhymes – encourage children to hold a steady beat. Play movement games where sounds signal different kinds of movement e.g. march to a drum beat, creep to the sound of a maraca, jump to a xylophone (chime bars)</p> <p>Dressing up, role play. Drawing heroes/friends/people who help us. What uniform do they wear?</p>
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<p>adults to get down to the children's level when interacting with them being a model of good spoken language</p> <p>How do we listen? What questions can you ask your friends? Listening to stories, following instructions, listening to a friend.</p>		<p>owl get ready for bed? What makes up a good bedtime routine? including calming down, sharing a story, having a cuddle, cleaning teeth etc</p> <p>Independence - can they put on hat, unzip zipper on jacket, and take their jacket?</p> <p>Personal hygiene – washing hands/toileting</p>		<p>Explore a variety of visual models representing number</p> <p>Play hiding games with a 'number' of objects in a box/under a cloth e.g. We started with seven cars in the box, I've taken two out in my hand. How many are left in the box?</p> <p>Show finger numbers up to five</p> <p>Build new shapes/patterns using high quality pattern blocks, tangrams etc</p>		
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What the provision can offer

Mindfulness/Meditation
 Introduce Zones of Regulation
 Self portrait with different tools/media and materials ie. papier -mache to create their own face
 Globes, atlases, maps to locate where families originate
 Children Listen to music, and to learn songs and dances from around the world.
 Talk to children about special times they have spent with their family- children draw / paint a picture of it.
 Answer register in a different language each week
 Parents involvement- parents come in and make signs and read books in home languages
 Opportunities to create family trees and to compare families
 Books about different types of families LGBT

Helicopter stories
 Invent a story (Talk for Writing)
 5 stories a day
 Listening and Attention games

Festivals/focus days:

Enrichment & parental engagement:
 Visit people who help us – Head teacher, office

Stay and read together - RWI work shops - Reception parent meeting

Calendar events:

- Seed gathering season (23rd September – 22nd October 2021)
- Harvest festival (Sunday closest to the Harvest Moon which takes place around the autumn equinox – variable dates)
- Black History Month October

Critical Thinking/Creativity activities:

Who is the tallest/shortest/oldest/youngest? Has the tallest/shortest person got the longest/shortest arm? Can the person with the biggest hand hold the most multilink?

Putting resources away in the right container. Matching equipment to labels/pictures

Teddy bears picnic: how many knives, forks, plates etc do we need? Have we got enough? Do we need more etc

Registration - matching spaces to children being away etc

Talk through stories: seeing things from a character's perspective, being in role.....

Ensure that children have time to follow through their own interests and to explore and investigate freely