

Reception Term 2

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| Topic - 6 week theme: Exploring our environment | | | | | | |
| Talk for writing – 6 week focus: We’re Going on a Bear Hunt | | | | | | |
| Talk through Stories: Can’t You Sleep Little Bear? - <i>Martin Waddell</i> , On the Way Back Home - <i>Jill Murphy</i> , Room on the Broom - <i>Julia Donaldson</i> | | | | | | |
| Core Books: Home – <i>Carson Ellis</i> , Puffin Peter – <i>Petr Horacek</i> | | | | | | |
| Nursery rhymes: Goosey goosey gander, I hear thunder, Little boy blue come blow your horn, This old man, Teddy Bear’s Picnic | | | | | | |
| Key activities: | | | | | | |
| Communication & Language | Personal, Social & Emotional Development | Physical Development | Literacy | Maths | Understanding the World | 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 including ‘spot the sound’ in the environment inspired by ‘We’re going on a bear hunt’</p> <p>Notice pattern/rhyming patterns in songs and rhymes. Clap out the beat to a song or rhyme. Clap out the beats in longer/interesting new words</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>Take time to get to know about children, their homes, where we live, our environment, different kinds of homes, likes & dislikes, culture. Highlight children’s interests</p> <p>Settling in, adapting to change, boundaries and behavioural expectations of the setting School rules & routines. What are rules for? Who do we go to for help? How do people help us? What do they do?</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 & 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 - opportunities to practise manipulative skills (making clay divas), threading, sewing, stirring, dressing and undressing dolls, Play-dough disco, using spray bottles, planting & caring for plants.</p> <p>develop children’s hand and eye coordination</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 diagraphs Introduce key words: the, to, I, no, go etc</p> <p>Handwriting: Read write Inc, pencil control, lines/patterns, Pre-writing patterns, daily letter formation on sounds taught so far – using tramline paper, writing words using the sounds taught, planning for ‘Child Initiated’ activity within the setting, assessing pencil control</p> <p>Reading & writing:</p> | <p>Maths No Problem Units:</p> <ul style="list-style-type: none"> • Time • Composition of numbers to 5 • 2D shapes • Positional language <p>Early mathematical experiences match equal sets using one-to-one correspondence</p> <p>match unequal sets using one-to-one correspondence – using objects in the environment</p> <p>compare objects according to size. Draw children’s attention to changes in amount/size – different sized leaves, shells, pebbles etc Matching activities such as matching shapes to silhouettes – organise</p> | <p>Can you explore your school environment? What can you see out of the window?</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>Talk about the locality, the school grounds, walk around and explore the local area. Children record what they see ie. take photos, sketch</p> <p>During dedicated talk time, listen to what children say about places they visit/know. Encourage children to share pictures of their homes, places that they’ve been to and listen</p> | <p>Explore different tools 3D models of different houses using blocks, junk modelling Exploring musical instruments</p> <p>Create models of streetscapes/townscapes</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. Accompany simple rhythms using percussive instruments to keep the beat, tap simple rhythms</p> |

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| <p>Focus for a sustained period of time & listen to longer stories recalling what happened. Promote and model active listening skills (children need to have 'good listening skills' exemplified. They need visual representations of 'What makes a good listener and language used which promotes & exemplifies active listening and which makes the link with learning e.g. "I could tell that you would be able to talk about the story because you were listening so carefully. I could see that because you were looking at me and the book while I was reading it".</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 familiar places – use of photographs from home & of different areas of the school/the locality to support dialogue – explore, park, recreation, church, worship, supermarket, recreation ground, playground, library, post-box</p> <p>Discuss categories for groups of words e.g. a bus is a kind of vehicle, it's a</p> | <p>Children becoming self-aware. Who is in your class? Describe and acknowledge children's feelings using words like happy, sad, frightened, angry, upset</p> <p>Ensure children's play includes being in friendship groups and that it involves sharing and cooperating. Who is important to you and why? Who looks after and cares for/about you? Who is in your class? Who do we go to for help?</p> <p>Understand how others are feeling and why they might be feeling that way e.g. how do the children feel as they approach the bear cave etc</p> <p>Use stories to think about the perspectives of others e.g. How does the bear feel about being discovered in its cave</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>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/</p> | <p>Suggested focus activities - Throwing and catching skills including increasing control when using one handed equipment -provide a range of different sized 'balls' made out of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. -introduce full sized balls when children are confident to engage with them</p> <p>Once 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 co-ordination, 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>To be able gain increasing control over large motor skills, such as running, jumping, moving backwards, forwards etc Suggested focus activities - Balance and travelling in different ways, demonstrates control and</p> | <p>Help children read sounds speedily – individual letter 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', 'ee', 'or', 'igh'</p> <p>Provide opportunities for children to read words containing familiar letter groups</p> <p>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 places/environment: We're going on a bear hunt, On the way back home, Christmas/fireworks/colours/Autumn. Autumn poems, Halloween related tales, Letters to Father Christmas, lists, The Nativity, Jolly Snow, The Jolly Christmas Postman, The Elves and the Shoemaker, and a variety of Christmas stories</p> | <p>some resource storage to encourage matching shapes to silhouettes e.g. tools</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>Discuss the different ways that children might record quantities e.g. scores in games using tallies, dots & numeral cards</p> <p>Use vocabulary – more than, fewer, the same as, equal to & encourage children in using these</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 four objects without having to count them individually (subitise)</p> <p>recognise if a number of objects is the same or different (working with numbers 1, 2, 3, 4 & 5)</p> | <p>to what they say about the pictures.</p> <p>Draw information from a simple map. Create a display with a map of the local area/the world along with postcards/leaflets etc exemplifying places. Encourage children to talk about and contribute to the display.</p> <p>Beebots – direction, giving instructions. Draw a map for the Beebots to follow.</p> <p>Share information about places you've been to, giving children time to ask questions or make comments.</p> <p>Teach children about places in the world that contrast with locations they know well – use images, video clips & shared texts</p> <p>Hide objects which are incongruous with the surroundings in the outdoor environment or treasure and challenge children to find the objects which 'don't belong' – have images ready as prompts.</p> <p>Set up natural processes for children to observe and interact with e.g. ice melting, sound causing a vibration, light travelling</p> | <p>Develop home corner with resources about places e.g. park ranger's office, taxi cab office, train station</p> <p>Provide materials to support imaginative play at different scales e.g. small world forests & towns using large cardboard panels/boxes...</p> <p>Experimenting with colour, form and shape, using specific colours for a purpose, using tools effectively</p> <p>Create autumnal paintings/collages matching leaf colours/firework paintings</p> <p>Draw/paint faces representing features & explore how emotions: sad, happy, frightened might be conveyed.</p> <p>Offer the opportunity to see a live performance – pantomime, play, music or dance</p> <p>Potato families - characters using real potatoes Can you design Christmas cards/Calendars? What colours do you know? Christmas wrapping paper.</p> |
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| <p>bit like a car but it can take many more people.</p> <p>Identify key vocabulary and focus on using this repeatedly throughout the week.</p> <p>Expand on children's phrases by adding language and/or new ideas e.g. if a child says 'going to the shop' you could reply 'yes, we're going to the shop. I wonder if we'll walk or go by bus?'</p> <p>Model speaking in complete sentences in everyday talk & support children by rephrasing what they say & structuring responses using sentence starters</p> <p>Model thinking out loud. Ask questions to check thinking. Check that children can answer who, what and where before moving on to how & why.</p> <p>Encourage deeper thinking using phrases such as 'I wonder what/why....', 'What might happen if....' E.g. I wonder what would happen if the children tip toed everywhere without making a sound? Relate the story to personal experiences.</p> | <p>mistake for trying again in another way and for resilience/ learning from mistakes. Develop the notion that mistakes are a part of learning and that improving outcomes through trial and error is a successful learning strategy, not failure. Praise children who demonstrate resilience and who are willing to 'have another go' rather than giving up.</p> <p>Help children to manage their own needs by insisting good hygiene e.g. washing hands before snack time and talking about good sleep routines using 'Can't you sleep little bear?' as a stimulus.</p> <p>Jigsaw: Celebrating difference (see jigsaw plan) Speaking about themselves in a positive way</p> | <p>co-ordination over large motor skills, can run with control and co-ordination, can avoid collisions with others, dance, beam, firework dance/ribbon dance/dancing – use context of 'We're going on a bear hunt' to generate a range of movement sequences – squelching, stamping, tip toeing.....</p> <p>Create low-pressure zones where less confident children can practice movement skills on their own, or with one or two others.</p> <p>Model precise vocabulary to describe movement and directionality, and encourage children to use it.</p> <p>Encourage children to conclude movements in balance and stillness.</p> <p>Ensure children develop core strength – encourage tummy crawling, crawling on all fours, climbing, pulling themselves up on a rope & hanging on monkey bars: reminders about posture, different sized chairs and tables.</p> <p>Check that children have developed their upper arm & shoulder strength sufficiently: they don't need to move their</p> | <p>See: https://letterboxlibrary.com/acatalog/Early-Years-Diverse-Families-Pack.html</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 fives structure (egg box five frames)</p> <p>recognise the numerals 1, 2, 3, 4 & 5 create representations for numbers 1, 2, 3, 4 & 5 –</p> <p>Numbers within 5 say which number is one more or one less than a given number estimate a number of objects and check by counting</p> <p>count reliably with numbers from 1 to 5</p> <p>Create representations for numbers 1- 5</p> <p>place numbers 1-6 in order</p> <p>say which number from 1- 5 is one more or one less than a given number</p> <p>recognise the numerals 1- 5</p> <p>understand the conservation of number</p> <p>Addition and subtraction within 5 add and subtract two single-digit numbers</p> | <p>through transparent/translucent material (make stained glass windows), objects casting shadows, magnets attracting objects, boats floating on water.....</p> <p>Name & describe some plants and animals in the outside environment – set up a 'hide' and a board for recording 'What's been spotted?' Winter walk - notice that everything is sleeping/shutting down/plant bulbs...</p> <p>Go on short walks beyond the school environment.</p> <p>Draw children's attention to the weather and seasonal changes – observe how animals behave, notice that there are fewer animals around, notice birds</p> <p>Share non fiction texts. Children learn about, name and describe, write about, sketch, paint, collage plants and animals, birds, squirrels etc that they might see in the outdoor area.</p> <p>Make collections of materials e.g. different shape/colour leaves & seeds, shells, twigs & bark, pebbles & rocks</p> | <p>How can you make them? Can you use Autumn leaves to make a picture? Mixing colours / rubbings. Develop storylines in pretend play</p> <p>Rhymes and music</p> <p>Using instruments</p> <p>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 blindfolded and identify other children in the group from the sound of the voice e.g. by repetition of nursery rhymes</p> <p>Play pitch matching games and games involving matching, copying or sequencing rhythm patterns</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 people who</p> |
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| <p>Retell stories, partly through repetition and partly in their own words.</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", "I'd like to go to the park, but I'll wait until it's stopped raining".</p> <p>Give children problem solving words and phrases to use in explanations: 'so that', 'because', 'I think it's...'", 'you could...'. 'it might be...'</p> <p>Share picture books X5 daily & have a daily story times – focus on vocabulary which doesn't occur commonly in every day speech – extend dialogue on from stories/books relating to every day experiences/real life</p> <p>Make time for children to join in with stories with repeated phrases and to have time to engage in retelling stories.</p> <p>Look at non-fiction books about the environment/places including different kinds of bears and where they live etc</p> <p>Small world play based on 'We're going on a bear</p> | | <p>shoulders as they move hands & fingers and that they can rotate lower arms & wrists independently.</p> <p>Provide children with access to space outdoors with a range of surfaces and environments where they can push, pull & carry objects along, up & 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 follow my leader, 'We're going on a bear hunt', copying type games developing greater control and fluency and which conclude in balance/ stillness.</p> <p>Encourage children to be physically active & to get out of breath several times a day.</p> <p>Provide a range of wheeled resources for children to balance on, sit or ride on, or pull and push.</p> | | <p>estimate a number of objects and check by counting up to 5</p> <p>introduce the concept of 0 as the empty set</p> <p>subitise within 5</p> <p>represent and use number bonds within 5</p> <p>use quantities and objects to add and subtract two single-digit numbers</p> <p>Count beyond 10 – e.g. playing hide & seek, pausing at each multiple of 10</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>Explore a variety of visual models representing number</p> <p>Provide staircase patterns which show that the next counting number includes the previous number +1</p> <p>Play hiding games with a 'number' of objects in a box/under a cloth e.g. We started with five cars in the box, I've taken two</p> | <p>Observe with magnifying equipment. Take photographs and match objects to their picture</p> <p>Explore the natural world – plant tulip bulbs/collect leaves and create leaf piles/build a compost heap – name familiar animals including birds</p> <p>Can you explore your school environment? What can you see out of the window?</p> <p>Take/draw autumn pictures looking at the natural world outside</p> <p>Cooking and food preparation</p> <p>Gotcha Smile</p> <p>Sukkot- (Jewish festival)</p> <p>Diwali – (Hindu festival)</p> <p>Christmas, 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>Local area, developing understanding of others' cultures and traditions, occupations. How does</p> | <p>travel/explore e.g. train driver, food delivery.</p> <p>What uniform do they wear? - include back packs, tents, binoculars, maps, thermos flasks, torches etc</p> |
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| <p>hunt the local environment' & e.g. caves, dens, streetscape/townscape or other familiar stories</p> <p>Outdoor 'We're going on a bear hunt' themed area – children create their own hunts</p> <p>Speech and language strategies: Adults to use colourful semantic sign along visual timetables to be used. All adults to use visual keyrings Box clever strategies displayed Box clever groups to take place adults to get down to the children's level when interacting with them being a model of good spoken language</p> | | <p>Adults must ensure they 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 <p>Independence - can they put on hat, unzip zipper on jacket, and take their jacket?</p> <p>dressing and undressing. How do you make sure you have a space around you, for the nativity? Christmas dances and performance.</p> <p>Personal hygiene – recognise children's efforts to maintain good personal hygiene. Give regular reminders about thorough hand washing & toileting</p> | | <p>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> <p>Challenge children to build increasingly complex 2D pictures & patterns with 3D resources</p> <p>Investigate how shapes can be combined to make a new shape for example how two triangles can be put together to make a square. Explore & predict shapes made by folding paper</p> | <p>the season change? How can you tell its Autumn? What happens in this season? What is your favourite colour/ season and why? Christmas - different Father Christmas from different countries.</p> <p>Guru Nanak's Birthday Christmas Spirited Play (Sikh story – The Bowl of Milk and the Jasmine Flower / The Donkey and the Tiger Skin)</p> <p>Outdoor provision: Painting easels, bikes, sand/ Water, musical instruments, nativity Scene, construction, sensory play, writing shed, ribbon dancing and movement.</p> <p>Role Play: Bear cave, Explorers & adventurers e.g. arctic research station, jungle explorer, binoculars, hats, nets, note books, maps, rope, torches, cameras</p> | |
| <p>What the provision can offer</p> | | | | | | |
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| <p>Festivals/focus days:</p> | | | | | | |
| <p>Post Office (Christmas link - posting Christmas cards, letters to Santa, parcels etc - The Jolly Christmas Postman)</p> | | | | | | |

Stay and learn sessions

Parent to stay and watch RWI lessons

Speech and Language – NELL (assessments)

Calendar events:

- November UK Disability History Month
- Diwali (4th November 2021)
- Guru Nanak's Birthday
- Bonfire Night/Guy Fawkes 5th November
- Poppy Day/Remembrance Day 11th November
- Road Safety Week (15th – 21st November 2021)
- World Toilet Day 19th November
- Universal Children's Day 20th November
- St Andrew's Day, Patron Saint of Scotland 30th November
- Anti bullying Week Last week of November
- Christmas 25th December

Critical Thinking/Creativity activities:

We're Going on a Bear Hunt - suggested Critical Thinking Activities:

Confidence building exercises/working together collaborative activities e.g.

Variety of mazes, trails and obstacle courses set up outside for children to negotiate – with a focus upon sound e.g. crawling under a cargo net over crunchy leaves, through dangling tin cans suspended from a tree etc. Children could negotiate this individually and then with partners – one blindfolded & the other giving instructions.

Begin to build mapping skills & language by creating large scale 'maps' of the obstacle courses on a display board with moveable elements & matching sounds, photographs of children 'having a go' etc to sequence & match up. Key questions: How could we draw this? What comes first/next/last etc, what is next to? What did that sound like? Are there any clues? How could we find out...?

Once children have begun to explore large scale maps they could develop mapping skills further by having a go at various pencil and paper mazes, beebot maze games, plan/construct their own obstacle courses

Sound lotto games / Squeak piggy squeak - one child is blindfolded & on catching another child asks them 'squeak piggy squeak'. The 'caught child' squeaks and if the blindfolded child correctly identifies them the blindfold gets swapped and the game continues. This could be extended by getting the children to use different animal sounds/recite nursery rhymes (attempting to disguise their voice).

Zoom: <https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

Zoom is a classic classroom cooperative game that never seems to go out of style. Simply form children into a circle and give each a unique picture of an object, animal or whatever else suits your fancy. You begin a story that incorporates whatever happens to be on your assigned photo. The next student continues the story, incorporating their photo, and so on.

Learning to play games:

- Snap / pelmanism
- Kims game
- Variety of parachute games e.g. Washing machine, Cat & Mouse, Popcorn, Songs & rhymes, Fruit salad see: <http://www.earlyyearscentre.com/eyv/learning-and-development/top-5-parachute-games-children-early-years/>

see: <https://family.co/blog/inspiration/10-simple-communication-and-language-activities>