

**Week 2**

**'Tough Guys Have Feelings Too'** by Keith Negley

**Communication and Language:** ask questions to the Pastoral Team to clarify their understanding of what the team's role is.  
**Personal, Social and Emotional Development:** with support from the Pastoral Team, learn different ways to support their friends when they are experiencing big emotions.  
**Physical Development:** catch and accurately throw smaller objects when taking part in circle-time activities with their peers; use leaps and balances into dances which express feelings and emotions.  
**Literacy:** revisit HLC's values, focus on the word 'Belong', how they are made to feel like they belong and how they can help others to do this.  
**Maths:** instantly recall number bonds up to 5 and use resources to calculate and begin to recall bonds up to 10.  
**Understanding the World:** meet an Imam from the local community to learn about the Islamic celebration of Eid al-Adha.  
**Expressive Arts and Design:** produce a landscape watercolour painting of The Iron Bridge.  
**Outdoor Learning:** correctly planting seeds in the forest.  
**Key Vocabulary:** discussion, understand, emotion, balance, control, number bond, Imam, community, landscape, watercolour.

**Week 3**

**'Children Around the World'** by Donata Montari

**Communication and Language:** use 'because' as a conjunction when talking about how their school-life differs to that of a child in a different part of the world.  
**Personal, Social and Emotional Development:** independently follow instructions with several steps.  
**Physical Development:** choose the correct adhesive based on given instructions and use this with the correct grip and movement.  
**Literacy:** provide verbal instructions for their peers to demonstrate how to form the letters of the alphabet.  
**Maths:** follow instructions relating to sharing up to 20 objects equally between groups of people.  
**Understanding the World:** identify similarities and differences between their life and the life of a Reception-age child in a different country.  
**Expressive Arts and Design:** draw their final self-portrait of the year and compare this to previous attempts.  
**Outdoor Learning:** use magnifying glasses and bug catchers to support in identifying  
**Key Vocabulary:** because, equal sharing, culture, Europe, world, portrait, shade.

**Week 4**

**'Good Little Wolf'** by Nadia Shireen

**Communication and Language:** engage in meaningful back and forth conversations when playing games – containing their own rules - with teachers and peers.  
**Personal, Social and Emotional Development:** meet the school's PCSO to understand why we have rules and consequences in life.  
**Physical Development:** add rules to games, share these with their peers and ensure these rules are adhered to.  
**Literacy:** use 'The Rule Breaker' as a title for a helicopter story with the use of vocabulary related to rules and consequences.  
**Maths:** when playing games with their friends, assign finishing positions using ordinal numbers.  
**Understanding the World:** know how we can have a positive impact on our local area both environmentally and socially.  
**Expressive Arts and Design:** use air-dry clay to produce a bust of themselves; using the required sculpting tools.  
**Outdoor Learning:** contribute positively to our school's forest area by tidying and enhancing it.  
**Key Vocabulary:** conversation, consequence, narrative, ordinal, environment, Earth, sculpt, tool.

*Finding our voices; learning through play!*

**Week 5**

**'A Stroll Through the Seasons'** by Kay Barnham

**Communication and Language:** ask questions and share information about the local area whilst on a community walk.  
**Personal, Social and Emotional Development:** cross the zebra crossing outside of school as a pedestrian and cyclist.  
**Physical Development:** develop balance skills in preparation for scooter riding by walking along a balance beam using their arms for balance.  
**Literacy:** revisit this year's tricky words through play-based learning and identify what makes them 'tricky'.  
**Maths:** when on their community walk, use knowledge of 1 and 2 more/less to predict which house numbers come next.  
**Understanding the World:** compare features of our local community (road, shops, houses etc.) with images of other parts of the world.  
**Expressive Arts and Design:** create a dance routine alongside a teacher – including balances – which links to crossing the road safely.  
**Outdoor Learning:** talk about the changes they have noticed in the forest during their time in Reception.  
**Key Vocabulary:** discussion, pedestrian, balance, community, world, routine, movement, express, imaginative.

**Week 1**

**'The Most Magnificent Thing'** by Ashley Spires

**Communication and Language:** answer questions to continue a conversation about the seasons.  
**Personal, Social and Emotional Development:** demonstrate resilience when working to achieve their STEM goal that they have set themselves.  
**Physical Development:** manipulate their grip on a paintbrush to achieve the desired effect  
**Literacy:** identify the rhyming words within 'Incy Wincy' and continue rhyming strings for these words.  
**Maths:** talk about the lengths of ramps and the speeds with which Incy slides down these ramps using 'longest', 'shortest', 'longer', 'shorter', 'quicker', 'slower', 'quickest' and 'slowest'.  
**STEM:** 'How can I help the Incy Wincy Spider to climb up the waterspout?' – designing and making ramps from different materials.  
**Understanding the World:** use key vocabulary when talking about the season of summer and compare it to previous seasons.  
**Expressive Arts and Design:** vary pitch, tempo, dynamics and timbre when playing a range of music instruments; play alongside 'Incy Wincy', responding to the way they sing.  
**Outdoor Learning:** DENSO trip; learning how to handle insects with care.  
**Key Vocabulary:** explain, resilient, grip, manipulate, length, season, pitch, tempo, instrument.



**Week 6**

**'Open Wide...What's Inside?'** by Alex Rushworth

**Communication and Language:** use vocabulary introduced during this half term when Learning through Play.  
**Personal, Social and Emotional Development:** meet the school nurses to understand the importance of a healthy diet and caring for our teeth; invite Nursery into Reception and demonstrate positive and friendly behaviours towards them.  
**Physical Development:** ride a scooter around an obstacle course on the school playground, using one foot to push for increased speed.  
**Literacy:** read and write sentences which include vocabulary relating to rules, road safety, big emotions and instructions.  
**Maths:** share quantities of healthy food items between their friends equally and decide what to do with any 'left over'.  
**Understanding the World:** talk to Nursery children about how their life in Nursery will be different to their experiences in Reception.  
**Expressive Arts and Design:** hold a paintbrush with precision and control when painting their sculpted bust.  
**Outdoor Learning:** identifying and comparing the leaves on different trees.  
**Key Vocabulary:** vocabulary, diet, dental, vocabulary, portrait, landscape, emotion, feeling, behaviour.

**Phonics**

**Week 1:** Phase 5 - /ai/ alternatives, /ay/; recognition of Phase 4 graphemes.  
**Week 2:** Phase 5 - /ee/ alternatives /ea/; revisit CVCC words.  
**Week 3:** Phase 5 - /igh/ alternatives, /ie/; revisit CCVC words.  
**Week 4:** Phase 5 - /oa/ alternatives, /oe/; revisit words with 2 syllables.  
**Week 5:** Phase 5 - /oo/ alternatives, /ue/; recap of Phase 4 sounds and corresponding graphemes.  
**Week 6:** Revisit Phase 5 alternative graphemes and all Phase 4 sounds.  
**Week 7:** Individual support and consider summer challenges for pupils to ensure they are ready for Year 1 transition (sound recognition, segmenting, blending, word/sentence writing etc.).

**PSHE**  
Changing Me

**Week 1:** To understand that everyone is unique and special; naming parts of the body.  
**Week 2:** To express how they feel when change happens; to state things they can do and foods they can eat in order to remain healthy.  
**Week 3:** To understand and respect the changes that they see in themselves; to understand that people grow naturally from babies to adults.  
**Week 4:** To understand and respect the changes that they see in other people; to express how they feel about moving to Year 1.  
**Week 5:** To know who to ask for help if they are worried about change; to talk about their worries and the things they are looking forward to about being in Year 1.  
**Week 6:** To look forward to and embrace change; to share their memories of the best bits of this year in Reception.  
**Week 7:** To write a message to their Year 1 teacher which tells them one thing they are excited about in the next academic year.

**Physical Education**  
Ball Skills and Fit 4 Learning

**Week 1:** Dribbling and stopping with a ball at their feet.  
**Week 2:** Developing dribbling skills including changes of direction.  
**Week 3:** Dribbling, stopping, changing direction and then continue dribbling with a ball at their feet.  
**Week 4:** Dribbling to a point, stopping and then shooting towards a goal or target.  
**Week 5:** Shooting practice in a competition format; combinations of power and precision.  
**Week 6:** Relay games which incorporate dribbling and stopping with a ball.  
**Week 7:** Football games on the Astro; demonstrating acquired dribbling, control and shooting skills.

**Maths Magic**  
Numerical Patterns

**Week 1:** To recall all double facts up to 5 + 5 and to represent these as number sentences.  
**Week 2:** To identify odd and even numbers to 20, using equal distribution to do so.  
**Week 3:** To count with confidence beyond 20 and to represent these numbers in different ways.  
**Week 4:** To use Dienes, Numicon, and drawings to represent numbers 11-19 and '10 and x more'.  
**Week 5:** To create and continue repeating patterns using shapes, colours and numbers.  
**Week 6:** To apply knowledge of numbers up to 10 to solve problems when playing.  
**Week 7:** To solve problems involving number bonds, double facts and odd and even numbers.

**Week 7**

**'The Growing Story'** by Ruth Krauss

**Communication and Language:** communicate with their new teacher using appropriate language.  
**Personal, Social and Emotional Development:** write the ending to a helicopter story which demonstrates their ability to resolve conflicts independently.  
**Physical Development:** use scissors to cut complex shapes of...; learn to tie a pair of shoelaces.  
**Literacy:** write a letter to their future self which talks about their time in Reception at HLC; using capital letters, full stops, and finger spaces.  
**Maths:** engage in play revolving around length, mass and capacity using associated comparative vocabulary.  
**Understanding the World:** talk and write about the past when writing a letter to their future self; recognise how they have changed over their time in Reception.  
**Expressive Arts and Design:** present their work in a class art gallery and critique their own work and the work of others using appropriate vocabulary.  
**Outdoor Learning:** show a strong understanding of how to stay safe around fire.  
**Key Vocabulary:** communicate, narrative, length, mass, capacity, past, future, gallery.

**Contextual Experiences and Additional Opportunities:**

Meet with the school's PCSO.  
 Denso Trip  
 Dentist Visit  
 Pastoral Team Visit  
 Visit from the community's Imam (Eid)