


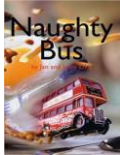

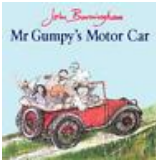
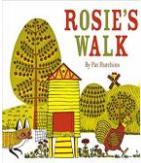







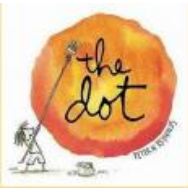




<p>What are we learning?</p>   <div><p>Designing 3D Maps</p><p>Visit to Charlie Bears</p><p>Bus station Role-play</p><p>Building vehicles</p><p>Dragon dance</p></div>	<p>Key Themes and books</p> <div></div> <p>Key Themes</p> <p>Journeys, maps, road safety, Land, air and sea, different forms of transport, history of transport, London, China.</p> <p>(May change with children's interests)</p> <p>Key Information</p> <p>We will be learning about maps and creating our own through stories and familiar journey's. We will design a plan of our classroom and learn about different symbols on a map. We will look at different forms of transport and discover which are most popular in our area. We will compare this to London and others parts of the World. We will create a fantasy story where we travel to amazing places. We will learn about Luna New Year and where and how it is celebrated.</p> <div><p>This will help us when we learn about the following in Class 2:</p><p>What does it take to be a great explorer? What is the Geography of where I live like? Investigating other countries and how they compare to where I live. How do we persuade people to join us in tackling the causes of global warming?</p></div>	<p>Key Vocabulary</p> <p>Travel- Go from one place to another by car, train, plane or boat</p> <p>Transport-Take (people or goods) from one place to another by vehicle</p> <p>Journey-A distance, course, or area travelled</p> <p>Ticket-A piece of paper which allows you to travel</p> <p>Vehicle-Used for transporting people or goods</p> <p>Destination-The place where your journey ends</p> <p>Map-representation of an area of land or sea showing physical features</p> <p>Directions-Instructions helping you to get to a place</p> <p>Engine-A machine that makes a vehicle move</p> <p>Locomotive-A powered rail vehicle used for pulling trains</p> <div></div>
<p>Personal Social and Emotional Development</p> <p>Express feelings:</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Can label and talk about own and others' emotions.</p> <p>Manage behaviour:</p> <p>Can inhibit own actions, welcome distractions when upset.</p> <p>Understand behavioural expectations of the setting.</p> <p>Increasingly follow rules understanding why they are important.</p> <p>Self-awareness:</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</p> <p>Independence:</p> <p>Completes set challenges/tasks independently.</p> <p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Collaboration:</p> <p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements</p>	<p>Ticket to Ride!</p> <p>Reception Spring Term 1 2024</p> 	<p>Maths</p> <p>Alive in 5!</p> <p>Number name zero and the numeral 0. Comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Perceptual and conceptual subitising. Develop the understanding that all numbers are made up of smaller numbers. Comparing compositions of 4 and 5. For example 5 can be composed of 1 and 1 and 3 or 2 and 3 or 1 and 4.</p> <p>Mass and Capacity</p> <p>Making more precise comparisons using different units. Explore mass and progress to discovering how to find a balance. Build on understanding of 'full' and 'empty' to further investigate different capacities and how they relate to each other. Explore how non-standard units can be used to measure capacity.</p> <p>Growing 6, 7, 8</p> <p>Find different representations of the numbers 6, 7 and 8. Build on their learning of finding the numerals and quantities of 6, 7 and 8 by making their own representations. Develop concept of '1 more' and '1 less' when working with numbers up to and including 8. Understand the relationships between these numbers and notice that, as we count backwards, the numbers get smaller, because we are taking 1 away. Explore the composition of numbers to 8 and learn how their skills of perceptual subitising and</p>

<p>Social skills: Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.</p>		<p>counting can be used to see and represent the composition of larger numbers in different ways. Introduce doubling and that this means 'twice as many'.</p>
<p>Communication and Language Listening: Engage in stories that are familiar and new with interest and enjoyment. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Attention: Maintain attention in new situations e.g., whole school assembly or PE sessions. Shift attention when required e.g., when given a clear prompt - 'name'. Respond: Articulate their ideas and thoughts in well-formed sentences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times Understanding: Follow instructions or a question with 2 parts in familiar situations Speaking: Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	   	<p>Understanding The World Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. (Revisit/ongoing throughout the year) Observation: Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. (Revisit/ongoing throughout the year) Enquiry Around our local area/local landmarks Recognise some environments that are different to the one in which they live. Understanding road safety and how to cross a road safely Find out about key historical events and why and how we celebrate today such as Chinese/Luna New Year and St Piran's Day. Ask questions, use different sources to find answers including books Science-everyday materials – Which materials help vehicles to travel furthest? Which materials make the vehicles travel faster or slower? Mapping Draw and explain a simple map and talk about some features Use technology e.g., a BeeBot and begin to show spatial awareness; use positional language i.e., under, beside, on top of etc. Chronology Talks about significant historical events and how things were different in the past. Respect RE: Why is the word 'God' so important to Christians?</p>
<p>Physical Development Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Gross Motor Skills: Throw an object e.g., bean bag, small ball, foam javelin over a 1 metre distance. Run, skip and jump on different surfaces confidently (grass, concrete, PE equipment). Fine Motor Skills: Hold a pencil effectively so mark making/formation is legible. Uses scissors to cut paper, thin card, fabric, thin plastic and textiles. When drawing, controls the pencil carefully, showing some accuracy.</p>		<p>Expressive Art and Design Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups (Revisit/ongoing throughout the year)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Artist study: Wassily Kandinsky and create own images</p>

<p>Literacy</p> <p>COMPREHENSION</p> <p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to characters and settings.</p> <p>Sequence events from a familiar story (using puppets, pictures from book or role-play), stating what happens first.</p> <p>WORD READING</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to our phonic programme.</p> <p>Phonics</p> <p>Know grapheme phoneme correspondence taught in set 1.</p> <p>Working on reading and writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes.</p> <p>Read set 1 high-frequency common words.</p>	<p>Emergent writing:</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Composition:</p> <p>Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling:</p> <p>Writes CVC words and labels using set 1 single sounds and digraphs</p> <p>Spells some tricky (red) words.</p> <p>Write own name.</p> <p>Handwriting:</p> <p>Writes some upper-case letters correctly.</p> <p>Writes most lower-case letters correctly using a tripod grip.</p> <p>Writing in response to a text:</p> <p>Describe characters from familiar stories.</p> <p>Writing captions to go with pictures from a story.</p> <p>Speech/thought bubbles for the characters.</p>	<div data-bbox="1317 164 1377 228"></div> <p>Ways to support at Home</p> <ul style="list-style-type: none"> • Read and share stories every day (remember to write these in your reading record to enable the class to become the weekly Reading champions) • Practice saying and writing your sounds especially your set 1 digraphs and Red words • Practice writing your name, starting with a capital letter, concentrate on letter formation, smaller writing and writing on the line • Help with tasks around the house, drying up, making the sandwiches, setting the table for tea • Find all the ways you can to make a number using number stories e.g. 'there are five people in our house, 3 people are upstairs and 2 people are downstairs, 3 add 2 equals 5' • Play a board game that involves using a die. Can you subitise the number you have rolled? • Preparing for show and tells linked to our topic (Tuesdays) • Go for a walk in your local area. Can you create a map showing where you went? What things did you pass? How can you include them on your map? • Find out about the green cross code. Can you talk • about how to be a safe pedestrian? • Noticing different modes of transport when your out and about. Talk about their uses, similarities and differences.
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