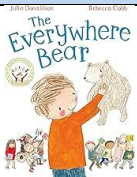
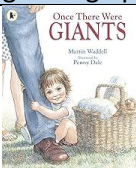
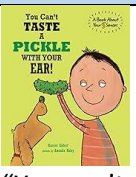
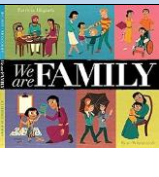
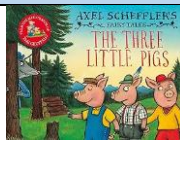
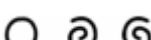
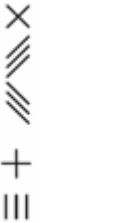
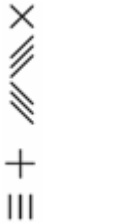




Reception

Autumn 1: Me and my family

Week	1	2	3	4	5	6	7	Objectives:
Theme:	Ready, steady Reception!	Our Class	All kinds of feelings	My body-growing up	My senses	My family	My home	Rhymes and poems:
Book:	 "Let's get ready for school" by Jane Porter <i>Non-fiction</i>	 "The everywhere bear" by Julia Donaldson	 "The colour monster" by Anna Llenas	 "Once there were giants" by Martin Waddell	 "You can't taste a pickle with your ear" by Harriet Ziefert	 "We are family" By Patricia Hegarty <i>Non-fiction</i>	 "Three little pigs"	Tommy Thumb Days of the week I'm a little teapot Incy Wincy Spider Polly put the kettle on Pat a cake

Phonics:	NO PHONICS: DO TOPIC MIND MAP	Floppy's Phonics L1+ Book 1 s, a	Floppy's Phonics L1+ Book 1 t, p	Floppy's Phonics L1+ Book 2 i, n	Floppy's Phonics L1+ Book 2 m, d	Floppy's Phonics L1+ Book 3 g, o	Floppy's Phonics L1+ Book 3 c, k	Children will learn the GPCs s,a,t,p,l,nm,d,g,o,c,k. They will begin to orally blend and segment words consisting of these sounds.
Dictation:		s, a	t, p	i, n	m,d	g, o	c, k	Children will learn how to write a letter in response to being told a sound
English:	Draw a person assessment Cutting assessment	Drawing club: focus on Oral composition and using s, a as codes	Drawing club: focus on Oral composition and using t, p as codes	Drawing club: focus on Oral composition and using i, n as codes	Drawing club: focus on Oral composition and using m, d as codes	Drawing club: focus on Oral composition and using g, o as codes	Drawing club: focus on Oral composition and using c, k as codes	Children will learn that marks give meaning. They will be given opportunities to compose sentences to express their own ideas.
Handwriting:	Handwriting assessment: I can copy and imitate the following pre- writing shapes and handwriting patterns: 	Pre- writing patterns: Circles and spirals 	Pre- writing patterns: Circles and spirals 	Pre- writing patterns: Lines and diagonals 	Pre- writing patterns: Lines and diagonals 	Pre- writing patterns: Jellies and zig zags 	Pre- writing patterns: Jellies and zig zags 	Children will learn correct sitting position for writing and develop an effective pencil grip.

Maths:	Arc Unit 1: Early mathematical experiences Classify objects based on one attribute Identify the complement of a set Match equal sets using one-to-one correspondence Match unequal sets using one-to-one correspondence Compare objects according to size Compare sets without counting Order objects according to length or height Order sets without counting					Arc Unit 2: Pattern and early number Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting		
R.E:	Creation and Covenant-Hinge week	Creation and Covenant-The belief that God made me and so He loves me	Creation and Covenant-Creation is good	Creation and Covenant-Celebrating God in His creation and as part of His family	Creation and Covenant-Celebrating God's creation	Creation and Covenant-Looking after myself and our world	Creation and Covenant	The Christian belief that God loves me because He made me The Christian belief that God is love The family of humanity and 'Our Common Home' Christians thank God for creation The actions of the Sign of the Cross
Science:				I can name and label the main parts of a human body. I can name and sequence the 4 main parts of a human life cycle using photographs of how we grow and change	I can name the 5 senses and use this to describe and sort different textures, sounds, tastes, sights and smells.		I can experiment with materials to test their strength and effectiveness for purpose in building a house (straw, sticks and bricks)	I can name and label the main parts of a human body. I can name and sequence the 4 main parts of a human life cycle using photographs of how we grow and change (baby, child, adult, elderly/old). I can name the 5 senses and use this to describe and sort different textures, sounds, tastes, sights and smells. I can experiment with materials to test their strength and effectiveness for purpose (straw, sticks and bricks)

				(baby, child, adult, elderly/old).				
Geography:	I know that my school is called St. Gregory's and that it is in South Shields. I can name features of my school.				I know what type of house I live in and that other people's houses might look different. I know I can use GoogleEarth to look at an aerial map (focusing on local areas/houses and discuss similarities and differences). I know that I live in South Shields, which is in England. I can take part in a walk in the local area and identify key features. I know how to use and gain information from a simple map and am beginning to draw maps myself.			I know what type of house I live in and that other people's houses might look different. I know I can use Google Earth to look at an aerial map (focusing on local areas/houses and discuss similarities and differences). I know that I live in South Shields. I can take part in a walk in the local area and identify key features. I know how to use and gain information from a simple map and am beginning to draw maps myself.
History:		I can talk about parts of my daily routines and the passage of time using a visual timetable		I understand I am part of a timeline. I can order pictures of myself from baby to now. I can talk about my stages of growth using past vocabulary.		I can talk about my own life, members of my family and significant events using past vocabulary.		I can talk about my own life, members of my family and significant events using past vocabulary. I understand I am part of a timeline. I can order pictures of myself from baby to now. I can talk about my stages of growth using past vocabulary. I can talk about parts of my daily routines and the passage of time using a visual timetable.
Art:		I can manipulate			I know about and	I can use transient art	I can create a detailed self-	Mark making/Drawing - I can create a detailed self-portrait in the style

		clay/ playdough to create a face, using tools to shape it and make marks.			have started to explore the work of artist Frida Kahlo	to create my family.	portrait in the style of Frida Kahlo, using a range of different media and colour for a purpose.	of Frida Kahlo, using a range of different media and colour for a purpose. I can draw a picture, adding detail, of my family, pets and my the house I live in, demonstrating some knowledge of their immediate environment Painting/Colour - I can access the paint provision (i.e. powder colour mixing) within the classroom to create art myself. Texture/Collage - I can use transient art to create my family. Form/Sculpture - I can manipulate clay to create a face. I know about and have started to explore the work of artist Frida Kahlo
DT:				I can add different textiles and scrap materials for a desired effect to make a portrait of myself (i.e. wool for hair, felt for clothing,			I am developing an understanding of design and movable parts - using split pins to enable things to move and turn e.g. making a movable body	I am beginning to work collaboratively to construct using kits or building material (i.e. large scale bricks outdoors) I can use junk modelling, simple joining and fastening materials (such as tape and glue) for my own intended purpose in the continuous provision. I am developing an understanding of design and movable parts - using split pins to enable things to move and turn e.g. making a movable body I can add different textiles and scrap

	I can learn to sing in unison with support. I can add actions or substitute a word in some sections. Share and Perform Choose one of the songs and perform it with any actions you have created. Vocabulary: music, listen, respond, dance, move, happy, sad, fast, slow, quiet, loud, song, story, character, sound, pulse, beat, rhythm, high, low, loud, quiet, quick, slow, copy, make a sound, explore, create, marching, jumping, tapping, clapping, echoing, sing, voice, together, unison, actions, words, chorus, verse, high notes, low notes, loud, quiet, perform, share, show, sing, play, audience, clap, bow
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