

Year R 1

Home and Away

In this unit, the children will be exploring and learning about where we live and comparing it to living in other places.

The Reception children will be learning through the foundation stage curriculum: The Foundation Stage Curriculum is split into 7 areas.

Prime areas

Personal, Social and Emotional Development

- building relationships with a variety of peers and adults in my new class through play & conversation.
- BLP, re-introduce characters and focus on identifying and fostering characteristics within daily activities
- encouraging children to engage in conversations with each other & taking into account others' ideas
- exploring conflict through the use of stories, puppets & experiences and how to resolve/find a compromise

Communication and Language

- focus child Show and Tell with the class - round 2 (questions)
- jokes and nonsense rhymes; alliterative sentences and rhyming strings
- continue listening to stories
- listening to peers and sharing experiences (Paraphrase passport)
- telling known stories and creating own
- following instructions (treasure hunt/barrier games)
- Alan Peat sentence progression - continue using connective openers (first, next, after that, finally); question sentence (show and tell) and ? symbol; simile sentence i.e. her jacket was as red as a rose

Physical Development

- developing correct pencil grip for mark making/writing
- using & transporting scissors safely
- developing fine motor control & coordination through games & activities i.e. threading, peg boards, pinboards etc

- developing my independence with personal hygiene (toileting, hand washing, putting on coats, removing jumpers, blowing noses etc)
- Forest Schools (every Friday morning)
- continue ball/beanbag skills (throwing & catching, kicking, targets)
- keeping ourselves safe - think about risks
- continue ongoing discussions about healthy eating and healthy life choices

Specific Areas

Literacy

- writing my name on the dinner list
- book bags - selecting books from class and sharing at home at least 3 times a week
- Read, Write Inc - learning new letter sounds.
- Letter formation using a range of media
- exploring rhyming stories; rhymes & games
- making up stories for adults to scribe
- mark making/writing opportunities i.e. chinks; brushes & water; labels for models; role-play.

Mathematics

- counting to & recognising numbers to 10, 20
- counting accurately through games & activities
- ordering numbers to 10 then 20
- developing shape and colour recognition
- calendar-days of the week/months of the year
- recognising 1 more/1 less in everyday activities
- making shape pictures/patterns (shape recognition)

Understanding of the World

- exploring the topic of dinosaurs
- asking questions about dinosaurs and sharing our own knowledge.
- using ICT equipment to support with our learning

Expressive Arts and Design

- learning new songs; singing familiar ones
- making models and exploring attaching and joining techniques
- using imagination in the role-play area & other areas of play and dance
- exploring the sounds and patterns we can make using the musical instruments

The Year one will children will be learning:

English

- Learn the story of The Tale of Peter Rabbit and be able to re-tell it by heart.
- Sequence the story.
- Describe characters from the story and the story setting.
- Making up a new version of the story.

Maths

- Order groups of objects and order numbers.
- Tens and ones.
- Count one more and one less.
- Add by counting on.
- Find and make number bonds.
- Subtraction
- Compare number sentences.

Science

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons
- Learn weather symbols and identify seasonal and daily weather patterns in the UK

Design and technology

- Explore existing products - moving picture books.
- Explore sliders, levers and wheel mechanisms.
- Design and make a moving picture

Geography

- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.
- Name and locate the world's seven continents and five oceans.
- Use aerial photographs to recognise landmarks and basic physical features. Devise a map that can be used and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.