



Ideas to discuss—UW

- “Where do I live?”
- “Who do I live with?”
- “Why is it special?”
- “How is it different to...?”

**Camden Town London local area
Cliff Villas Camden Road Overground Tube**

Key words to learn-Maths

add subtract equal altogether

pattern repeating pattern share double half

dot dash tally

Key skills to have-PSED

- “Sharing is caring.”
- “It is your turn now, I have to wait.”
- “I can solve problems with my friends.”
- “Lets play altogether!”
- “I am sorry, how can I fix it?”



Reception

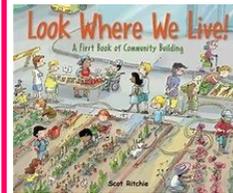
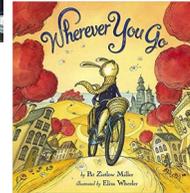
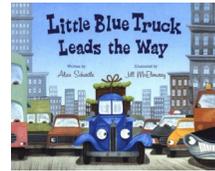
Learning Planner

Autumn 2

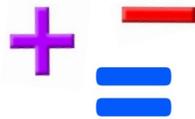
Where we Live



Stories to read-Literacy



Maths to apply-Maths



We will begin to look at **adding** and **subtracting**



We record using marks such as dots or dashes



We start to use our math knowledge to problem solve.

sharing doubling halving

We will separate items into groups knowing that the total does not change

We will identify patterns using shapes



Things to create-EAD/UW

We will explore:

- **Colour** and how colours can be changed.
- **Texture** and words to describe how things feel.

We will perform, dance, sing and use a range of resources to support our role play.



Sounds to say-CLL

We begin **Phase 2** phonics sounds:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

We will learn to say and recognise the sounds.

“What is the **first** sound that you can hear?”

“apple- a”

“banana- b”

“cat- c”



Our tricky words this term are:

I no go to the into

We will begin to use them in our writing.



30-50 40-60	PSED	CLL	PD	Lit	Maths	UW	EAD
Week 1	LI: Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. MB	LI: Maintains attention, concentrates and sits quietly during appropriate activity. LA	LI: To use simple tools to effect changes to materials MH	LI: To join in with repeated refrains. R	LI: In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.	LI: I can talk about things that make me unique. PC	LI: I can explore colour and how colours can be changed. MM
Week 2	LI: Begins to negotiate and solve problems without aggression, e.g. when someone has taken their toy. MB	LI: Maintains attention, concentrates and sits quietly during appropriate activity. LA	LI: To begin to make anti-clockwise movement and retrace vertical lines MH	LI: I know information can be retrieved from books. R	LI: In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.	LI: I can talk about things that make me unique. PC	LI: I can describe the textures of things MM
Week 3	LI: Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. MB	LI: Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. U	LI: To show increasing control over an object in pushing, patting, throwing, catching or kicking it. MH	LI: I can give meaning to marks I make. W	LI: To begin to identify own mathematical problems based on own interests and fascinations.	LI: I can show an interest in the lives of people who are familiar to me. PC	LI: I can engage in imaginative role play based on my own experiences. BI
Week 4	LI: Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. MB	LI: Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. U	LI: To use one handed tools and equipment. MH	LI: I can hear and say initial sounds in words. W	LI: To begin to identify own mathematical problems based on own interests and fascinations.	LI: I can show an interest in the lives of people who are familiar to me. PC	LI: I can construct with a purpose in mind using a variety of resources. MM
Week 5	LI: Initiates conversations, attends to and takes account of what others say. MF	LI: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. S	LI: To hold a pencil between thumb and two fingers, no longer using a whole hand grasp.	LI: I can make an attempt to names, labels and captions W	LI: To separate items into groups, knowing that the total does not change N	LI: To operate simple equipment such as turning on a CD player. T	LI: I can use a range of resources to create props to support role play. BI
Week 6	LI: Initiates conversations, attends to and takes account of what others say. MF	LI: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. S	LI: To travel with confidence and skill around, under, over and through balancing and climbing equipment.	I can use some clearly identifiable letters to communicate meaning representing them in sequence.	LI: To separate items into groups, knowing that the total does not change N	LI: To talk about some of the things I have observed W	LI: I can make up and follow simple rhythms. BI
Week 7	To understand the needs of others and take turn and share resources. MF	LI: Uses language to imagine and recreate roles and experiences in play situations. S		I can segment and blend simple words.	LI: To identify patterns using shapes SSM	LI: To enjoy joining in with family customs and routines. W	LI: I can sing to self and make up simple songs. BI