

Ideas to Understand—UW

I will talk about:

- My family
- Routines and traditions
- Significant events in my life



Key words to learn—Maths

long, small tall short heavy light empty full
half– full first next then after finally
circle square triangle rectangle
sphere cube cuboid cylinder cone pyramid

Key skills to have—PSED

I can speak about myself positively.

“I am really good at...”



I can follow the rules of the setting.

“It is time to tidy-up my area.”

“I need to finish my mini-me challenge first.”



“In the classroom, we walk slowly and use our quiet voice.”

“Things need to be put back in their place”

Reception

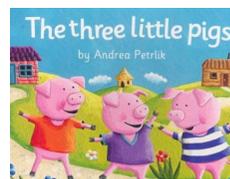
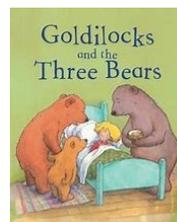
Learning Planner

Spring 1

Once Upon a Time



Stories to read—Literacy



Maths to apply-Maths

We will explore length, weight and capacity:



“The tower is **tall**.”

“The yellow bear is **heavy**.”

“The jug is **half-full**.”



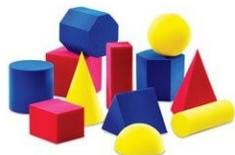
We will use everyday language related to time:

first, next, then, after, finally

We will use everyday language related to money:

1p, 2p, 5p, 10p, 20p, 50p, £1, £2

We will begin to name the 2D and 3D shapes.



We will explore and identify patterns.

“Can you repeat the pattern?”

Things to do-EAD/PD



We will use resources to create props to support role-play.

We will experiment with different ways of moving our bodies:

jumping climbing hopping skipping

We will practice our pencil grip.



Sounds to say-CLL

We continue Phase 2 sounds:

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

Phase 2 tricky words:

I, no, go, to, the, into

Some of us will learn Phase 3 sounds:

j, w, v, x, y, z, zz, qu, ch, sh, th, ng, ai, ee,
igh, oa, oo (moon), oo (book), ar, or, ur, ow,
oi, ear, air, ure, er

Phase 3 tricky words include:

he, she, we, me, be, you

We will use these sounds and words in our writing.

30-50 40-60 ELG	PSED	CLL	PD	Lit	Maths	UW	EAD
Week 1	LI: Explains own knowledge and understanding, and asks appropriate questions of others. MR	LI: wo-channeled attention – can listen and do for short span. LA	LI: Experiments with different ways of moving. LI: Jumps off an object and lands appropriately. MH	LI: Describes main story settings, events and principal characters LI: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. W	LI: Orders two or three items by length or height. SSM	LI: Enjoys joining in with family customs and routines. PC	LI: I can use available resources to create props to support role play. BI
Week 2					LI: Orders two items by weight or capacity. SSM		
Week 3	LI: Can describe self in positive terms and talk about abilities. SC	LI: Able to follow a story without pictures or props. U	LI: Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. HSC	LI: I can be aware of the way stories are structured	LI: Uses everyday language related to time. SSM	LI: Children talk about past and present events in their own lives and in the lives of family members. ELG	LI: I can engage in imaginative role-play based on own first hand experiences BI
Week 4							
Week 5	LI: Aware of the boundaries set, and of behavioural expectations in the setting. MB	LI: Uses language to imagine and recreate roles and experiences in play situations. S	LI: Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. HSC	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. R	LI: Beginning to use everyday language related to money. SSM	LI: I can remember and talk about significant events that happened in my life PC	LI: I can capture experience and responses with a range of media, such as music, dance and paint and other materials or words MM
Week 6					LI: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. SSM LI: To create and identify patterns SSM		