

Snow Bears Reception Autumn A 24-25 JC/CH

Prime Areas


Specific Areas


Whole school topic: Reading for Pleasure
Topic question: Where do we live?







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Week / Big Book	PSED	Physical Development	Communication & Language 1: Understand how to listen carefully in a group and why listening is important 2: Use longer sentences of four to six words. 3: Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Literacy	Letters & Sounds	Mathematics	Understanding the world	Expressive Arts & Design
<p>Week 1 4.9.24</p>  <p>Theme Week: Reading for Pleasure</p> <p>Focus book: Snow Bears by Martin Waddell</p>	<p>All groups: Create class rules, link to British Values - talk about behaviour chart</p> <p><i>Experience - Play hide and seek</i></p> <p>Routines of the school day - teaching lining up</p> <p>PSED: Introducing ourselves and our interests in</p>	<p>PE: Sports coach Teach dressing skills</p> <p>Fine Motor Skills - Finger gym during soft start</p> <p>Cutting out paper snowflakes</p> <p><i>Independence skills - Reading through the STC independence checklists - talking about how we will be learning and coming back to these skills throughout the year - display independence STC chart.</i></p>	<p>Sharing our holiday news.</p> <p>Talking about how we are feeling in our new class - modelling full sentences</p> <p><i>Speaking and listening - Teaching good listening activity - sharing the Snow Bears story. Using STC prompts to support good listening, Adult modelling - can we spot good listening?</i></p>	<p>Reading 'Snow Bears' and discussing the story. <i>Modelling interacting with the story, Teach and model good listening skills.</i></p> <p>Writing our names - Introducing Little Wandle formation phrases</p> <p>Author focus, Giles Andrea - sharing stories</p> <p>Reading for Pleasure- reading in various places around the school- indoors and outdoors.</p>	<p>Phonological awareness activities & games</p> <p><i>Foundation for phonics Games</i></p>	<p>Getting to know you: Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language</p>	<p>Creating our class board - Looking at snowflakes and cutting out.</p> <p>Continuous provision: Exploring ice and melting - changing states</p> <p><i>Getting to know the school - taking children to areas around the school and talking about what we do there etc - teach about 'quiet' areas of school.</i></p> <p>Physical resources: Dirt by Sea' by Michael Wagner.</p>	<p>Christmas card project by 20th Sept</p> <p>All groups: My first day in reception handprints</p> <p>Polar animals - narwhals, arctic fox, snowy owls. Observing and drawing</p> <p>Routine songs - introduce the line up song</p> <p>Adding music to stories.</p> <p>Market Day' by Carrie Gallasch</p>



	<p>all about me activities.</p> <p>Introduce classroom environment and talk about classroom expectation and rules.</p> <p>Discuss class community and talk about Snow bears class family.</p>							
<p>Week 2 9.9.24</p>  <p>Theme Week: Reading for Pleasure</p> <p>Focus book: Snow Bears by Martin Waddell</p>	<p>Jigsaw Puzzle: Being Me In my world. Piece 1 Who...Me?! I understand how it feels to belong and that we are similar and different.</p> <p>Wellbeing Wednesday activity - sensory walk. Take an 'autumn walk' - what is one thing we can see, hear, smell, touch in the environment in autumn. Connect with our senses by spending time outside in silence.</p>	<p>PE: Sports coach Teach dressing skills</p> <p>PE: CH Spatial awareness Changing for P.E Different ways of moving & negotiating space</p> <p>Handwriting Pen Pals</p> <p><i>Experience - Trikes/scooters on playground</i></p> <p>FMS in soft start - playdough rolling, tap a shape, nuts and bolts, plastic links</p>	<p>Speaking and listening - speaking in longer sentences. Adult to have a feely bag full of words (cvc decodable and STC words). Model putting the word into a longer sentence. Repeat with several words, asking children to come up with their own sentences and ensuring they are always modelled back correctly.</p> <p>Speaking clearly to share books with others.</p> <p>Expressing our opinions - I like this book because...</p> <p>Listening carefully to instructions to create</p>	<p>Reading for Pleasure- reading in various places around the school- indoors and outdoors.</p> <p>Take children to see the library and take out a book to read.</p> <p>Design a book cover competition!</p> <p>Paired reading time with Gruffalo Class.</p> <p>Name writing</p> <p>Author focus - Giles Andrea Grandparents Day - listening carefully and discussing a story about grandparents. "I love my granny" "I love my grandad". Both by Giles Andrea</p>	<p>Little Wandle Autumn 1 s a t p</p>	<p>Number blocks: Number 1 and 2.</p>	<p>Share non-fiction texts and illustrate this. Children to use small world contexts to act out non-fiction texts.</p> <p>Rainbow Time</p> <p>Forest school: Reading dens. Reading books in dens.</p>	<p>Christmas card project by 20th Sept</p> <p>Make a bookmark related to snowbears theme to go in their reading book for school. Laminate at end of week. Give examples of designs to children.</p> <p>Children to make a collage of the three bears, trees and house. Snow mountains to be made on display board.</p> <p>Each child to make a small hand bear to go onto the class display board.</p>


			<p>a collaborative display about our class.</p> <p>Using new book and story vocabulary after adult modelling - author, title, illustrator, fiction, non-fiction, like, dislike, choose</p>					 <p>Make a storiesack.</p> <p>Share draw along videos with the children and encourage them to become illustrators. The videos below are draw along sessions with the illustrators of the books.</p> <p>All groups: My mum / my special person pictures - teaching how to draw simple person</p> <p>Music: Exploring sound Lesson 1 Vocal sounds</p>
<p>Week 3 16.9.24</p>  <p>Focus book: I am Henry Finch by Alexis Deacon</p>	<p>Jigsaw Puzzle: BM Piece 2 How am I feeling today? I can start to recognise and manage my feelings.</p> <p>Name and talk about our feelings.</p> <p>Set ourselves a goal for over</p>	<p>PE: Sports coach Teach dressing skills PE: Spatial awareness Beans game & Traffic lights - Different ways of moving / negotiating space/ Balancing beanbags on body parts</p> <p>Finger gym in soft start - threading beads, dough disco, tweezers</p>	<p>Speaking and listening - understand why questions. Introduce children to 'talk to the hand' with STC question words. Go through question words and focus on why. Looking at different scenes / pictures and asking 'why' questions e.g. why has the tree got no leaves? Adults model appropriate</p>	<p>WOW Starter - Literacy Session 1: Children arrive to class to 'find' Henry Finch perched on a branch with a Thought Bubble containing the statement: I am Henry Finch. Bubbles of thought: Let the children each make a fingerprint bird - make prints using (ideally) ink then add eyes, beaks and wings then cut and stick along a branch for display. Provide the children with their own thought bubble in which to</p>	<p>Little Wandle Autumn 1 i n m d</p> <p>Begin RPS.</p>	<p>Number blocks: Number 3, 4 and 5.</p>	<p>RE - Special Me - Who am I? <i>Is everybody the same?</i> <i>What makes me special?</i> <i>What do I like about being me?</i> Mirror in the box activity - I have something amazing in this box, something special, unique, one of a kind! Keep it secret! Discuss what was in</p>	<p>WOW Starter - Topic Question. Where do we live? Read the <i>Gingerbread Man</i> to introduce the idea of journey / maps/ places Gingerbread man puppets Gingerbread man puppet- design-drawing - talk about different drawing techniques and think</p>

<p>Literacy Tree outcome: Guidebook - How to Think</p> <p>Wellbeing Wednesday - Experience - Blowing bubbles. Children to go outside and enjoy blowing bubbles - watch as they gently float through the air.</p>	<p>this half term - what would I like to achieve? Record on paper - add to PSHE display? Talk about our own abilities.</p>	<p>Gingerbread fine motor control</p> 	<p>responses and then children have a go.</p> <p>Book talk - using newly introduced vocabulary, children talk about the new book and express their ideas in full sentences with adult support.</p> <p>RE - why am I special? Why is [...] special? Using positive words to talk about ourselves and others. Listening carefully to others.</p> <p>Following instructions when making puppets. Describing textures of materials used to make the puppets e.g. the fabric is soft, the cotton wool is fluffy.</p>	<p>write their finch-name. Practising name writing.</p> <p>Session 2: Split over 2 sessions: Creating a timetable for Henry Finch. Reading CVC words containing taught sounds - s a t p i n. e.g. sit, nap, sip, pan - use these in sentences for thing that Henry Finch could do.</p> <p>Author focus, Giles Andrea - sharing stories</p>			<p>the box and why we are special. Create a self-portrait - Talk about similarities and differences.</p> <p>Forest school: Can we make a collage? Make a collage of a gingerbread man.</p>	<p>about different ideas. Labelling the gingerbread man.</p> <p>Explore beat and rhythm related to the story. Move in different ways to music, focusing on moving in time to music.</p> <p>Song-gingerbread man is on the run...</p> <p>Continuous provision: making gingerbread people dolly strings</p> <p>Music: Exploring sound Lesson 2 Body sounds</p>
<p>Week 4 23.9.24</p>  <p>Focus book: I am Henry Finch by Alexis Deacon</p>	<p>Jigsaw Puzzle: BM Piece 3 Being at school. I enjoy working with others to make school a good place to be.</p> <p>Work and play cooperatively. Empathy for others and their feelings.</p>	<p>Whole school walk and picnic to fair</p> <p>PE: Teach dressing skills PE: - Basic motor awareness Move with confidence, travel in different ways with control and co-ordination</p>	<p>Speaking and Listening - Why is listening important? Act out scenarios where one of the adults does not listen to the other e.g. following instructions but getting it wrong because they were not listening or being in a dangerous situation and not listening...what would happen?</p>	<p>Session 3: Hot seating (teacher in role) as Henry Finch inside the Beast's tummy. Modelled writing of thoughts. Creating thought bubbles - what can I do if I am scared?</p> <p>Session 3: Create their own thought bubbles "If I am scared I will..." Draw and CVC word label, Extend: captions.</p> <p>Session 4: Creating motivational signs for the</p>	<p>Little Wandle Autumn 1 g o c k</p> <p>Tricky word 'is'</p>	<p>Mastering number: subitising</p> <p>To be able to subitise 1 and 2 Mastering Number</p> <p>2 To be able to subitise within 3 Mastering Number</p> <p>3 To be able to represent quantities Mastering Number</p>	<p>Barnaby Bear * Talk about the features of environments, including towns. Talk about own experiences of their immediate environment. Using the internet to explore our local area.</p> <p>Create a map of the local area using collage/ pictures.</p>	<p>Music: Exploring sound Lesson 3 Instrumental sounds</p>

<p>Literacy Tree outcome: Guidebook - How to Think</p> <p>Wednesday 25th September- Bridgwater fair welly walk and picnic</p>	<p>Wellbeing Wednesday - musical mindfulness - adult to play an exciting/fast piece of music and children to draw whatever it makes them think of. The repeat with a calming tune and ask the children to draw again - what differences do they notice? How did each piece of music make them feel?</p>	<p>Finger gym in soft start - dough disco, lego building, lightbox patterns, penpals finger gym</p>	<p>Explain who lives in the town using full sentences.</p> <p>Using past, present, future tenses when describing our home time.</p> <p>Asking and answering questions during hot seating - using some why questions.</p> <p>Welly walk - careful listening linked to safety! Why is it important to listen?</p> <p>New vocabulary in mathematics - subitising.</p> <p>Geographical, positional and directional vocabulary - Barnaby Bear</p>	<p>Finch's Tree e.g. sit and think here. Help is here! Adult modelling and support.</p> <p>Author focus, Giles Andrea - sharing stories</p>		<p>4 To be able to identify sub-groups of 1, 2, and 3</p>	<p>Seasons - Talking about the changes of the seasons we might notice on our welly walk. Discuss changing of day length - when does the fair/carnival happen? What about fireworks? Why do we have these things at night / in the Autumn?</p> <p>Talking about the weather and naming different types of weather.</p> <p>Rainbow time</p> <p>Forest School: How can we save the gingerbread man?</p>	
<p>Week 5 30.9.24.</p> <p>I AM HENRY FINCH </p> <p>Focus book: I am Henry Finch by Alexis Deacon</p>	<p>Jigsaw Puzzle: BM Piece 4 Gentle hands. I understand why it is good to be kind and use gentle hands.</p> <p>Talking about friendships - showing sensitivity to other chns feelings.</p>	<p>PE: Sports coach</p> <p>Teach dressing skills PE: Basic motor awareness Jump in different ways, show control and co- ordination, recognise what happens to their bodies during exercise</p>	<p>Speaking and Listening - Using longer sentences to give more detail. Playing lucky dip descriptions. Making silly sentences.</p> <p>Describe towns using conjunctions</p> <p>Describe own environment using full sentences</p>	<p>Session 5: Model writing and shared reading of thoughts that Henry might have had in the story. Then... Thought Sort activity, glad, sad and bad thoughts.</p> <p>Session 6: Talking about glad, sad and bad thoughts. What can we do to help? Adult to support children to complete a shared write of ideas.</p>	<p>Little Wandle Autumn 1 ck e u r</p> <p>Tricky word 'I'</p>	<p>Mastering number: counting, Cardinality and Subitising</p> <p>1 To be able to count in a sequence to 5 Mastering Number</p> <p>2 To be able to count in a sequence to 5 (how many) Mastering Number</p>	<p>Barnaby Bear * Talk and describe the rivers and bridges in Bridgwater. Use the Internet to look at pictures of bridges and rivers. Why do we have bridges? Are they all the same? What water places are in Bridgwater? Name the canal and river. Building bridges</p>	<p>Build a bridge collaboratively, paying attention to function. Explain it must be able to carry the Beebot over. What materials are strong? Children to make bridges using lego, cardboard, building blocks. Programme Beebots over a bridge. Which</p>

<p>Literacy Tree outcome: Guidebook - How to Think</p> <p>Thursday 3rd October - National poetry day.</p>	<p>Check on our half termly goals - talk about resilience and perseverance.</p> <p>Wellbeing Wednesday - Cosmic kids yoga activity. Children can remove shoes and turn lights out to create a calm environment.</p>	<p>Finger gym in soft start - pipettes, pompom balancing, pattern tracing</p>	<p>Talking to each other when making a bridge to work together. Listening carefully to each other.</p> <p>Children to explore the question: why do we have bridges?</p> <p>Collaborative bridge making. Look at pictures of bridges and rivers</p>	<p>Session 6: Writing notes to Henry Finch to help him stay calm.</p>		<p>3 To be able to count one to one Mastering Number</p> <p>4 To be able to count one to one</p>	<p>collaboratively activity.</p> <p>Show pictures of the history of the town- what is different? Similar? Individual town map drawing. Have the map of a town- children to draw their own maps.</p> <p>RE - Special Me - My special things. What is special to me? What do I believe is important? Have I got a special object? Bringing in a special object from home and sharing with each other. Send letter home. Asking and answering questions about ourselves and our special objects?</p> <p>Forest school: Can we make a waterslide to test out our rafts?</p>	<p>was the strongest? Why?</p> <p>Music: Exploring sound Lesson 4 Environmental sounds</p> <p>Continuous provision: colour mixing</p> <p>FS: Can we make sculptures using recycled materials?</p>
<p>Week 6 7.10.24</p> <p>I AM HENRY FINCH</p> 	<p>Jigsaw Puzzle: BM Piece 5 Our rights. I am starting to understand children's rights and this means we</p>	<p>PE: MW Teach dressing skills PE: - CH COORDINATION & CONTROL Move with increasing control and co-ordination, use a</p>	<p>Speaking and Listening - Answering 'why' questions. Making up 'why' jokes!</p> <p>Comparing environments using full sentences</p>	<p>Session 7: Mini-mindfulness session. Deep calming breaths - teacher led guided mindful time - to be done outside if the weather allows.</p>	<p>Little Wandle Autumn 1 h b f l</p> <p>Tricky word 'the'.</p>	<p>Mastering number: Composition</p> <p>1 To be able to understand the</p>	<p>Barnaby Bear * Look at environments from different countries, drawing on maps to make comparisons. Barnaby Bear to support with 'holiday pictures'. Create venn</p>	<p>World Mental Health afternoon activities: Friendship flower</p> <p>FS: How do we know it is a cold or a hot environment?</p>

<p>Focus book: I am Henry Finch by Alexis Deacon</p> <p>Literacy Tree outcome: Guidebook - How to Think</p> <p>Thursday 10th October- World Mental Health day.</p>	<p>should all be allowed to learn and play.</p> <p>Talk about self confidence and having our own voice.</p> <p>Wellbeing Wednesday - Shape breathing - talk about what makes us feel a bit like we are 'out of control' . practise different shape breathing to help us calm ourselves and focus.</p>	<p>range of small equipment, carry and control equipment, familiarization, begin to work with a partner</p> <p>Finger gym in soft start - mark making, threading beads on pipe cleaners, spaghetti and colanders</p> 	<p>Comparing markets using full sentences</p> <p>Talking about markets using full sentences</p> <p>Talk about markets of the world books, using this to demonstrate understanding of comparing countries</p> <p>Maths vocabulary - composition</p>	<p>Session 8 - Shared reading of a short poem (nonsense). Using phoneme frames to create our own nonsense poem as a group. Children to add their words to the poem as a shared write</p> <p>Session 8: representing our nonsense poems with our own illustrations in the book and use our nonsense poems to represent how we might feel if our thoughts are racing around our heads. Read the cvc / cvcc words from Tuesday.</p> <p>It would be beneficial this week to find time to research what a guidebook / help leaflet looks like.</p>		<p>composition of 2 Mastering Number</p> <p>2 To be able to identify a composition of 3 Mastering Number</p> <p>3 To be able to identify a composition of 3 (2nd part) Mastering Number</p> <p>4 To be able to identify when a collection is composed of 3 or not 3</p>	<p>diagram of pictures / STC to compare and contract countries - look at technology in different towns.</p> <p>Look at markets in Bridgwater and different countries. Read market story: My granny went to market or a gift for amma. Use stories and pictures to explore similarities and differences. Think of WOW words to describe markets</p> <p>Rainbow Time</p> <p>Forest school: Can we make an outdoor sculpture using recycled materials?</p>	<p>Continuous provision: activities to include markets of the world.</p> <p>Music: Exploring sound Lesson 5 Nature sounds</p>
<p>Week 7 14.10.24</p>  <p>Focus book: I am Henry Finch by Alexis Deacon</p> <p>Literacy Tree outcome:</p>	<p>Jigsaw Puzzle: BM Piece 6 Our responsibilities. I am learning what being responsible means.</p> <p>Check in on half termly goals - did I achieve my goal? How do I feel? What are my next steps?</p>	<p>PE: Sports coach Teach dressing skills PE: CO-ORDINATION & CONTROL Move with increasing control and co-ordination, use a range of small equipment, carry and control equipment, familiarization, begin to work with a partner</p>	<p>Speaking and listening - Putting good listening skills into practise. Recap on good listening skills - who can remember the key things we need to do to show we are listening. Adult to read a story to the children and check children are showing good listening skills. Children to demonstrate good listening skills by answering why questions about the</p>	<p><i>This week is focusing on modelling how to create and write a guidebook and is structured and modelled by the adults. Children will shared write for all sessions in preparation for writing assessment in week 8.</i></p> <p>Session 9: Modelled writing of the introduction of the leaflet - Introducing the idea of question marks but very much supported.</p> <p>Session 9: Children to shared write some questions using the nonsense words n session</p>	<p>Little Wandle assessments</p>	<p>Mastering Number: Subitising (1 session) Comparison (3 sessions)</p> <p>1 To be able to: Subitise arrangements of 2 and 3 Practise making 2s and 3s with their fingers Subitise auditory patterns up to 3. Mastering Number</p> <p>2 To be able to: Subitise auditory patterns up to 3 Identify when a small collection is rearranged</p>	<p>Talk about how to look after the community such as working together, being respectful and recycling. Sort materials based on recyclable / not. Create a recycling poster. Introduce terms: reduce, reuse, recycle.</p> <p>RE - Special Me - My special people. <i>Who are the special people in my life?</i></p>	<p>FS: Can we make a bridge to save the Gingerbread Man?</p>

<p>Guidebook - How to Think</p> <p>Monday 14th October - school sponsored event.</p> <p>Friday 18th October - Parents Day</p>	<p>Wellbeing Wednesday -</p>	<p>Finger gym in soft start - pipettes, pompom balancing, pattern tracing</p>	<p>story. Adult to encourage children to answer questions with longer sentences. Mirror and model back clear, full sentences.</p> <p>Explaining why some materials are recyclable / not recyclable</p> <p>Children to answer why questions in relation to recycling - new vocabulary related to recycling - reduce, reuse, recycle</p> <p>Listening carefully during shared write to ensure a successful writing assessment.</p>	<p>8. Children add their own words / captions to the sentence strips.</p> <p>Session 10: Shared writing of ideas to support 'thinking well'. Think back to the mini mindfulness session and the ideas we shared then. Shared writing of these ideas. Combine all 3 sessions shared writes to show the progression of the guidebook.</p>		<p>or the quantity changed. Mastering Number</p> <p>3 To be able to: Show small quantities on their fingers Use positional language to describe patterns of 4. Mastering Number</p> <p>4 To be able to Use positional language to describe patterns of 4. Make patterns showing 4.</p>	<p>Why are they special to me? Do all of my special people live in my home? Linking with PSHE Talking about family, sharing what makes them special. Talk about care/love. Talking about school/teams - sharing a common goal/beliefs. Drawing and labelling our special people using phonic knowledge. Practise writing decodable words e.g. mum, dad, nan etc</p> <p>Forest school: Can we make a bridge to save the gingerbread man?</p>	
<p>Week 8 21.10.24</p>  <p>Assessment Week</p> <p>INSET DAY 25th October 24</p> <p>Assessment Week</p>			<p>Consolidation of learning this half term.</p> <p>Continued focus on speaking and listening, with all adults modelling high standards of oracy, wide vocabulary and good listening skills.</p>	<p>Writing assessment - writing our own guidebook "How to Think".</p> <p>Supply the children with a framework of the How to Think guidebook. Support children to use their phonic knowledge independently but support with sharing ideas and reminders of using the sound mats etc.</p> <p>Support - writing initial sound / cvc labels</p>		<p>Mastering number catch up/assessment week. Assess what has been taught so far.</p>	<p>Forest school: Which substance will melt the ice the quickest?</p>	

				Extend - writing captions / sentences				
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