

## Uplands Reception Intent

### Autumn

**C&L**

- Introduce talk partners and what makes good and effective communication (talking in sentences).
- Poetry basket—introduce and learn 12 action poems
- Choose (vote) and listen to a story responding to questions about the text
- Recount stories and in the puppet theatre/small world.
- Internalise a range of stories including Titch, Little Red Hen (see LTP Literature Spine)
- Circle time—play pass the ted, exchange what they have learnt that am/pm in bus groups, know what a question is.

**PD**

- **PE** Taught by Mr Archer/trim trail/outside garden
- Focus on developing gross motor skills—use of space, balancing and working with a partner
- **PE** Explore the trim trail, develop strength and balance and think of our different body parts
- Daily finger gym or dough disco activities to develop fine motor skills. Activities to include cutting and correct scissor grip, threading, pencil control, hand strengthening and shoulder strengthening
- Pencil grip assessment at half term
- Learn about importance of personal hygiene when using the bathroom and before eating (snack and lunchtime)
- **DT/S** Prepare food and use equipment safely—for cooking (apple pies/pumpkin soup/chocolate sparklers/Christmas biscuits)
- Develop independence using the bathroom and changing for PE

**PSED**

- Provide time for children to familiarise, settle and adjust to being in a new school environment
- Provide opportunities to explore the classroom and school grounds and learn how to use the equipment
- Daily circle time practising listening skills, taking turns, learning about our school rules and behaviours and finding time to get to know each other and our families
- Discuss Class Charter and what it means to be a good student, friend and member of our class
- With support, perform Nativity play to an audience

### Spring

**C&L**

- Daily opportunities to share ideas and news with talk partner, think critically and speak in full sentences
- Poetry basket—introduce and learn 12 action poems
- Listen to and talk about a range of traditional stories (See LTP and Literature Spine)
- Internalise and retell familiar stories using the puppet theatre/role play
- Introduce themed talking tubs — develop curiosity about objects and the world around us. Share contents with class (use question prompts who, where, when, what, why and how)
- Can sit for a short time and listen during assembly

**PD**

- **PE** taught by Mr Archer will focus on gross motor skills, ball skills and working as a team
- Opportunities in child-initiated learning to developing gross motor skills and practise PE skills in the garden
- Continue finger gym and dough disco activities to develop fine motor skills. Activities include cutting, threading, pencil control, hand strengthening and shoulder strengthening
- Daily handwriting practice of lower case letters using pre-cursive letter formation
- Get dressed for **PE** independently
- **DT** Understand and discuss the need for hygiene when cooking

**PSED**

- Take part in co-operative role play and activities
- Listen to others and ask appropriate questions
- Follow class rules and school behaviours with prompt
- Daily yoga/wellbeing games

### Summer

**C&L**

- Daily opportunities to share ideas and news, think critically and speak in full sentences.
- Poetry basket – introduce and learn 12 action poems
- Listen to, internalise and retell familiar stories, using a story map, the puppet theatre/role play (see LTP Literature Spine)
- Continue themed talking tubs—develop curiosity about objects and the world around us. Share contents with class ( Use question prompts who, where, when, what, why and how)
- Listen to and talk about gardening and plants, animals and their habitats.
- Listens attentively and responds appropriately during assembly

**PD**

- **PE** taught by Mr Archer will focus on developing gross motor skills, ball skills and working as a team through, cricket, tennis and athletics
- **PE** Practise skills and races and take part in Sports Day
- Provide opportunities in child-initiated learning to practise gross motor skills and create own games with rules in outside garden
- Continue finger gym and dough disco activities to develop fine motor skills. Activities include cutting, threading, pencil control and hand strengthening
- Daily handwriting practice of lower case letters using pre-cursive letter formation
- Get dressed for PE independently
- **S** Know about healthy eating and how it is good for our bodies

**PSED**

- Take part in co-operative role play and games taking into account other's feelings
- Know how to respond and adapt behaviour in different situations (playground/inside classroom or assembly)
- Listen to others and ask appropriate questions
- Confidently follow class rules and school behaviours
- Daily yoga/wellbeing games
- Waits and understands the need to take turns
- Negotiates with peers and respects others ideas during play
- Daily yoga/wellbeing games
- Confident to speak to a large audience (take part in class assembly)

## Uplands Reception Intent

### Autumn

#### Literacy—Reading/Writing

- Hear children read 1-1 once a week
- Read and write phase 2 and 3 sounds
- Begin to blend simple cvc words (teddy words)
- Read phase 2 tricky words
- Independently recognise and write their own name
- Benchmark reading level at the end of each half term or when needed
- Begin to write labels and captions using phase 2 and 3 sounds
- Listen and participate in daily story time. Introduce VIPERS
- Daily child-initiated opportunities to write both inside and outside including writing on whiteboards, large and small paper
- Introduce Bedtime Bear story books (weekly)

#### Maths

- Sort and compare small groups of objects by colour, shape and size
- Explore numbers to 5 using apparatus, songs and rhymes
- Check understanding of the 5 principles of counting to 5
- Find 1 more and 1 less/fewer to 5
- Subitise amounts up to 5
- Follow and create simple ABAB repeating patterns
- Recognise and name simple 2D shapes e.g. circle, triangle, square
- Use mathematical language to describe 2D shapes e.g. curved or straight
- Explore 2D shape by combining triangles and squares to make new shapes
- Understand and use positional language correctly
- Recognise and name British coins to 5p
- Time: use language to talk about different times during the day
- Order familiar events and routines, e.g. getting dressed
- Begin to count time e.g. count down the days until an event (Advent calendar)

#### UTW

- **G** Explore the school environment and observe the seasonal changes (autumn/weather)
- **G/S** Outdoor Adventures for 10 children Friday afternoon
- **G** Learn about different jobs. Invite family members to share their jobs
- **G** Talk about the job roles of local emergency services and local traders
- **G** Learn about places around the world and identify on a globe or world map (Go Jetters)
- **H** Discuss life at home, traditions, events and celebrations
- **H/RE** Explore the festivals of Harvest, Diwali, Guy Fawkes Night and Christmas, their corresponding stories and characters.
- **C** Explore the purpose of different technology such as cameras, iPads, Interactive Whiteboard and programmable toys

#### EXA&D

- **A** Explore and use a range of malleable materials and loose parts to create artwork (Andy Goldsworthy)
- **A/DT** Learn how to join materials together
- **A** Explore and experiment with colour mixing autumn colours
- **A** Jackson Pollock Art—firework pictures
- **DT** Learn how to use woodwork tools safely (hammer and screwdriver)
- **M** Learn and sing seasonal songs and perform to an audience (film)
- **M** Explore musical instruments and how they make different sounds
- Facilitate imaginative role play based on children's interests
- **M** Perform in class Nativity Play

### Spring

#### Literacy—Reading/Writing

- Weekly reading 1-1
- Read and write the Phase 3 digraphs and trigraphs and apply these when reading and writing
- Recognise the high frequency words for phase 2 and 3 Letters and Sounds (Teddy/Rabbit words)
- Write name and focus on correct letter formation
- Benchmark reading level at the end of each half term or when needed
- Librarian to introduce library system and choose a book (once a fortnight)
- Focus on story language e.g. 'Once upon a time....' 'The end' and the use of repetitive phrases such as 'We're going on a Bear Hunt'
- Internalise and retell familiar tales through role play and story mapping
- Introduce use of adjectives to describe
- Daily story time with focused questions about the text (VIPERS)
- Have opportunities in child-initiated to create cards, invitations, shopping lists, speech bubbles, write familiar stories in their own words and create their own Bedtime Bear story books changed weekly

#### Maths

- Count aloud numbers to 20
- Explore numbers 6, 7, 8, 9 and 10
- Check understanding of the 5 principles of counting to 10
- Find 1 more and 1 less/fewer of a number to 10
- Understand zero
- Subitise amounts up to 10
- Combine small groups of objects to find the total (how many altogether)
- Explore the composition of numbers 6, 7, 8, 9 and 10
- Recall number bonds to 5, including subtraction facts
- Use language to compare mass, capacity and length
- Estimate, compare and order different objects by their mass, capacity and length
- Time: Use language to compare time, e.g. today, yesterday, tomorrow
- Sort and name 2D and 3D shapes, e.g. **which roll, stack which stack**
- Explore the similarities and differences between different 3D shapes
- Recognise and use British coins to 10p

#### UTW

- **G** Daily opportunities to talk about the weather and note changes
- **G** Visit to local library
- **G** Look at maps in stories and note the main features, e.g. houses, PO, church
- **G** Talk about our routes from home to school. Look at the main geographical features they pass.
- **G** Compare life for children in China and England. What is the same/different?
- **S** Compare seasons: winter - spring. Discuss what is happening outside by comparing trees, leaves and mini-beasts
- **H/RE** Discuss why people celebrate different occasions such as Chinese New Year, Pancake day and Easter and talk about their own family customs
- **C** Cubetto a programmable toy and follow instructions to make it move
- **S** Opportunities to experiment with materials and create mixtures
- **G/S** Outdoor Adventures x10 children Friday pm

#### EXA&D

- **M** Learn and sing songs about traditional tales
- **M** Understand how to keep a steady beat, clap and use instruments to make musical patterns using percussion instruments
- **DT** Design and make junk models using different joins. Talk about model
- **A** Explore colour mixing using chalk, paint and food colouring
- **PE** Create a Dragon and lion dance
- **A/DT** Under supervision, use woodwork bench and tools to make models

### Summer

#### Literacy—Reading/Writing

- Weekly reading 1-1
- Guided Reading for exceeding readers (blue level +)
- Continue to read and write the Phase 3 digraphs and trigraphs and Phase 4 adjacent consonants
- Introduce Phase 5 (split digraphs)
- Continue to practise and focus on pre-cursive letter formation letter formation concentrating on writing on the line
- Benchmark reading level at the end of each half term or when needed
- Library time (once a fortnight)
- Continue to focus on story language and retelling familiar stories.
- Introduce adverbials of time and how to use them in a recount.
- Complete simple reading comprehension tasks on ORT stories
- Daily story time with focused questions about the text (predict, sequence, infer)
- Provide opportunities in child-initiated learning to write simple instructions, shopping lists, develop their own stories using familiar stories as a framework
- Bedtime Bear story books changed weekly

#### Maths

- Count aloud, read and write numbers to 20 and beyond
- Automatically recall number bonds to 5 and some number bonds to 10 (including subtraction facts)
- Add and subtract two single digit numbers by counting on and back
- Explore patterns within numbers to 10, including double facts, odds and evens and how quantities can be distributed equally
- Share groups of objects equally by 2
- Complete simple shopping calculations to 10p
- Sequence events, estimate and measure short periods of time.

#### UTW

- **G** Daily opportunities to talk about the weather and note changes
- Compare seasonal changes—Summer walk
- **G** Design and make gardens and habitats using a range of materials
- **S** Grow a range of plants and learn about what they need to live
- **S** Compare similarities and differences between plants and animals
- **G/S** Compare animals and their habitats and what they need to survive
- **S** Opportunities to explore and understand properties of materials
- **C** Use appropriate IT for a purpose e.g. camera for photo
- **G/S** Outdoor Adventures x10 children Friday pm
- **H** Transition and moving on—what have we learnt since starting school?

#### EXA&D

- **A/DT** Use malleable materials to make models
- **M** Learn and sing songs about plants, animals and holidays
- **M** Understand the difference between high and low sounds and fast and slow pace in a piece of music
- **DT** Design and make junk model habitats, gardens and animals. Reflect on success of model
- **A** Look at animals in Art—Matisse's Snail
- **PE** Create own dances and shows
- Perform in a Class Assembly
- **A/DT** Independently safely use woodwork bench and tools to make models from wood