



# Bumblebee Planning

Autumn Term 2021

Reception





# Literacy - Reception

## Pathways to Write Unit Autumn 2021 – Peace at last



Pathways to Write

### Fiction – story with character focus

#### Writing outcome:

To orally retell the story

To draw images and write labels to represent the story

#### Gateway keys

(non-negotiables/basic skills)

- Distinguish between the different marks they make.
- Sometimes give meaning to marks as they draw and paint.
- Ascribe meanings to marks that they see in different places.

#### Mastery keys

- Sometimes gives meaning to marks as they draw and paint.
- Give meaning to the marks as they draw, write and paint.
- Hear and say the initial sounds in words.
- Link sounds to letter of the alphabet.
- Use some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.
  - Write labels

#### Vocabulary to explore during this unit

Peace  
 'at last'  
 Hour  
 Tired  
 Nocturnal  
 Pretending  
 Cuckoo  
 Leaky  
 Refrigerator  
 Believe  
 Owl  
 Hedgehog  
 Uncomfortable  
 Peeped  
 Alarm clock  
 yawn

#### Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### Word Reading ELG

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

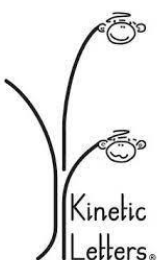
#### Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

#### Physical development ELG

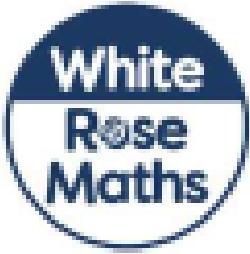
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;



**Read Write Inc.**  
Phonics



# Maths - Reception



## White Rose Maths Units Autumn 2021

Weeks 1-3: Getting to know you

Weeks 4 -6: Just like me!

### Number

Cardinality and counting.

Knowing number names 1- 5, then 1 – 10 extending to larger numbers and crossing boundaries (19/20 and 29/30)

### Spatial Reasoning

Match and sort  
Making comparisons  
Exploring pattern

**We will continue to practice the following key skills:**  
Subitising, composition, counting, sorting & matching,  
comparing & ordering.

## Books and Stories

Where's My Teddy/It's The Bear - Jez Alborough

The Bear In The Cave – Michael Rosen

Peace At Last - Jill Murphy

Seaweed Soup - Stuart J Murphy

Clean Up Everybody - Stacey Sparks

Beep Beep Vroom Vroom - Stuart J Murphy

The Button Box – Margarette S Reid.

Duck In the Truck - Jez Alborough

Dear Zoo – Rod Campbell

Mr Big - Ed Vere

Naughty Bus - Jan Oke

Crash Boom – Robbie R Harris

A New House For Mouse - Petr Horacek

The Right Place for Albert - Daphne Skinner



## ELG Objectives

### Number:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



# Progettazione

## Light and Dark

Through the children's interests we will develop the following skills and knowledge

### **People Culture and Communities ELG**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### **The Natural World ELG**

Explore the natural world around them, making observations and drawing pictures of animals and plants;

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Past and Present ELG**

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

- Understand the past through settings, characters and events encountered in books read in class and storytelling;

### **Creating with Materials ELG**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used;

- Make use of props and materials when role playing characters in narratives and stories.

### **Being Imaginative and Expressive ELG**

Invent, adapt and recount narratives and stories with peers and their teacher;

Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.



# Personal Social & Emotional Development

**Throughout the day we will help your child to:**

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Form positive attachments to adults and friendships with peers

## Daily Worship Perseverance

- Keeping going
- Doing the right thing
- Achieving simple goals
- Encouraging your friends



THE CHURCH  
OF ENGLAND



## Rest Easy Self-Regulation ELG

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate



## Our Learning Behaviours

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Work and play cooperatively and take turns with others;
- Show sensitivity to their own and to others' needs.