

Reception, Term 1A

Topic: Mice	
Summary of learning	
<p>The beginning of the Reception year introduces elements of the school day gradually. Initially teaching the expectations and supporting the children settling into their new routine. The 'Mice' topic is introduced through the Topic Teach lessons and is supported by adult led activities during freeflow. Small group directed activities are introduced; shared reading with the Class Teacher, and language support with a Teaching Assistant. Maths lessons and maths group activities are also introduced once the children have settled into full day.</p>	
Summary of Freeflow Activities	Overview of directed teaching time
<ul style="list-style-type: none"> ○ Group games ○ Weather dependent water play ○ Weather dependent field activities ○ Easily accessible activities 	<ul style="list-style-type: none"> ○ Children have a 20 minute Topic Teach lesson ○ In small groups children receive shared reading time with the class teacher on a weekly basis ○ In addition children also receive small group language support with a Teaching Assistant ○ Before lunch 15 minute music, ICT and circle time lessons are introduced ○ After lunch there is a 15 minute maths lesson followed by small group directed time with both the Class Teacher and Teaching Assistant during the week. ○ Phonics cover Phase 1, identifies sounds in the environment and beginning to listen to initial sounds in words ○ The topic is 'Mice'
Stories read in Term 1A:	
<ul style="list-style-type: none"> ○ Brown Bear, Brown Bear, by Eric Carle ○ I Went Walking, by Sue Williams ○ Walking Through the Jungle, by Julia Lacombe ○ Bear on a Bike, by Stella Blackstone ○ Kipper's Toy Box, by Mick Inkpen ○ Duck in a Truck, by Jez Alborough ○ The Very Noisy Night, by Diane Hendry ○ The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear, by Audrey & Don Wood ○ The Very Busy Day, by Diane Hendry ○ The Tiger Who Came to Tea, by Judith Kerr ○ Peace at Last, by Jill Murphy 	
Songs introduced in Term 1A:	
<ul style="list-style-type: none"> ○ Hello, How Are You? ○ I Can ○ Good Morning ○ 5 Smart Soldiers ○ Hello, Hello to All of Us ○ Pass the Animal Around the Ring ○ Put Your Hands on Your Shoulders ○ It's So Good to See you ○ Hello to You ○ Down in the Jungle ○ Twinkle, Twinkle Little Star ○ Driving Along in a Big Red bus ○ Marvin the Mouse ○ We are Sitting Very Still ○ Three Blind Mice ○ I Think Mice are rather Nice ○ I Went for a Walk 	

Learning Intentions during freeflow	Learning Intentions during teaching time
Communication and Language	
<ul style="list-style-type: none"> • I can take on a role and work with my friends to make up a story • I can listen carefully to a story • I can listen to instructions and play a game with my friends • I can tell a teacher what I want to say and write • I can retell a story (Kipper's Toybox) • I can talk about what I like to eat 	<ul style="list-style-type: none"> • I can learn the rules and expectations • I can listen to my teacher and my friends • I can listen to a story • I can talk about how to behave • I can listen and follow instructions • I know how to talk politely to my friends and adults • I can play a remembering game • I can talk about different animals • I can remember what group I am in • I can listen to the class puppet • I can learn new story vocabulary • I can join in with the word from the story • I can talk about what mice like to eat • I can talk about what I know about mice • I can talk about how we are different to mice • I can talk about my senses • I can talk about nocturnal animals • I can identify and match different sounds • I can describe different textures (rough and smooth) • I can talk about a pet I have or would like to have • I can talk about sounds I can hear in my home • I can talk about how mice move • I can describe what fireworks looks like • I can make different sounds like a firework • I can talk about how to look after pets
Physical Development	
<ul style="list-style-type: none"> • I can make marks and give them meaning. • I can write my name • I can draw around my hand and cut it out • I can use a mouse to click and drag • I can investigate texture and mark making • I can use play-dough to make objects • I can roll, squash, and squeeze play-dough • I can use scissors and glue to cut and stick • I can throw and catch a ball, hoop or bean bag • I can use tools to play and make things with sand • I can make choices about what I want to eat • I can try new foods • I can use a knife and fork • I can draw around different shapes to make a picture • I can thread a bead onto string • I can use pegs to make a pattern • I can hold a pencil correctly • I can draw my pet or a pet I would like to have • I can ride a bike using pedals • I can draw a picture of my 'tea' • I can make my own rangoli patterns using sand, plasticine or mark making tools • I can make a firework pattern • I can draw a mehndi pattern • I can make a diva lamp using clay • I can make patterns and shapes in my dances • I can ride my bike carefully so my friends and I are 	<ul style="list-style-type: none"> • I can join in with actions in the song • I can perform actions to different instruments • I can talk about my senses • I can spread cheese on a cracker • I can use a knife to cut a cucumber • I can try different food • I can use my senses to describe different textures (rough and smooth) • I can move like a mouse • I can move like a firework

<p>safe</p> <ul style="list-style-type: none"> I can make an animal mask 	
Personal, Social and Emotional Development	
<ul style="list-style-type: none"> I can take on a role and work with my friends to make up a story I know I am safe and adults are here to help me I can listen to instructions and play a game with my friends I can get a drink or snack if I am thirsty or hungry I can make choices about what I want to eat I can work with my friends to make a firework picture I can dress up and make a story with friends 	<ul style="list-style-type: none"> I can learn the rules and expectations I can join in with a new song I can choose what activity I want to do I can talk about how to behave I know how to talk politely to my friends and adults
Literacy	
<ul style="list-style-type: none"> I can make marks and give them meaning. I can write my name I can read a familiar book and retell the story using pictures I can listen carefully to a story I can investigate texture and mark making I can hold a pencil correctly I can tell a teacher what I want to write I can retell a story (Kipper's Toybox) I can hear the initial sound in a word 	<ul style="list-style-type: none"> I can listen to a story I can identify the first sound of a word I can recall and retell a story I can listen to the number of syllables in my name I can learn new story vocabulary I can identify rhyming words I can join in with the word from the story I can segment the sounds in a word I can blend sounds into a word I can join in with a rhyme
Maths	
<ul style="list-style-type: none"> I can sort objects by colour I can match pictures and number I can count how many in a set I can make a long and short snake I can fill containers of different sizes I can use tools to play and make things with sand I can draw around different shapes to make a picture I can play a matching game I can make a repeating pattern I can use pegs to make a pattern I can name simple 2D shapes I can describe the properties of simple shapes I can count and match the spots on dominoes I can count and order numbers I can write a number label I know that the last number I say is how many in a set I can count to 20 I can make long and short lines, towers, snakes I can say which group/quantity has more or fewer/less 	<ul style="list-style-type: none"> I can count the number of beats on an instrument I can play a remembering game I can count how many mice have been taken away I can sing a counting song
Understanding the World	
<ul style="list-style-type: none"> I can explore small world toys I can use a mouse to click and drag I can use a mouse to draw a picture I can make something happen on the screen by clicking the mouse I can explore natural resources I can talk about what I like to eat I can talk about Diwali and other celebrations I can learn about why food is important in celebrations I can find some letters on my keyboard 	<ul style="list-style-type: none"> I can learn how to paint a picture using a computer mouse I can talk about an experience I have had I can talk about different animals I can describe different jungle animals I can compare different animals I can talk about how we are different to mice I can talk about what mice like to eat I can talk about what I know about mice I can talk about nocturnal animals I can describe different textures (rough and smooth) I can talk about a pet I have or would like to have

	<ul style="list-style-type: none"> • I understand animals have different habitats • I know how we can look after pet mice • I can talk about sounds I can hear in my home • I can talk about how mice move • I can talk about how to look after pets
Expressive Arts and Design	
<ul style="list-style-type: none"> • I can play in the home corner • I can take on a role and work with my friends to make up a story • I can use lots of different resources to help me tell my story. • I can make marks and give them meaning. • I can draw around my hand and cut it out • I can explore small world toys • I can make a long and short snake • I can investigate texture and mark making • I can use a mouse to draw a picture • I can use play-dough to make objects • I can experiment with different materials and textures • I can use scissors and glue to cut and stick • I can role play in the mud kitchen • I can paint a picture and mix colours independently • I can explore the different sounds instruments make • I can build with large and small construction blocks • I can explore finger paint • I can make a collage using different textures and colours • I can draw a picture about Kipper • I can make a home for my animal • I can draw my pet or a pet I would like to have • I can copy a beat and keep the rhythm • I can draw a picture of my 'tea' • I can make my own rangoli patterns using sand, plasticine or mark making tools • I can make a firework pattern • I can draw a mehndi pattern • I can make a diva lamp using clay • I can make patterns and shapes in my dances • I can make my own play-dough • I can work with my friends to make a firework picture • I can make an animal mask • I can dress up and make a story with friends 	<ul style="list-style-type: none"> • I can join in with a new song • I can respond to instruments with an action • I can learn how to paint a picture using a computer mouse • I can copy the clap • I can join in with a rhyme • I can match different sounds • I can sing a counting song • I can move like a firework • I can describe what fireworks look like • I can make different sounds like a firework