Bugle School - Reception Class



How Big is Big?



	Week: 1 Week beginning: 3 rd January	Week: 2 Week beginning: 10 th January	Week: 3 Week beginning: 17 th January	Week: 4 Week beginning: 24 th January	Week: 5 Week beginning: 31st January (National Storytelling Week)	Week: 6 Week beginning: 7 th February	Week: 7 Week beginning: 14th February
Focus	Growing Up	Buildings	Our Country	Our World	Weather	Space	Dinosaurs
Characteristics of Effective Learning	Go For It Gorilla	ı, Exploring Elephar	nt, I Know Rhino, P	ny Lion's Learning ; roud Peacock, Co re Chameleon, Slin	ncentrating Croco	dile, Persevering P	arrot, Choosing
Communication and Language	Homework Challenge – Favourite Gift	-Word of the Week -Retelling the T4W text -Rhyme of the Week -Photos of buildings that are familiar to us!	-Word of the Week -Retelling the T4W text -Rhyme of the Week	-Word of the Week -Retelling the T4W text -Rhyme of the Week	-Word of the Week -Retelling the T4W text -Rhyme of the Week - Non-fiction books - Weather	-Word of the Week -Retelling the T4W text -Rhyme of the Week -beach trip recount	-Word of the Week -Retelling the T4W text -Rhyme of the Week
	time; Use a wide Sing a large rep Develop their c point of view and with a Reception: Unders through the day, ideas and though Describe events in things work and w build familiarity an exact repetition a songs, paying atte	ng to longer stories or range of vocabulations of songs; Krommunication; Devil to debate when the anadult or a friend stand how to listen or Ask questions to fit in well-formed sent some detail. • Used by they might happend understanding. • Indicate the some in their ower than to how they sed non-fiction to design to longer the stories.	ary; Understand of now many rhymes velop their pronur hey disagree with and continue it for carefully and why nd out more and ntences. • Conne e talk to help work oen. • Develop so or Retell the story, of yn words. • Use ne sound. • Learn rhy	a question or instructs, be able to talk a nciation; Use longer an adult or a frier or many turns; Use of listening is imported to check they undect one idea or accout problems and ocial phrases. • Engonce they have decouver, poems and symes, poems and symes, poems and so	ction that has two bout familiar books or sentences of found, using words as well talk to organise the ant. • Learn new volerstand what has tion to another using lorganise thinking gage in story times eveloped a deep folifferent contexts. • songs. • Engage in	parts; Understand s, and be able to to to six words; Be alwell as actions; Statemselves and their ocabulary. • Use nobeen said to them and activities, and activities, and amiliarity with the to Listen carefully to non-fiction books.	"why" questions; ell a long story; ble to express a rt a conversation play. ew vocabulary . • Articulate their nectives. • It to explain how lk about stories to ext, some as or rhymes and

Personal, Social	Class	Jigsaw: Dreams	Jigsaw:	Jigsaw: Dreams	Jigsaw: Dreams	Jigsaw: Dreams	Jigsaw: Dreams
and Emotional	Rules/Introducin	and Goals -	Dreams and	and Goals –	and Goals –	and Goals –	and Goals –
Development	g DoJo	Challenge	Goals – Never	Setting a Goal	Obstacles and	Flight to the	Award
·		0	Giving Up	- C	Support	Future	Ceremony
	3-4: Select and use activities and resources, with help when needed; Develop their sense of responsibility and membership of						
	a community; Become more outgoing with unfamiliar people; Show more confidence in new social situations; Play with one or						
	more other children, extending and elaborating play ideas; Find solutions to conflicts and rivalries; Increasingly follow rules,						
	understanding why they are important; Remember rules without needing an adult to remind them; Develop appropriate ways						
	of being assertive; Talk with others to solve conflicts; Talk about their feelings; Understand gradually how others might be						
	feeling; Be increasingly independent in meeting their own care needs; Make healthy choices about food, drink, activity and						
	toothbrushing.						
	Reception: See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings						
		feelings of others. •					
		socially and emotic					
		nd talk about the c					-
		othbrushing - sensi					
Physical	Brighter Smiles –	REAL PE – UNIT 3	REAL PE – UNIT	REAL PE – UNIT	REAL PE – UNIT 3	REAL PE – UNIT 3	REAL PE – UNIT 3
Development	Daily	Cognitive Skills	3 Cognitive	3 Cognitive Skills	Cognitive Skills –	Cognitive Skills	Cognitive Skills
	Toothbrushing	Train Adventure	Skills	Train Adventure	Walking a	Walking a	Walking a
		(Dynamic	Train	(Dynamic	Tightrope	Tightrope	Tightrope
		Balance)	Adventure	Balance)	(Static Balance)	(Static Balance)	(Static Balance)
			(Dynamic				
			Balance)				
		develop their move					
		Skip, hop, stand on	-		-		_
		and make marks; S					
		able to use and rer					
		veloping physical sk					-
	plan; Collaborate with others to manage large items; Use one-handed tools and equipment; Use a comfortable grip with good control when holding pens and pencils; Show a preference for a dominant hand; Be increasingly independent as they						
	get dressed and undressed.						
	Reception: Revise	and refine the fund				· - rolling - crawling	ı - walkina -
		 hopping - skipping 					
		the overall body st		_	•		. •
		n sessions and othe	•		•	3 3	*
		that they can use					
		ng, paintbrushes, sc					
		ng at a table or sitti					
	and safely use a ro	ange of large and s	small apparatus ir	ndoors and outside	e, alone and in a gi	roup. • Develop ov	verall body-
	strength, balance,	, co-ordination and	l agility. • Further	develop and refine	e a range of ball sk	ills including: throw	ving, catching,
	kicking, passing, b	atting, and aiming.	• Develop confi	dence, competen	ce, precision and a	accuracy when en	gaging in
		lve a ball. • Develo					cient. • Further
	develop the skills t	hey need to mana	ge the school da	y successfully: - lini	ng up and queuing	g – mealtimes	

So 1	onsolidating founds – Set inc special Friends Monthly name Write High Frequency Word/Letter formation practice	Consolidating Sounds – Set 1 inc special Friends Writing own name High Frequency Word/Letter formation practice	Learning Consolidati ng Sounds – Set 1 inc special Friends Writing own name High Frequency Word/Letter formation	Learning Consolidatin g Sounds – Set 1 inc special Friends Writing own name High Frequency Word/Letter formation	Learning Consolidatin g Sounds – Set 1 inc special Friends Monthly name Write High Frequency Word/Letter	Learning Consolidatin g Sounds – Set 1 inc special Friends Writing own name High Frequency Word/Letter	Learning Consolidatin g Sounds – Set 1 inc special Friends Writing own name High Frequency Word/Letter
F W	inc special Friends Monthly name Write High Frequency Word/Letter formation	1 inc special Friends Writing own name High Frequency Word/Letter formation practice	ng Sounds – Set 1 inc special Friends Writing own name High Frequency Word/Letter	g Sounds – Set 1 inc special Friends Writing own name High Frequency Word/Letter	g Sounds – Set 1 inc special Friends Monthly name Write High Frequency	g Sounds – Set 1 inc special Friends Writing own name High Frequency Word/Letter	g Sounds – Set 1 inc special Friends Writing own name High Frequency Word/Letter
F W	Friends Monthly name Write High Frequency Word/Letter formation	Friends Writing own name High Frequency Word/Letter formation practice	Set 1 inc special Friends Writing own name High Frequency Word/Letter	Set 1 inc special Friends Writing own name High Frequency Word/Letter	Set 1 inc special Friends Monthly name Write High Frequency	Set 1 inc special Friends Writing own name High Frequency Word/Letter	Set 1 inc special Friends Writing own name High Frequency Word/Letter
T4	Monthly name Write High Frequency Word/Letter formation	Writing own name High Frequency Word/Letter formation practice	special Friends Writing own name High Frequency Word/Letter	special Friends Writing own name High Frequency Word/Letter	special Friends Monthly name Write High Frequency	special Friends Writing own name High Frequency Word/Letter	special Friends Writing own name High Frequency Word/Letter
T4	name Write High Frequency Word/Letter formation	High Frequency Word/Letter formation practice	Friends Writing own name High Frequency Word/Letter	Friends Writing own name High Frequency Word/Letter	Friends Monthly name Write High Frequency	Friends Writing own name High Frequency Word/Letter	Friends Writing own name High Frequency Word/Letter
T4	name Write High Frequency Word/Letter formation	High Frequency Word/Letter formation practice	Writing own name High Frequency Word/Letter	Writing own name High Frequency Word/Letter	Monthly name Write High Frequency	Writing own name High Frequency Word/Letter	Writing own name High Frequency Word/Letter
T4	Write High Frequency Word/Letter formation	High Frequency Word/Letter formation practice	name High Frequency Word/Letter	name High Frequency Word/Letter	name Write High Frequency	name High Frequency Word/Letter	name High Frequency Word/Letter
T4	High Frequency Word/Letter formation	Frequency Word/Letter formation practice	name High Frequency Word/Letter	name High Frequency Word/Letter	name Write High Frequency	name High Frequency Word/Letter	name High Frequency Word/Letter
T4	Frequency Word/Letter formation	Frequency Word/Letter formation practice	High Frequency Word/Letter	High Frequency Word/Letter	Write High Frequency	High Frequency Word/Letter	High Frequency Word/Letter
T4	Frequency Word/Letter formation	Word/Letter formation practice	Frequency Word/Letter	Frequency Word/Letter	High Frequency	Frequency Word/Letter	Frequency Word/Letter
T4	Word/Letter formation	formation practice	Frequency Word/Letter	Frequency Word/Letter	Frequency	Frequency Word/Letter	Frequency Word/Letter
T4 TF	formation	practice	Word/Letter	Word/Letter	Frequency	Word/Letter	Word/Letter
T4 TF			-	<u>-</u>		=	
TF	practice		formation	formation	Word/Letter	formontion	C 11
TF				1011110111011	VVOIG/ LOTTO	formation	formation
TF		T4W Focus Text:	practice	practice	formation	practice	practice
	4W Focus Text:	TFW Text: The			practice		
	FW Text: The	Enormous	T4W Focus	T4W Focus Text:		T4W Focus Text:	
	Enormous	Turnip –	Text: TFW	TFW Text: The	T4W Focus Text:	TFW Text: The	Proud Cloud
	Turnip –	Imitation	Text: The	Enormous	TFW Text: The	Enormous	Write-
	Imitation		Enormous	Turnip –	Enormous	Turnip – Non	Space/dinos
		Proud Cloud	Turnip –	Innovation	Turnip – Non	Fiction How	aurs
	Guided	Write- My	Innovation	Write	Fiction How	to Pull up a	
	Vriting – The	home theme	Write		to Pull up a	Turnip	
	big turnip.				Turnip		
						Guided	
					Proud Cloud	Writing – I am	
					Write-	big. I am 5	
					Instructions	years old.	

^{3-4:} Understand the five key concepts about print – print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing; Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, and recognise words with the same initial sound; Engage in extended conversations about stories, learning new vocabulary; Use some of their print and letter knowledge in their early writing; Write some or all of their name; Write some letters accurately.

Reception: Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and

	sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Reread these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.						
Mathematics	Alive in 5! -Introducing Zero -Comparing numbers to 5 -Composition of 4 & 5 -Comparing Mass and Capacity	Alive in 5! -Introducing Zero -Comparing numbers to 5 -Composition of 4 & 5 -Comparing Mass and Capacity	Alive in 5! -Introducing Zero -Comparing numbers to 5 -Composition of 4 & 5 -Comparing Mass and Capacity	Growing 6,7 & 8 -6,7 & 8 -Making Pairs -Combining Groups -Combining 2 Groups -Length & Height -Time	Growing 6,7 & 8 -6, 7 & 8 -Making Pairs -Combining Groups -Combining 2 Groups -Length & Height -Time	Growing 6,7 & 8 -6, 7 & 8 -Making Pairs -Combining Groups -Combining 2 Groups -Length & Height -Time	Growing 6,7 & 8 -6, 7 & 8 -Making Pairs -Combining Groups -Combining 2 Groups -Length & Height -Time
	3-4: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'); Recite numbers past 5; Say one number for each item in order; Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'); Show 'finger numbers' up to 5; Link numerals and amounts; Experiment with their own symbols and marks as well as numerals; Solve real world mathematical problems with numbers up to 5; Compare quantities using language; Talk about and explore 2D and 3D shapes using informal and mathematical language; Understand position with words alone; Describe a familiar route; Discuss routes and locations using words; Make comparisons between objects relating to size, length, weight and capacity; Select shapes appropriately; Combine shapes to make new ones; Talk about and identify the patterns around them; Extend and create ABAB patterns; Notice and correct an error in a repeating pattern; Begin to describe a sequence of events, real or fictional, using words. Reception: Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.						
Understanding the world	Growing Up - Comparisons between starting school and Now A New Year! - Calendars	Looking at buildings from around the world - What's the best way to build a tower? Your home – What does it	Where do we live? Maps of our area. Map of the United Kingdom	- The World - How to protect our planet Continents /Countries around the world. Antarctica Asia - China	Seasons: Winter Walk -Exploring the weather/Ice Studying frost, snow, ice. Ice experiment: How can we make ice? How can we melt	Learning about space Occupations – astronauts and scientists Space Art Exhibition Launching rockets,	All about dinosaurs! Occupations – archaeologists, scientists and historians Dinosaur Dig!

		look like? Types		Australasia –	ice the		
		of homes		Australia	quickest?		
				Europe – UK	Exploring winter		
				Africa- South	sports		
				Africa	(Olympics –		
				North America -	China)		
				USA	,		
				South America			
				– Brazil			
				Chinese New			
				Year			
		enses in hands-on e	•	· · · · · · · · · · · · · · · · · · ·			
		bout what they see					
		different occupatio		_	_	- ·	-
		ne life-cycle of a pla					
		d all living things; Ex					
		anges they notice; (
	there are a	lifferent countries in	the world and to		ences they have e	xperienced or seer	n in photos
	Tailly alla a chias a c		alianka farrasili i arraal	Reception:			III and La Halana
		nbers of their imme					
		ages of familiar situ					
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		and feel whilst out					
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Expressive arts	Making	Designing and	Creating	Learning about	Making lanterns	Van Gogh	Making
and design	calendars	creating	maps	our planet	Making	Starry Night: I	Valentine's
	Drawing self-	buildings-	·	(deserts,	lanterns,	can produce a	cards
	portraits	Labelling our		oceans,	Chinese writing,	piece of	Exploring and
		models.		mountains,	puppet making,	artwork using	talking about
				etc.)	Chinese music	an artists style	emotions
				Artist: Jackson	and	as a stimulus	
				Pollock	composition	I can explore	
				Exploring	Dragon	how colour can	
				dripping, pourin	dancing	be changed	
				g and	National	I can talk about	
				splattering to	storytelling	a famous artist.	
				create abstract	week – creating	Building rockets	
				art.	our own stories	- choosing 3D	
					and illustrations	recycling	
						shapes /	

Using puppets different to act out methods of
stories attachment.
3-4: Take part in simple pretend play, using an object to represent something else even though they are not similar; Begin to
develop complex stories using small world equipment; Make imaginative and complex 'small worlds' with blocks and
construction kits; Explore different materials freely, to develop their ideas about how to use them and what to make; Develop
their own ideas and then decide which materials to use to express them; Join different materials and explore different textures;
Create closed shapes with continuous lines and begin to use these shapes to represent objects; Draw with increasing
complexity and detail; Use drawing to represent ideas like movement or loud noises; Show different emotions in their drawings
and paintings; Explore colour and colour mixing; Listen with increased attention to sounds; Respond to what they have heard,
expressing their thoughts and feelings; Remember and sing entire songs; Sing the pitch of a tone sung by another person
('pitch match'); Sing the melodic shape of familiar songs; Create their own songs or improvise a song around one they know;
Play instruments with increasing control to express their feelings and ideas.
Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their
previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas,
resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and
talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly
matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music
making and dance, performing solo or in groups