

Where my wellies take me



Reception
Autumn Term 2020

As scientists we will:

- Find out: how things grow, where things grow best and what they need to grow.
- Find out what seed dispersal is and how it happens.
- Identify and compare animals and mini-beasts in our local environment.
- Observe animals and mini-beasts in their natural environment.
- Plant bulbs and seeds and watch them grow over time.
- Explore how things work including: computers, IWB and lpad.
- Find out what things are made from and talk about natural and man-made objects.
- Compare materials using our senses.
- Think about how toys move.
- Compare old and new toys using scientific language.

Using technology we will:

- Document our learning by taking photos and videos using lpads and cameras.
- Record our ideas using videos and sounds.
- Use apps on the lpad to capture our ideas.
- Make music and create pictures to support our learning.
- Use the Interactive Whiteboard to discover new information.
- Find out how toys are operated.
- Operate, programme and control remote control toys and objects.

As mathematicians we will:

- Use and develop mathematical language to describe our discoveries.
- Identify number in the local environment.
- Begin to understand the value of numbers 1-5.
- Begin to be able to subitise with numbers 1-5.
- Begin to make links between an amount and the number.
- Estimate and count things that we discover with 1:1 correspondence.
- Gain an understanding of number through games and activities.
- Group and sort objects that we find identifying differences and similarities.
- Begin to record numbers.
- Identify shape in the local environment.
- Use positional language in our discussions about where things are.

As writers we will:

- Develop fine motor skills through activities such as: painting, cutting, threading, playdough.
- Develop gross motor skills through activities such as: climbing, tipping, pouring, exploring the trim trail.
- Mark make and give meaning to the marks we make.
- Draw and label pictures showing where we have visited and what we have learnt.
- Draw and label key parts of a story and label with initial sounds.
- To record sounds we have learnt using clearly identifiable letters.
- To identify initial sounds and match them to objects.
- Practice the correct pencil grip.

As designers we will:

- Create a map of the local environment indicating places we have visited.
- Sketch, draw and paint the local environment.
- Design homes for animals that we have seen.
- Design our own wellies and a place we'd like to visit in them.
- Use the Autumn leaves in our painting, making and designing.
- Create using paint, chalk, collage, junk modelling, water colours, using natural objects.
- Design our own toys using junk modelling.
- Plan and make our own toys using different materials considering their properties and whether they are fit for purpose.

As explorers we will:

- Discover what we need to pack for an adventure with Pippa at different times of the year.
- Begin to explore and compare our on-site Forest School site before exploring at our off-site area.
- Identify what is different about our local environments.
- Find out about the different seasons and identify how our surroundings change as the seasons do.
- Notice and identify change in things.
- Identify and begin to understand how people celebrate different religious festivals.
- Think about why we are special, who and what is special to us.
- Walk around the village and use our walk to create a map of our adventure highlighting the features of Madley village.
- Find out how toys are made including their materials. Discover the ideas/inventions/plans behind toys.
- Find out about the most popular toy and the oldest toy ever made. Find out what toys are popular today compare to 10/20/20 years ago and make links to any similarities or differences between them.

As performers we will:

- Share our ideas and thoughts in circle time sessions.
- Share weekend news and past experiences with peers in the classroom.
- Re-tell simple stories as a class and in small groups.
- Record some of our stories using the lpads and share them in our class.
- Use puppets and objects to re-tell stories and events.
- Perform songs and nursery rhymes.
- Share our learning in the classroom and feel proud of our achievements.

As readers we will:

- Share the story 'Where my wellies take me' discussing the characters, setting, story and pictures.
- Re-call parts of the story and use pictures to order the story.
- Discover and read new books as a class - developing listening and questioning skills.
- Learn to look at books and handle them carefully turning the page and holding in the correct way.
- Recognise familiar words such as: mum, dad, name and letters from our name.
- Create stories using props and prompts using knowledge from stories we've shared together.
- Re-tell traditional tales and familiar stories.

Where my wellies take
me...

Reception Class Autumn Term Planning

As scientists we have learnt:

- How things grow and change over time.
- What things need to grow and what we need to do to help them grow.
- How to make predictions and tested out our ideas.
- To share our results and think about what has happened.
- To identify and notice things in the natural environment.
- To talk about things in our local environment.
- To take care of things in our local environment.
- To use 'because' to share our ideas and thinking.
- To ask lots of questions to find out new things.

"That won't go far. It's too heavy! Eleri."

We talked about how our bulbs would take a long time to grow and we wouldn't see the effect instantly.



"It will move because it rolls" Jack C.



“The colours kept moving around the plate” Jack F.

We predicted what we thought was going to happen. We then changed things such as the colour to see if it would change the outcome.



“We put some bears in water. Nothing happened” Jack C.



“They got bigger and went squishy” Arthur.



We compared the use of different liquids and the effect they would have on our gummy bears.

“We can see the cobwebs because it's been cold” Theo.



We spent the morning using our observation skills to notice a change in our environment. We had to show patience, team work and trust. We talked about the webs being a habitat and home for the spiders and went back into the classroom to find out how long it takes to make a spider's web.

As writers we have learnt:

- To develop our fine motor control through a range of activities.
- To use 'pinchy fingers' when we are holding our pencil.
- To identify and record initial sounds.
- To recognise and form some letters in our names.
- To mark make and draw to create pictures/drawings/labels.
- To record initial sounds.
- To identify words that rhyme and create a rhyming string.

We developed our fine motor skills through lots of different activities such as threading.



We have used magnetic letters to help with letter formation and recognition.



"I'm doing the pegging"
Christian.



"I had to squash the spikes in"
Ella.



Creating hedgehogs with playdough: rolling, pinching, squeezing, pushing.

"I need a capital A for my name"
Albie.

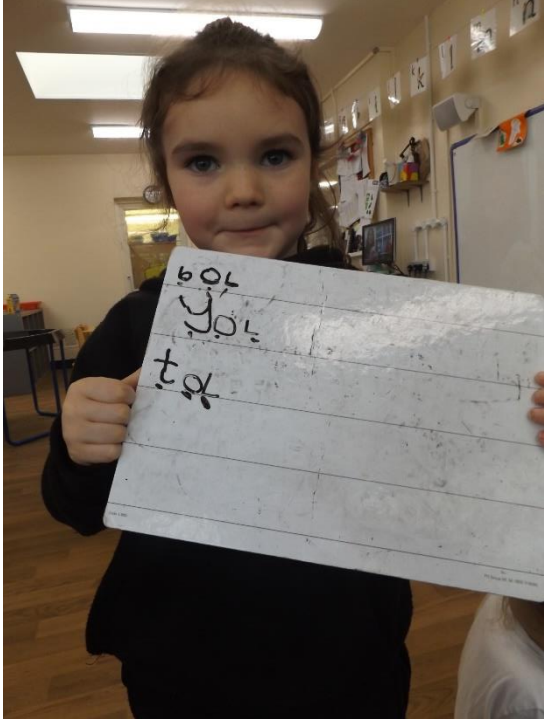




Using 'pinchy fingers' to create peg patterns.



We used pictures to create a rhyming string. We then had a go at recording them using our phonics to help us to sound out.



"My name starts with V" Viki.



"I made a picture of fireworks using chalk" Reeve.



We have practiced writing and recognising our names.



Drawing and mark making using different materials.

As explorers we have learnt:

- What we can find in our local environment.
- To ask questions about our local and immediate environment.
- How to stay safe when crossing the road.
- How to stay safe on the minibus.
- To retain knowledge we have learnt and apply it to new situations.
- What changes over time.



“Where did all the puddles come from?” Molly.

We took advantage of the weather and enjoyed puddle jumping!



We loved walking to the Church and looked both inside and outside. We had lots of questions.

“When does the clock make noise?” Landon.

Learning to be safe on the minibus.



“When does the clock make noise?” Landon.





We walked around the bark path and found special things to collect.



We compared the: colour, shape, texture, size and where they had come from.



“The shells all had different patterns”
Albie.



We enjoyed our special visit from Tim. He shared lots of different things



As performers we have learnt:

- Songs to share linked to our learning.
- To sing confidently with our friends.
- To follow instructions to complete a sequence.
- To create a dance with our friends to perform.
- To copy and create our own different rhythms.
- New language linked to our music lessons.

We have loved working with Jack in our Irish dancing lessons. He has helped us to create our own routine.



We worked in groups to sing songs linked to our new number, number 5. We performed and recorded them for the website.





We have enjoyed using the claves to create different rhythms.

“We have to copy Mrs Blaker” Hannah.

“Walk walk running walk. That’s what we’re tapping” Isla.



We have also created different rhythms using the drums.

Mrs Blaker has sung to us using her guitar.

We have created rhythms using the drums and worked in groups using call and response.



As designers we have learnt:

- How to put different things together.
- To experiment with the way things can be attached.
- To mix primary colours to make new colours.
- To use natural materials to create pictures.
- How to cut along the lines.

We made a Jack in the Box. First we made the Jack and folded paper to create a spring.



Then we had to make the box. It took lots of patience and concentration.



Inspired by Kandinsky.



"We painted the squares black" Christian.

We used cotton buds to create poppy fields for Remembrance Day.





"It took me lots of times but I did it" Isla.



We made our own cup and ball threading the string through the cup.



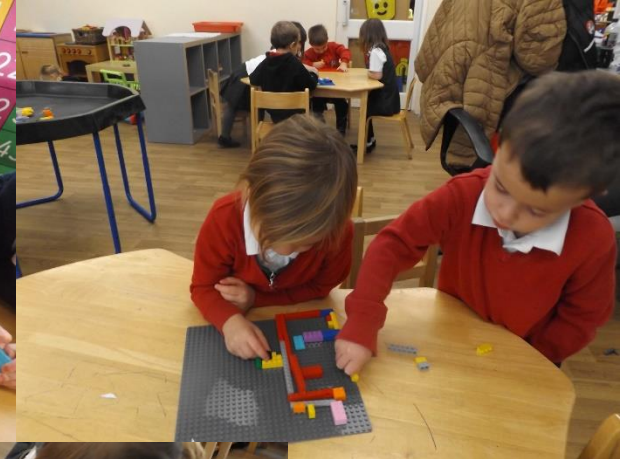
Inspired by the story Leaf Man, we created our own leaf: animals, people, creatures, transport, monsters and lots more.



"I've made a princess" Tildy.



Working in teams, we created our own mazes using lego.



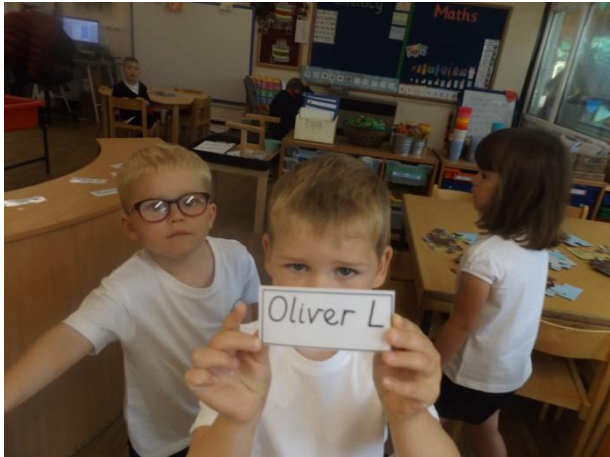
"We had to get the marble from the start to the end" Jonathan.



"It took me lots of times but I did it" Isla.

As readers we have learnt:

- To identify words that rhyme and create a rhyming string.
- The Phase 2 phonic sounds.
- How to recognise, pronounce and identify initial sounds.
- To match objects to initial sounds.
- To begin to sound out and blend CVC words to help us to be able to read simple sentences.

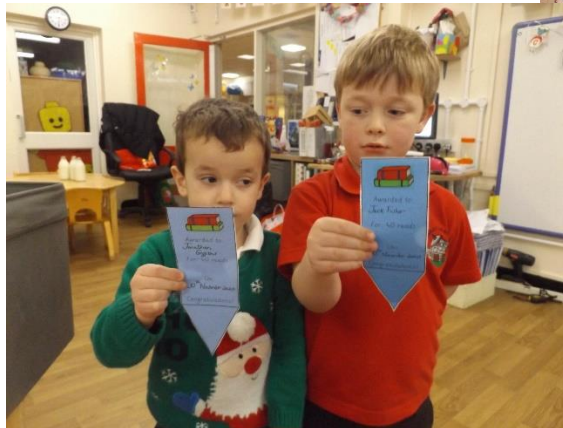


Recognising our names.



Identifying initial sounds.

Celebrating our success with reading.



We have worked hard to sound out and read simple sentences.



We have sounded out CV and CVC words playing lots of games.



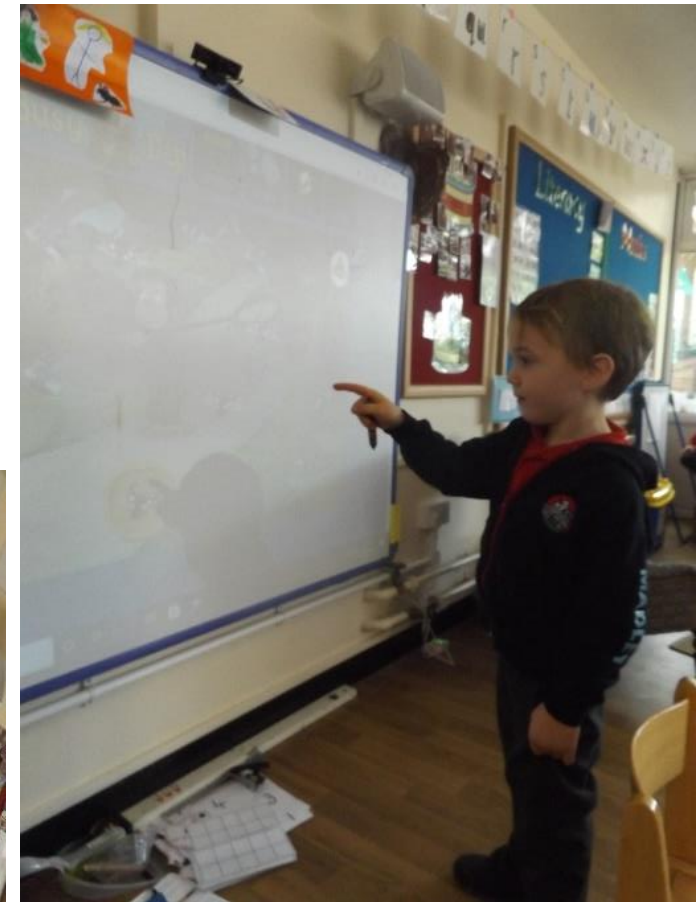
We have identified tricky words in our story books.



Using technology we have learnt:

- To use the interactive whiteboard to play games and complete challenges.
- To find out new information.
- To watch videos to enhance our learning.
- To create videos.

We have played lots of games on the interactive whiteboard. We have had to learn: how to use the pen, how to move around a game, to listen and follow the instructions and work alongside friends to share resources.



"I'm counting how many there are then I've got to find the number" Harrison.

As mathematicians we have learnt:

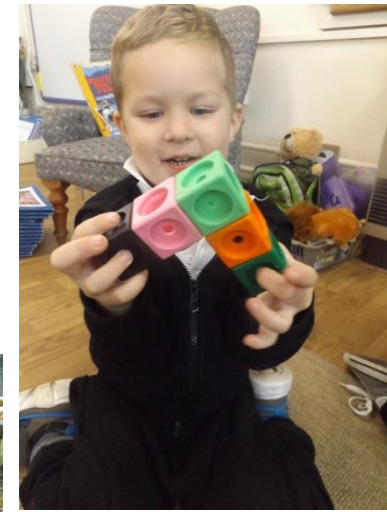
- To recognise numbers 1-5.
- To count objects one at a time.
- To subitise 1-5.
- To use mathematical language to compare totals.
- To find different ways of representing numbers.
- To order numbers 1-5.
- To recognise numbers 1-5 in and out of sequence.

"This one has got two apples and this one has got one apple" Jorja.

Subitising.

We used our knowledge of number to see how many apples landed in our foot prints.

"I got mine on number 2"
Bella.



Exploring ways of representing numbers using the cubes..

"I've got one on its own and 3 on the side"
Harrison.



Comparing the total and aiming for a specific number.





"5 currant buns in a bakers shop" Tildy.

"I'm putting numicon bits on to make number 5" Albie.



Using numicon to find ways of making 4 and 5. We have added the pieces of numicon together to make a bigger number.



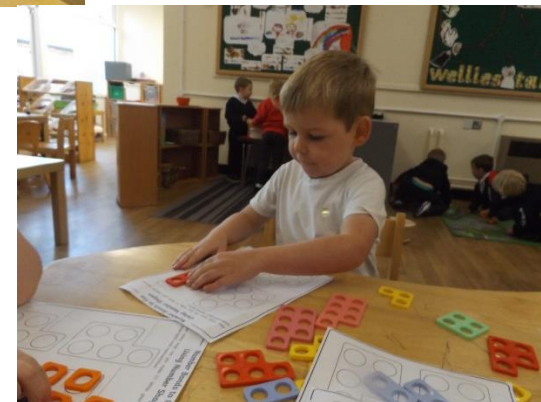
Singing songs to help us practically add and subtract to 5.

"The frogs jump off so there's not many left on the log, They go in the pool" Frankie.

"That's 5 its our new number" Ollie L.



Recognising numerals out of sequence and around the classroom environment too.



"I can put two bits of numicon on there to make 5" Ollie L.

Together we have celebrated:



We learnt about what Christians believe happened at Christmas and the story of the Nativity.

We used a picture reveal to talk about the people in the Nativity story.



We enjoyed our first Christmas dinner together!

We celebrated Diwali by creating Diya lamps and rangoli patterns.



We celebrated Harvest by thinking about where some fruit and vegetables grow.

Our Nativity:

We loved creating our Nativity with Year 6 filming us against the green screen.

