

Reception Weekly Outcomes



People Who Help Us

	06/01/20	13/01/20	20/01/20	27/01/20	04/02/20	11/02/20
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy	J,V	W,X	Y,Z	ZZ,QU	Ch,sh	th,ng
<i>Links to EYFS</i>	<i>Can segment the sounds in simple words and blend them together and knows which letters represent some sounds</i>	<i>Links sounds to letters, naming and sounding the letters of the alphabet</i>	<i>Begins to read words and short sentences</i>	<i>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.</i>	<i>Hears and says initial sounds in words.</i>	<i>Attempts to write short sentences in meaningful contexts</i>
Mathematics	Counting to 10 and then to 100. Saying the next number to any given number	Numbers to 20, counting up to 20 objects, estimating, starting to record numbers to mark the number in a set	Adding two or three to a number up to 10. finding a total when counting on when that object is hidden	Understanding addition as a combination on 2 sets, relating this to counting on and the partitioning of a set	Comparing numbers up to 20, ordering numbers up to 20	Counting backwards and forwards to and from 20, recognising numbers to 15
<i>Links to EYFS</i>	<i>Recites numbers in order to 10.</i>	<i>Beginning to represent numbers using fingers, marks on paper or pictures</i>	<i>Shows an interest in number problems</i>	<i>Finds the total number of items in two groups by counting all of them.</i>	<i>Counts out up to six objects from a larger group</i>	<i>Compares two groups of objects, saying when they have the same number.</i>
Focused Activity	PSED: Police	Physical Development: Firefighters	C & L: At the Hospital	Literacy: Teacher	Understanding The World: Vet	Expressive Art and Design: Post Office
<i>Links to EYFS</i>	<i>Confident to talk to other children when playing, and will communicate freely about own home and community</i>	<i>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</i>	<i>Beginning to understand 'why' and 'how' questions</i>	<i>Links sounds to letters, naming and sounding the letters of the alphabet</i>	<i>Looks closely at similarities, differences, patterns and change</i>	<i>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</i>