



Big Questions: Where in the world could we visit? Where do animals live?

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| Year Group: Reception | |
| <p>Focus of Learning / linked to topics:</p> <p>Children will start to explore the wider world, beyond the UK. They will get the chance to explore how places are similar and different to where they live, including the weather, languages spoken and local food and drink. The children will explore simple maps and globes, talking about where different countries are and how we would get there. The issue of fair trade will form part of the topic.</p> <p>This will link to expanding their knowledge about animals, building on their knowledge of pets, farm animals and minibeasts. Children will be provided with the opportunity to talk about their knowledge of habitats and why different animals live there, using a range of resources including small world play. We will provide a range of resources that allow children to draw, write and create linked with animals and where they live.</p> <p>The final two weeks will be a mini topic called ‘Out of This World’ and will allow children to explore ‘space.’ They will learn about key British figures in space travel, such as Tim Peake and Helen Sharman.</p> | <p>Prior Learning / linked to topics:</p> <p>Children have explored their local area and have been learning about the weather in the UK linked to different seasons. They have learned that the UK consists of other countries and have explored some difference between towns and the countryside. They will be aware of some animals through discussions, explorations and small world play. Some children will have made trips with their family to areas such as parks, farms or the safari park. Children may be able to talk about the different features of the habitats they know. Children will have some understanding that animals live in different places. Some children will be able to name a wider range of animals, including animals that live in the ocean, jungle or Arctic or Antarctica.</p> |
| <p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p> | |
| <p>Prime Areas:</p> | |
| <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> To identify and moderate their own feelings socially and emotionally. To consider the feelings and needs of others. Plan what they want to do next and make adaptations when necessary. To develop independence when dressing and undressing for P.E. To talk about how to solve a problem when faced with a challenge. To understand different ways to stay safe near roads. Links with Wear Blue for Bobby day, Monday 13th March To listen to the ideas of other children and agree on a solution and compromise. | <p>Key vocab / key questions:</p> <p>Kindness, considerate, thoughtful, feelings/emotions, planning, overcoming problems, adapt, develop, I can, challenging, staying safe, listening, compromise, conflict, resilience.</p> <p>How am I feeling today? How does my body react to this feeling? How might my friend be feeling? Can I help? What do I need to do to stay safe near roads? What did you want to do? What stopped you from doing that? How did you sort things? Tell me about what went wrong? How can you overcome this and work things out? What could you do next? How would Mr. Bump solve this problem? Are you like Mr Clever, having your own ideas about what to do? How did the character in are story solve their problem?</p> |

Communication and Language

- To retell a story using their own words.
- To follow a story without pictures or props.
- To share their work to the class- standing up at the front.
- To understand and answer how and why questions.
- To use new vocabulary in different contexts.
- To engage in non-fiction books.

Key vocab / key questions:

Retell, Rhonda the Reteller, sequence, story, problem, characters, setting, vocabulary, non-fiction, fiction, how, why

How does the story start? What happens next?
Can you retell this story in your own words?
What words could we add to make it more exciting?
Can you use our new, special vocabulary words throughout the day?
Why did the character in our story feel sad?
How do animals survive in this habitat? How can we find information about tigers?
Why do elephants have a trunk? Why do sharks live in water and not on land?
Where do bananas come from? Where do penguins live?
What are you going to use to build your jungle tree?
Which animals live in the sea/ocean?
Where would I find a leopard?
How could we make a safari in our home corner?

Physical

- To develop control when using equipment.
- To develop accuracy when throwing at a target.
- To explore traveling around, over and through apparatus.
- To sit, run and glide using a balance bike.
- To start showing ability to throw a ball underarm using one hand and catch with a partner.
- To hold scissors correctly and cut out large shapes.
- To write letters using the correct letter formation and begin to control the size of letters.
- To begin to add more detail to drawings and paintings
- Fill containers without letting it overflow.

Games – additional weekly lesson focusing on developing games skills with outside provider.

Key vocab / key questions:

Pencil grip, hold, move, handle, control, throw, target, travel, climb, underarm, catch, cut, carefully, detail, pour, scoop, over, under, through.

Can you move like a lion?
How can you travel over/under/through this obstacle course?
What do you need to do to make the ball reach the target?
How should you hold the ball to throw it?
How do you know if your partner is ready to catch the ball?
What detail can you include in this picture to make the animal really recognizable?
What tool could you use to add that detail in?
What helped you to pour the water into this container without spilling it?
What makes a good pencil grip?
How should you carry scissors safely?
How will you hold your scissors to cut out this large circle? Do you need to turn the scissors or the paper?

Specific

Literacy

- To retell a story.
- To follow a story without pictures or props.
- To talk about the characters in the books they are reading.
- To read an increasing range of tricky words e.g. – the, my, of, me, no
- To recognise all of set 1 and set 2 speed sounds (RWI)
- To read longer words including those with double letters.
- To read sentences using ‘Fred Talk, read the word’ using sounds taught, including the use of diagraphs.

Key vocab / key questions:

Books, stories, Fred talk, Fred in your head, tricky words, sentences, uppercase, lowercase, blend, segment, caption, capital letters, full stops, Rhonda the reteller, understand, characters, setting, finger spaces.

What happened in the story? Where was the story set?
Can you retell the story using your own words?
How did the characters behave/feel? Describe the ----- character.
What sounds do these letters make?
What key safari topic words can you write down?

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| <ul style="list-style-type: none"> ● To read books matching their phonics ability. ● To form lowercase letters correctly and begin to form some capital letters. ● To practise memorising and repeating a sentence before writing it. ● To begin to understand that sentences start with a capital letter and end with a full stop. ● To spell words using taught sounds, including some digraphs. ● To write sentences using finger spaces when guided. | <p>Can you spell the word 'zebra'?</p> <p>How many sounds in that word? Pinch the sounds.</p> <p>Can you spot the special friends in this word?</p> <p>What do you need to include at the start of writing your name?</p> <p>What needs to go at the end of a sentence?</p> <p>How will you make all of your words separate in the sentence?</p> <p>Can you tell me what you want to say before writing it down?</p> <p>Can you hold that sentence in your head?</p> |
| <p><u>Mathematics</u></p> <ul style="list-style-type: none"> ● To recognise numerals 0-10. ● To finds one more or one less from a group of up to 8 objects. ● To practise number bonds to 10. ● To know addition facts to make 5. ● To explore the composition of 9 and 10. ● To estimate a number of objects and check by counting. ● To count back from a given number within 10. ● To compare quantities to 10. ● To explore odd and even numbers. ● To order numbers to 10. ● To begin to understand the two parts within the whole. ● To find the total number of items in two groups by counting on from the first number. ● To take away objects and count how many are left. ● To find the missing number. ● To make their own repeating patterns ABB and ABBC. | <p><u>Key vocab / key questions:</u></p> <p>Addition, subtraction, plus, takeaway, total, altogether, numbers, numerals, objects, number bonds, estimate, count on, count backwards, compare, order, missing number, 5 frame, 10 frame, whole, part.</p> <p>How many zebras are there altogether?</p> <p>Show me on your fingers the partner I need to make 5.</p> <p>How many ways can we make 10?</p> <p>How many more would I need to make 10?</p> <p>If I have 7 meerkats, how many more do I need to make a group of 10? Can you show me using a 10 frame?</p> <p>Estimate how many lions are in the pride.</p> <p>Which herd of elephants is the biggest? Can you check this by counting?</p> <p>How will you order these numerals? Are they getting bigger or smaller?</p> <p>How many animals are hiding? What is the missing number?</p> <p>Is this Numicon shape an odd or an even number? How do you know?</p> <p>Can you make the number 6 on the 10 frame? Is it odd or even? How do you know?</p> |
| <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> ● To continue to add photographs of key events and special occasions to build on the class timeline. ● To explore the life of Jane Goodall through the Little People Big Dreams book series. ● To know about figures from the past linked to space travel, including British figures Tim Peake and Helen Sharman. ● To know that Christians celebrate Easter. ● To know about and recognise the signs of Spring. ● To explore the food of different countries and talk about how it is similar or different to the food they eat. ● To know about features of the area in which they live and talk about how it varies from another location e.g. the jungle the Arctic/Antarctica. ● Develop vocabulary needed to name specific features of the world, both natural and made by people. ● To reflect different locations through drawing and other art work. ● To talk about where food comes from and introduce the concept of 'fair trade.' ● To know about different habitats – woodland, jungle, ocean, Arctic/Antarctica. | <p><u>Key vocab / key questions:</u></p> <p>Past, present, month, year, Easter, Spring, changes, seasons, travel, habitats, animals, adapt, country, rain forest, ocean, jungle, woodland, space, planet, astronaut, fair trade</p> <p>What season are we in and how do you know?</p> <p>What signs of new life can we see in Spring?</p> <p>Why is Easter an important celebration for Christians?</p> <p>Does everybody speak English? What other languages do you know? What language do the speak in Spain?</p> <p>Which country is famous for paella, pakora, taco, enchiladas, crepes, wontons?</p> <p>Can you compare a farm with a jungle? What similarities and differences are there?</p> <p>What are the key features of a desert habitat?</p> <p>Can you tell me the difference between a jungle habitat and a polar habitat?</p> <p>Where do bananas come from? What does fair trade mean?</p> <p>Can you tell me 5 animals that live in the ocean, jungle, farm, Antarctica?</p> <p>How long ago did the first person step foot on the moon? How old was Tim Peak when he went into space? What is the role of an astronaut? What does it take to be an astronaut?</p> <p>Can we live in the ocean or on the moon?</p> |

Expressive Arts and Design

- To use natural objects to make a piece of art.
- To explore how features of the natural world (animals) can be represented through art.
- To explore the work of Steve Mbatia, using paint and collage.
- To share creations and talk about the process.
- To learn about changes when ingredients are mixed when creating pancakes.
- To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)
- To make props and costumes for different role play scenarios.
- To talk about working safely.
- To join in with year group singing/hymn practice time.
- To associate different music with characters and stories.
- To create costumes and resources for role play.

Key vocab / key questions:

Materials, natural objects, creative, glue, PVA, sellotape, masking tape, split pins, animals, patterns (stripes, spots etc), costumes, songs, beat, percussion, tempo, role play.

What materials will you need?

How could you create a tiger pattern?

Which materials and colours would we need to make a jungle/ocean scene?

What could you use to join these 2 materials?

How could we represent the skin of a rhino?

How could you make the colour the same as the leopard?

Which two colours could you mix to make orange for the body?

What sort of music would we use to represent the elephant moving? Would it need to be loud or quiet music? Fast or slow music?

Which instrument could we use to represent a slithering snake?

What costume could you make for this role play?

What makes a good performance?

Which shapes will you use to make a rocket?

Which colours would we choose to show Neptune or Venus?

R.E

Why do people gather together? (continued from Spring 1)

Gathering

Know and understand:

- how and why people gather together – *Explore*
- the joy of gathering together to celebrate at Mass – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

How and why do things grow?

Growing

- Spring is a time when things begin to grow – *Explore*
- Lent – a time to grow in love to be more like Jesus and to look forward to Easter – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

RSHE

Life to the full:

Created to Love Others: Religious Understanding

Created to Love Others: Personal Relationships

World Book Day Thursday 2nd March. Wear Blue for Bobby day, Monday 13th March

Safe Messages

A1,2,3,6, 8 B1,2,4,6, 9 C1, 2,3,4,5,6,9,10 D1,2,3 E4 F7 H1,2 I1,2,

Topic Resources:

Books to be used:

The Runaway Iceberg

Ronald the Rhino

Starry Safari

Starry-Eyed Stan

Handa's Hen

Handa's Surprise

Bug's Big Trick

Little People Big Dreams – David Attenborough, Jane Goodall

A Journey Through: Space – Steve Parker

The Skies Above My Eyes – Charlotte Gullain

Look Inside: Space – Rob Lloyd Jones

On the Moon by Anna Milbourne

Other resources will be highlighted in the enhancements section for weekly continuous provision planning.