

Topics: Wild Animals				Year Group: Reception			
Weeks	1	2	3	4	5	6	
Prime Areas							
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Play co-operatively. Develop ability to take turns without adult support. Take into account others’ ideas. Build on positive relations with adults and peers.</p> <p>Try new activities. Develop confidence to speak & share ideas. Select resources independently.</p> <p>Develop understanding of their own feelings and behaviours. Develop understanding of the feelings & behaviours of others. Follow rules and routines.</p>						
COMMUNICATION AND LANGUAGE	<p>Listen to stories with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Maintain attention, concentrate and sit quietly during appropriate activity. Listen and respond to ideas expressed by others in conversation or discussion. Develop understanding of ‘why’ and ‘how’ questions.</p>						
	<p>Circle times ‘Pic’ (picture) of the week Topic talk Class texts and daily story time</p>						
PHYSICAL DEVELOPMENT	<p>Use simple tools to effect changes to materials. Handle tools, objects, construction and malleable materials safely and with increasing control. Begin to form recognisable letters. Use a pencil and holds it effectively to form recognisable letters.</p>						
	Develop increasing control over an object in pushing, patting it, throwing, catching.						
	<p>Ball Skills: Using different sized and weighted balls, try the following: Roll a ball from hand to hand on the floor while sitting down. Roll a ball against a wall while kneeling, so it comes back to you. Do it both softly and quite hard.</p>	<p>Ball Skills: Using different sized and weighted balls, try the following: Roll a ball from hand to hand on the floor while sitting down. Roll a ball to a partner while kneeling, so it comes back to you. Do it both softly and quite hard.</p>	<p>Ball Skills: Using different sized and weighted balls, try the following: Roll a ball in and out of an obstacle course or in an area avoiding others. First use one hand, then the other and then alternate hands.</p>	<p>Ball Skills: Using different sized and weighted balls, try the following: Bounce and catch a ball on the spot. Then try it with a clap in between. See if you can do it while moving.</p>	<p>Ball Skills: Using different sized and weighted balls, try the following: Throw a ball against a wall. Try and catch it when it comes back to you. Throw a ball to a partner, try and catch it when it is thrown back to you.</p>		

Specific Areas						
PHONICS	<p>Hear and say the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Key vocabulary: letter, sound, digraph, trigraph, ascender, descender, segment, blend, word</p>					
	Letters & Sounds Revisit Phase 2: v,w,x,y	Letters & Sounds Revisit Phase 2: z, q, qu, ck	Letters & Sounds Revisit Phase 2: ff, ll, ss, zz	Letters & Sounds Phase 3: ch, sh, th	Letters & Sounds Phase 3: ng, ai, ee	Letters & Sounds Phase 3: igh, oa, oo
LITERACY – Reading (Skills)	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Hear and say the initial sound in words. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Key vocabulary: word, sound, letter, line, left, right, top, bottom, segment, blend, capital letter, full stop, ‘sound right’, ‘look right’</p>					
	<p>Whole class reading skills session Individual reading</p>					
LITERACY – Reading (Comprehension)	<p>Describe main story setting, events and principal characters. Listen to stories with increasing attention and recall. Listen to and join in with stories in small groups. Join in with repeated refrains and anticipate key events and phrases in stories. Begin to be aware of the way stories are structured. Suggest how the story might end.</p>					
Key Texts	Handa's Surprise	Handa's Surprise	We're Going On A Bear Hunt & We're Going On A Lion Hunt	We're Going On A Bear Hunt & We're Going On A Lion Hunt	Brown Bear, Brown Bear, What Do You See? & Polar Bear, Polar Bear, What Do You Hear?	Brown Bear, Brown Bear, What Do You See? & Polar Bear, Polar Bear, What Do You Hear?
LITERACY - Writing	<p>Attempt to write short sentences in meaningful contexts. Give meaning to marks they make as they write. Hear and say the initial sound in words. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>					
	Create your own fruit basket. Who are you going to give it to?	Describing fruits (Linked to fruit tasting activity).	Speech bubbles. What are the characters saying?	Riddles & Clues: What Am I?	Child-initiated writing	Create class book
MATHEMATICS	<p>Recognises numerals 1 to 10 Rote counting 0-20</p>					
	Children use everyday language to talk about Weight to compare quantities and objects and to solve problems.	Children use quantities and objects to subtract two single-digit numbers and count back to find the answer.	Counts objects to 10. In practical activities and discussion begin to use the language of	Counts objects to 10. In practical activities and discussion begin to use the language of	Counts objects to 10. In practical activities and discussion begin to use the language of	Beginning to use mathematical names for ‘flat’ 2D shapes, and mathematical terms to describe shapes.

			addition (Exploring Ten Frames).	addition (Exploring Numicon Ten).	addition (Exploring Numicon Scales).	
	Key vocabulary: total, same, addition, add, plus, more, fewer, less, subtraction, take-away, numbers (0-10), 2D shapes (circle, triangle, square, rectangle, pentagon, hexagon, octagon), sides, corners, vertices, pattern, repeat.					
	Shape, Space & Measures Focus: Mass - Weighing & Ordering	Number Focus: 9. Introduction to Subtraction	Number Focus: 10 Ten Frames (Number Bonds)	Number Focus: 10 Numicon (Number Bonds)	Number Focus: 10 Numicon (Scales)	Shape, Space & Measures Focus: 2D Shapes
UNDERSTANDING THE WORLD	Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.	Children know about similarities and differences between themselves and others, and among communities.	Children know the importance of good health and a healthy diet, and talk about ways to keep healthy.	Children make observations of animals and explain why some things occur, and talk about changes.	Children know about similarities and differences between themselves and others, and among communities.	Children listen attentively in a range of situations. Children know about similarities and differences between themselves and others, and among communities.
	Introduction to a globe: Identifying different parts (land & sea). Finding Africa on globe	Fruit tasting. Book: All the Colours of the Earth. Exploring similarities & differences.	Link to home learning: Healthy Eating Making Fruit Salad	Facts about animals.	Book: Elmer. Exploring similarities & differences.	Senses: Sound Bingo Book: Giraffe's Can't Dance. Exploring similarities & differences.
	Key vocabulary: globe, land, sea, continent, country, Africa.	Key vocabulary: similar, similarities, different, differences.	Key vocabulary: various fruit names, healthy, not-so healthy, balanced diet.	Key vocabulary: various animal names, habitats, African plain, describing words linked to appearance	Key vocabulary: similar, similarities, different, differences, unique.	Key vocabulary: similar, similarities, different, differences, unique, skills, talents.
EXPRESSIVE ARTS AND DESIGN	Explores the different sounds of instruments.	Understand that different media can be combined to create new effects. Use simple tools and techniques competently and appropriately. Experiment to create different textures. Manipulate materials to achieve a planned effect. Construct with a purpose in mind, using a variety of resources.				
	Watch/listen to examples of African music. Using and exploring African drums	Observational drawings of fruits.	Animal mask making (Play Plan)	Making African Necklaces. Learning about primary colours.	Lion's mane/giraffe's spots. Colour mixing - Learning about secondary colours.	Polar Bear hand printing (Play Plan)
	Begins to build a repertoire of songs.					
	Songs from: Let's Sing About Safari					