

Topic: Wonderful Water				Year Group: Reception		
	1	2	3	4	5	6
Prime Areas						
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Play co-operatively, taking turns with others and resolving conflicts. Take account of one another’s ideas about how to organise their activity. Show sensitivity to others’ needs and feelings. Form positive relations with adults and peers.</p> <p>Confident to try new activities and say why they like some activities more than others. Confident to speak in a familiar group and will talk about their ideas. Choose the resources they need for their chosen activity. Will articulate when they do or don’t need help.</p> <p>Able to talk about how they and others show feelings. Talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part of a group or class and understand and follow the rules. Able to adjust their behaviour to different situations and take changes of routine in their stride.</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 to stories, predict events respond to what they hear with relevant comments. Pay attention to what others say and respond appropriately. Answer ‘why’ and ‘how’ questions about their own experiences in response to stories or events. Develop ability to follow instructions involving several ideas or actions. Use language to imagine and recreate roles and experiences through play.</p>					
	<ul style="list-style-type: none"> -Circle times (speaking and listening activities/games) -‘Pic’ (picture) of the week (to develop vocabulary, inference, prediction, explanation and reasoning skills) - Words of the week -Topic talk sessions (linked to class topic/theme and current affairs/events) -Class texts and daily story time (repetitive texts with repeated words/phrases) - Role play corners/planned activities linked to personal experiences - Adults to join in with imaginative play and role play, encouraging children’s use of language to talk about what is happening and act out scenarios -Planned collaborative and turn taking games/activities 					
PHYSICAL DEVELOPMENT	<p>Experiment with different ways of moving. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Handle equipment and tools effectively, including pencils for writing. Use simple tools to effect changes to materials. Handle tools, objects, construction and malleable materials safely and with increasing control. Develop formation of recognisable letters. Continue to develop correct formation of cursive script letters.</p>					

	Off to the Seaside – Counter Balance: With a Partner			Pirate Adventure - Static Balance: One Leg		
	<p>Exploring Movements: Move like a sea creature (jump like a dolphin, side step like a crab, zig zag like a fish, wave arms and legs like an octopus!). Practise balance by pretending to be on a speedboat (how far can you lean to the side? How far forwards and backwards can you lean? Water-ski seated challenges (sit facing each other holding hands and feet together (lean in together and then apart), repeat holding only one hand, rock forwards and backwards and from side to side).</p>	<p>Wendy’s Water-ski Challenge: Traffic lights (tread water for red – danger at sea, swim for green and practise swimming strokes on the spot for amber). Repeat ideas from week 1 but using standing water-ski challenges as opposed to seated challenges (stand holding hands and lean back together, try just one hand/eyes closed/waving one hand).</p>	<p>Wendy’s Water-ski Challenge: Octopus game. Repeat moving like a sea creature from week one with teacher calling out creature names in turn. When the lifeguard holds up a blue cone, get into a group of 3/4 etc and wave your ‘tentacles’ (arms!). Water-ski tricks challenges: -See-saw (hold hands or forearms and take turns to stand up and crouch. How many see-saws can you do in thirty seconds). -How many different balances can you do where you lean on each other for support?</p>	<p>Exploring Movements: Practice standing on one leg. Balance against a wall, then balance without support. (Swap legs) Jump on to one leg. Practise “climbing the rigging” (lifting knees high as you move from one leg to another). Traffic lights game.</p>	<p>Pirate Pranks: Game: Follow the First Mate – Copy the leader moving in different ways. Game: Explore the Deck – Follow instructions moving side to side, back and forwards etc. Listen out for the canon and duck by doing mini squats on one leg.</p>	<p>Pirate Pranks: Game: Load the Booty – Passing ‘booty’ down the line using hands and feet. Game: Chase the Canon Balls – Adult to roll canon balls. Children to initially dodge, moving on to collecting (both hands, one hand etc).</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 Phase 3: ar, or, ur	Letters & Sounds Phase 3: ow, oi, ear	Letters & Sounds Phase 3: air, ure, er	ASSESSMENT WEEK	Letters & Sounds Phase 4: ch & sh	Letters & Sounds Phase 4: th & ng
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	Frog and Toad: The List	Oi Frog!	The Rainbow Fish	The Rainbow Fish	Various Pirate Stories	Various Pirate Stories
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>					
	Writing a list: What I would like to do today	Non-Fiction Information book about Frogs	Who would I give my scale to and why?	Labelling the parts of a fish	Treasure Maps	Message in a bottle
MATHEMATICS	<p>Recognises numerals 1 to 16 Rote counting 0-20</p>					
	Children use quantities and objects to subtract two single-digit numbers and count back to find the answer.	Children count reliably with numbers from one to 20, place them in order and say which number is one more/ one less than a given number.	Children use quantities and objects to add two single-digit numbers and count on to find the answer.	Children recognise, create and describe patterns.	Children use everyday language to talk about money to compare quantities and objects and to solve problems.	Children use everyday language to talk about Capacity to compare quantities and objects and to solve problems.
	<p>Key vocabulary: total, same, addition, add, plus, more, fewer, less, minus, subtraction, take-away, numbers (11-16), pattern, repeat, capacity, full, empty, half full, half empty, money (1p,2p,5p,10p,20p,50p,£1)</p>					
	Number Focus: 11 Subtraction – 10 Little Speckled Frogs	Number Focus: 12 One Less/One More	Number Focus: 13 Addition	Number Focus: 14 Shape, Space & Measures Focus: Repeating patterns	Number Focus: 15 Shape, space and measures focus: Money	Number Focus: 16 Shape, Space & Measures Focus: Capacity
UNDERSTANDING THE WORLD	Children make observations of animals and explain why some things occur, and talk about changes.	Children make observations of animals and explain why some things occur, and talk about changes.	Children make observations and explain why some things occur, and talk about changes.	Children make observations of animals and explain why some things occur. They know about similarities and differences in relation living things.	Children make observations and explain why some things occur, and talk about changes.	Children make observations and explain why some things occur, and talk about changes.
	Life Cycle of a Frog Visit to school pond.	Exploring non-fiction texts about frogs	Skittles colour investigation	Learning about sea creatures	Floating & sinking investigation	Floating & sinking investigation

	Key vocabulary: life-cycle, frogspawn, tadpole, froglet, frog, pond.	Key vocabulary: life-cycle, frogspawn, tadpole, froglet, frog, toad, pond, amphibian.	Key vocabulary: colours, pattern, idea, prediction, test, result.	Key vocabulary: sea creatures, fish, octopus, shark, dolphin, crab, starfish, lobster,	Key vocabulary: float, sink, idea, prediction, test, result.	Key vocabulary: float, sink, idea, prediction, test, result.
EXPRESSIVE ARTS AND DESIGN	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.					
	Junk modelling – Yoghurt pot frogs	Claude Monet – Water Lilies and the Japanese Bridge.	Whole class Rainbow Fish – Designing a scale.	Paper towel rainbow art (magic messages)	Making a pirate ship (suitable materials to build & then keep waterproofed)	Making a pirate ship (suitable materials to build & then keep waterproofed)
	Begins to build a repertoire of songs.					
	Songs: Joey is a Frog Five Little Speckled Frogs Croak! Come & Sing	Songs: Joey is a Frog Five Little Speckled Frogs Croak! Come & Sing	Songs: A hole in the bottom of the sea 1,2,3,4,5, Once I caught a fish alive The Deep Blue Sea	Songs: A hole in the bottom of the sea 1,2,3,4,5, Once I caught a fish alive The Deep Blue Sea	Songs: Wonderful Water H2O Slippers in the rain	Songs: Wonderful Water H2O Slippers in the rain