



Reception - Spring 2- Theme: Big Wide World

Literacy

Our topic will be focusing on fiction and non-fiction books. We will be talking about stories and making connections with events in our own lives. We will be using new vocabulary in discussion and role play situations. We will be writing simple phrases and talking about our writing with an adult. We will follow instructions, including simple recipes, that include measures and ingredients.

Mathematics

We will be deepening our knowledge of numbers to 10, focusing on counting forwards and backwards to 10 accurately and counting the number of objects correctly. We will compare numbers saying which is more or fewer. We will also start to recognise the number bonds to 10, which are two or more numbers that make 10 altogether, using real objects and representations. We will then work on 3D shapes, learning the names and noticing similarities and differences between them. Finally, we will look at patterns, recognising and continuing patterns and also making our own patterns.

Physical Development

We will be playing playground games from around the world. We will also focus on dance, learning to move our bodies in different ways and learning dances from around the world. We will develop our fine motor skills through a range of activities including: threading, playdough and cutting.

Communication and Language

We will be talking about the books we are reading and predicting what will happen next in the stories. We will be describing pictures in story books and discussing characters and settings etc. We will listen to and talk about non-fiction books and familiarise ourselves with new vocabulary. We will also be learning how to ask questions.



Personal, Social and Emotional Development

We will be learning about being healthy, including the importance of exercise, sleep, healthy eating and hygiene, including brushing our teeth. We will be cooking a range of healthy food from around the world.

Expressive Arts and Design


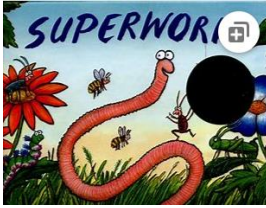
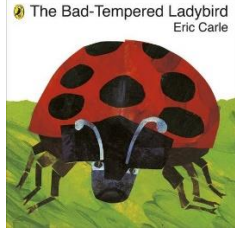

Creating with Materials We will construct simple structures and models using a range of materials. We will use natural materials and loose parts to make 2-D and 3-D art. We will paint landscape pictures of our environment and cut, tear and stick different materials to create collages. Construct simple structures and models using a range of materials

Being imaginative: We will be learning a range of songs from around the world and performing them with others. We will be investigating instruments from around the world.

Understanding the World

We will be learning about environments and our local environment. We will be comparing the weather, plants and animals of different countries, using geographical terms. We will be looking at the similarities and differences between people in a range of communities and groups from around the world. We will make and use simple maps in our play to represent places and journeys, real and imagined.

We will be taking photographs and collecting data whilst exploring our environment. We will use globes and maps to show us the location of different places.

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|--|-----------------------------|-----------------------------|---|--|---|---|
| Phonics  | Read Write Inc Set 1 & 2 | Read Write Inc Set 1 & 2 | Read Write Inc Set 1 & 2 | Read Write Inc Set 1 & 2 | Read Write Inc Set 1 & 2 | Read Write Inc Assessment Week |
| English | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| | Reading Focus | Writing Focus | Writing Focus | Writing focus | Reading Focus | Writing Focus |
| | Australia | Where the Wild Things Are | Superworm  | The Bad-Tempered Ladybird by Eric Carle  | Bees  | The Very Busy Spider by Eric Carle  |

Phonics:

Set 1




m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h -
sh - r - j - v - y - w - th - z - ch - qu - x - ng - nk

Set 2

ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

Set 3

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa - ew
- ire - ear - ure - tious - tion

| | Mathematics | Learning Intention and Success Criteria | Key Vocabulary  | Key Skills  | Key Knowledge  |
|---|--|--|--|---|--|
| 1 | Building 9 and 10 Composition of numbers to 10 | I can: Count to 10 I can: Count backwards from 10 I can: Represent 9 and 10 in different ways I can: Read numerals 9 and 10 | Whole, part, partition, subitise, | Show 9 and 10 on fingers Show 9 and 10 on a tens frame, rekenrek and part-whole model. Count 9 and 10 objects from a larger group | Continue using counting principles to count forwards and backwards. Recognise that a 10 frame is full when there is 10 |
| 2 | Building 9 and 10 Comparing numbers to 10 | I can: Compare numbers to 10 I can: Order numerals to 10 | More, fewer, same | Compare 2 groups of objects up to 10- say which set has more, fewer. Compare 3 or more groups of objects Can they find groups of objects with the same number of items? Order numerals to 10 Order 4 of the numbers to 10 | Compare by lining items up with 1 to 1 correspondence or by counting each set carefully and comparing their position in the counting order. Understand that a set can have more items, fewer items or the same number of items as another set. Compare 2 quantities and progress to ordering 3 or more quantities. |
| 3 | Building 9 and 10 Bonds to 10 | I can: Find 2 groups of numbers that make 10 I can: Partition 10 in different ways | Number bond, pair, partition, how many more, how many less | Show the numicon shape that goes with another one to make 10. Say how many more are needed to fill a ten frame Show numbers to 10 on different equipment. | Explore number bonds to 10 in different contexts. Using a ten frame, look at how many more are needed to make a full ten. Use fingers, bead strings, numicon, rekenrek, part-whole model to explore bonds to ten. |
| 4 | Building 9 and 10 3D shapes Pattern | I can: Recognise 3D shapes I can: Say the 2D shapes that make up a 3D shape I can: Make a pattern | Sphere, cuboid, cube, cone, triangle, square, rectangle, repeat, pattern | Describe a 3d shape Sort 3D shapes Recognise 3D shapes on pictures Build models using 3D shapes Print using 3D shapes, name the shapes can they see. Make a repeating pattern of shapes and objects | Explore and manipulate 3D shapes. Consider which shapes stack and which shapes roll and why that is. Build using a variety of shapes and construct their own 3D shapes in different ways. Build on children's work on AB pattern work by |






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| | | | | | introducing more complex patterns. Model at last three full units of repeat so children can identify and continue the pattern. |
| 5 | Consolidation | Go over any common misconceptions. Work on areas of difficulty. | Whole, part, partition, subitise, more, fewer, same as, equal, | Composition Subitising Comparison Counting on and back Matching Numeral recognition Ordering | Time to consolidate skills the children are finding tricky. |
| 6 | Consolidation | Go over any common misconceptions. Work on areas of difficulty. | Whole, part, partition, subitise, more, fewer, same as, equal, | Composition Subitising Comparison Counting on and back Matching Numeral recognition Ordering | Time to consolidate skills the children are finding tricky. |



| Week | Expressive Art & Design  | Learning Intention/ Success Criteria | Key Vocabulary  | Key Skills  | Key Knowledge  |
|------|--|---|--|---|---|
| 1 | <p>Construct simple structures and models using a range of materials. Designing a vehicle. Watch the transport video and discuss what transport is.</p>  <p>Invite the children to discuss the different forms of transport. Provide various resources, including cardboard boxes and tubes, dowel rods, yoghurt pots, plastic bottles, tape, glue, spilt pins, hole punches and treasury tags. Model to them how to design a vehicle. Ask them to draw and label the vehicle they would like to create and describe the resources and techniques they will use when creating.</p> | <p>Create your design/ Think about use of colours Choose media</p> | <p>Composition Create Design Sketching</p> | <p>Designing Applying Drawing Selecting resources</p> | <p>Different materials have different properties and can be used for different purposes.</p> |
| 2 | <p>Construct simple structures and models using a range of materials. Making a vehicle from our design. Encourage the children to adapt their designs as they work. When they have completed their vehicles, support the children in comparing the finished vehicle with their design.</p> | <p>Combine materials/ Select materials Carefully place materials Attach with glue</p> | <p>Collage Paint Portray Contrast</p> | <p>Cutting Drawing Attaching with glue Cut, tear, fold and stick a range of papers and fabrics.</p> | <p>Papers and fabrics can be used to create art, including tearing, cutting and sticking.</p> |
| 3 | <p>Construct simple structures and models using a range of materials. Animal masks Watch the animal masks video</p>  <p>Watch the video and display animal pictures on the creative table. Using a template and art resources ask the children to draw an animal's face that they would like to create as a mask. Talk about the resources and skills they might use to create their mask. When their designs are complete, offer plain paper plates, thin elastic and a wide variety of craft materials for</p> | <p>Create a mask Select colours Select painting tools</p> | <p>Paint Portray Blend Highlight</p> | <p>Construct simple structures and models using a range of materials.</p> | <p>Different materials have different properties and can be used for different purposes.</p> |





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| | children to create their masks. Introduce skills, such as paper curling and folding for the children to add detail to their masks. | | | | |
| 4 | <p>Aboriginal patterns Watch the video</p>  <p>Display the Aboriginal art picture cards. Explain that the Aboriginal people live in Australia, pointing it out on a globe or map. Look at the patterns in the paintings and use the picture card with the symbols to see if they can recognise what the artwork depicts. Provide the children with black paper, cotton buds and ready-mixed paint. Invite them to create Aboriginal-style paintings and patterns. Encourage the children to talk about their pictures and compare their work with others'.</p>  | <p>Look closely Think about what you want to create. Start with an outline Fill in the dots</p> | <p>Apply Layer Adhesive Mixed Media</p> | <p>Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. Continue, copy and create repeating patterns using a variety of objects.</p> | <p>Know how to use different media together.</p> |
| 5 | <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Teach the children the song, <i>Hello to All the Children of the World</i>. Count how many ways there are to say hello in the song. Support the children to learn the melody of the song as they sing.</p> <p>YOUTUBE: <i>Hello to All the Children of the World – Wee Sing</i>.</p> <p><i>Hello to All the Children of the World</i> lyrics: Hello, <i>bonjour, buenos dias</i> Good day, <i>guten Tag, konnichiwa</i> <i>Ciao, shalom, do-brey dien</i> Hello to all the children of the world We live in different places from all around the world We speak in many different ways Though some things may be different, we're children just the</p> | <p>Learn a song from around the world.</p> | <p>Greetings in different languages. Hello, <i>bonjour, buenos dias</i> Good day, <i>guten Tag, konnichiwa</i> <i>Ciao, shalom, do-brey dien</i></p> | <p>Learn and sing songs and rhymes as part of a larger group</p> | <p>Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions.</p> |

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| | <p>same And we all like to sing and play</p> <p>Hello, <i>bonjour, buenos dias</i> Good day, <i>guten Tag, konnichiwa</i> <i>Ciao, shalom, do-brey dien</i> Hello to all the children of the world There are children in the deserts and children in the towns And children who live down by the sea If we could meet each other to run and sing and play Then what good friends we all could be</p> <p>Hello, <i>bonjour, buenos dias</i> Good day, <i>guten Tag, konnichiwa</i> <i>Ciao, shalom, do-brey dien</i> Hello to all the children of the world Hello to all the children of the world Hello to all the children of the world</p> | | | | |
| 6 | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Transitional art. Display the <u>Earth picture cards</u>. Provide small squares of green and blue cellophane, glass pebbles and buttons and a lightbox for the children to create Earth images. Provide a camera or tablet to take pictures of their artwork.</p> | Use natural materials and 2d and 3d objects to create art. | Descriptive words associated with Earth. | Use natural materials and loose parts to make 2-D and 3-D art. | Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. |

Music planning – see Charanga scheme of work.

| Week | Understanding the world: The World and People, Culture and Communities  | Learning Intention/ Success Criteria | Key Vocabulary  | Key Skills  | Key Knowledge  |
|------|---|--|---|---|--|
| 1 | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Watch the clip and talk about all the different forms of transport that we know.</p>  <p>Take the children on a journey around the local environment. Talk about the sights, sounds and sensations of the journey and the different transport. Children to take photos of their journey. Look on Google Earth to see where they have been.</p> | Identify and describe our environment. | Environment Characteristics Observation Features | Take photographs, draw simple picture maps and collect simple data during fieldwork activities. | Fieldwork includes going on walks and visits to collect information about the environment. |
| 2 | <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from previous learning, non-fiction texts and – when appropriate – maps Ask the children, their family members and friends to send in postcards from their holidays or places they live around the world and in the UK. When the postcards arrive in school, explore them with the children and look at each side. Ask the children what sorts of things people write on postcards and why they might send them. Collect the postcards and use them to create a display. Use the World map and UK map to show the children from where the postcards were sent. Watch the video to compare life in the uK with life in South Africa.</p> | Identify and compare similarities and differences in this country and other countries. | Similarity Difference Oceans Continents | Begin to notice and talk about the different places around the world, including oceans and seas. | Globes and maps can show us the location of different places around the world. |



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| 3 | <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Invite parents, grandparents or local community members to come into school to talk about their heritage. Encourage the children to listen carefully and ask questions to find out more. Support the children in understanding that the United Kingdom is a multi-ethnic society, and the people who live in the UK have many different cultural backgrounds</p>  | Asking questions, making comparisons | Values Tradition Culture Artefacts Generations | Show an awareness of the similarities and differences between people in different communities and groups from around the world. | <p>Heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture, and artefacts handed down by previous generations.</p> <p>Some families define their heritage primarily as their ethnic, cultural or national identity.</p> |
| 4 | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Display a large roll of paper and offer a range of small world vehicles and felt tip pens. Explain to the children that they will draw a map with paths and roads for the vehicles to use. Invite them to talk about the different vehicles and the journeys they are going on. Encourage the children to use positional language as they talk. Model adding traffic lights and a zebra crossing or create a train track or landing strips for aeroplanes. To extend the play further, add wooden blocks and small world people to build towns on the floor maps.</p> | Making and describing a map as a journey from one place to another. | Map Area Sea Land Journey | Make and use simple maps in their play to represent places and journeys, real and imagined. | A map is a picture or drawing of an area of land or sea. |
| 5 | <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Display Google Earth on a computer or tablet to show the children where they went during their memorable experience. Display photographs that were taken on the journey and invite the children to choose a picture to talk about. Ask the children to sort the photographs to map their journey's route and chronology, then provide paper and pens for children to create maps to show this.</p> | Identify and compare features of animals. | Climate Similarity Difference | Explore the natural world around them, making observations and drawing pictures of animals and plants. | Different animal groups have some common body parts, such as birds have wings and fish have fins. |

| Week | Physical Development  | Learning Intention/ Success Criteria | Key Vocabulary  | Key Skills  | Key Knowledge  |
|------|---|--|---|--|---|
| 1 | <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Introduction to tennis Body & Ball – ‘Roll & recover’</p> <p>In pairs with 1 line each. Pupils start facing each other, shoes touching. They take 2 big steps backwards and place their own line on the floor and stand behind it. They place a throw down spot in the middle between their lines. 1 large ball per pair. Pupil 1 rolls the ball to Pupil 2 over the spot. Pupil 3 stops the ball and rolls it back. Repeat. Guide the pupils through using a similar pattern as with the shoes.</p> <ul style="list-style-type: none"> ▪ Send with both hands, receive with both hands ▪ Send with right (red), receive with right (red) ▪ Send with left (blue), receive with left (blue) | Sending and receiving a moving ball with hands and rackets | Roll Left Right | <ul style="list-style-type: none"> ▪ Eyes tracking the ball ▪ Stand side on to roll the ball with opposite shoe to hand rolling with i.e. left shoe and roll with right (red) hand, or right shoe forwards and roll with left (blue) hand ▪ Whole arm swinging towards partner ▪ Knees slightly bent when stepping forward | <p>Smaller balls are harder to roll and catch with accuracy.</p> <p>Keeping your eye on the ball helps you to roll and catch.</p> |
| 2 | <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Body & Ball ‘Drop Catch’</p> <p>Working individually, pupils have a ball each and stand behind a spot. Pupils hold the ball in two racket hands above the spot, drop the ball onto the spot and catch with two racket hands. Repeat. Pupils hold the ball in 2 racket hands and gently throw upwards and let the ball bounce on the spot and catch in 2</p> | Sending and receiving a moving ball with hands and rackets | Up Touch Bounce Catch sequence | <ul style="list-style-type: none"> ▪ Shoes either side of the spot. ▪ Knees slightly bent, ▪ Racket hands out in front of the body above shoes. ▪ Pupils cup their hands together to catch the ball. | <p>Smaller balls are harder to roll and catch with accuracy.</p> <p>Keeping your eye on the ball helps you to roll and catch.</p> <p>Using two hands makes it easier to catch the ball.</p> |

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| | <p>racket hands after each bounce. Instruct the children to keep the ball under control and below head height.</p> <p>Extension: Body & Ball</p> <p>Pupils throw ball up, touch a body part, and allow the ball to bounce before catching (Up, Touch, Bounce, Catch sequence).</p> <p>e.g. touch shoulders / knees / toes or clap before catching.</p> | | | | |
| 3. | <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Pupils throw the ball on the spot, let it bounce, tap the ball up using the palm of their hand, then catch the ball in two hands after it bounces a second time.</p> <p>Up, bounce, tap up, bounce, catch sequence.</p> <p>Change hands according to the colour of the spot. Drop with Red hand, catch with blue hand and vice versa.</p> | <p>Sending and receiving a moving ball with hands and rackets</p> <p>Create a bounce sequence.</p> | <p>Up Touch Bounce Catch sequence</p> | <ul style="list-style-type: none"> ▪ Throw the ball to head height ▪ Cup hand underneath the ball to catch it ▪ Straight fingers to tap up | <p>Ball can be thrown higher than head height and still land accurately</p> |
| 4 | <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Explain to pupils that hitting the 'ball' before it bounces is called a volley.</p> <p>In pairs using a balloon with a barrier tape net between them. Both pupils should stand close to the net as this is where a volley is played.</p> <p>Pupil 1 throws the ball up to Pupil 2, who pats the ball back using either racket hand, for Pupil 1 to then catch.</p> <p>Repeat several times then switch over.</p> | <p>Sending and receiving a moving ball with hands and rackets</p> | <p>Volley Pass</p> | <ul style="list-style-type: none"> ▪ Keep hands upright hand with fingers pointing up ▪ Contact the balloon in front of the shoes ▪ Step forward with opposite shoe to racket hand | <p>Positioning your hands correctly helps to improve accuracy when volleying the ball.</p> |







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| <p>5/6</p> | <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Racket & Ball 'Up & In'</p> <p>Pupils have a racket 1 ball each. They stand on their spot and try and tap the ball up with their racket strings, let the ball bounce, and then catch it between the racket strings and free hand. Up, bounce, catch sequence.</p> <p>Racket & Ball – SKILL UP</p> <p>In pairs, Pupil 1 taps the ball up and Pupil 2 catches it after it bounces. Pupil 2 then taps the ball up for Pupil 1 to catch after the bounce. Up, bounce, catch, Up, bounce, catch sequence.</p> <p>Pupils count how many times they can consecutively tap the ball to land on the spot and catch it.</p> <p>Pupils remove the catch and try to increase their sequence to pupil 1 tap up, pupil 2 tap up then pupil – Up bounce, up, bounce sequence.</p> | <p>Sending and receiving a moving ball with hands and rackets</p> <p>Create a bounce sequence.</p> | <p>Up Touch Bounce Catch sequence</p> | <ul style="list-style-type: none"> ▪ Gently tap / push the ball (no higher than head height0. ▪ Palm and racket strings facing upwards ▪ Eyes track the ball | |
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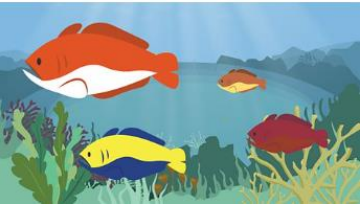
NB. In addition, fine motor skills are taught and practised in EAD, English, Handwriting and specific activities available in continuous provision (inside & outside). Gross motor skills also developed daily, through use of the large outdoor equipment. Health and Self-care taught and supported daily through circle times, meal times and books. Parents encouraged to help children to develop self-care skills at home, as communicated through weekly parent updates.


| Week | PSED  | Learning Intention/Success Criteria | Key Vocabulary  | Key Skills  | Key Knowledge  |
|------|---|--|---|---|---|
| 1 | <p>Children to discuss exercise and the benefits it has.</p> <p>Healthy me – Piece 1 – Everybody’s Body</p> <p>Children to think about what happens to their bodies when they exercise. Children to discuss why exercise is so important when keeping healthy.</p> <p>Link to website - Piece 1</p> | <p>I understand that I need to exercise to keep my body healthy.</p> <p>Understand what exercise is. Understand why it is important to exercise. Explain why I exercise.</p> | <p>Good Decision Exercise Challenge</p> | <p>Listening Speaking clearly Discussing</p> | <p>How do we keep ourselves healthy? What is exercise? How does exercise help our bodies?</p> |
| 2 | <p>Children to know why moving and resting are good for our bodies.</p> <p>Healthy me – Piece 2 – We like to move it, move it!</p> <p>Children to play the bean game and look at the effect it has on their body. Talk about the positive signs of exercise and discuss why their bodies also need rest afterwards.</p> <p>Link to website - Piece 2</p> | <p>I understand how moving and resting are good for my body.</p> <p>Play the game. Explain how it has affected my body. Explain why your body needs to rest as well.</p> | <p>Good Decision Exercise Challenge Reflecting Rest</p> | <p>Listening Speaking clearly Discussing</p> | <p>How does exercise make changes to our bodies? Why do our bodies need to rest? What would happen if we didn’t rest?</p> |
| 3 | <p>Children to know how to make healthy food choices.</p> <p>Healthy me – Piece 3 – Food, glorious food</p> <p>Children to be able to identify healthy and unhealthy foods. Discuss as a class why certain foods are unhealthy and what affects they can have on our bodies.</p> <p>Link to website - Piece 3</p> | <p>I know what the word ‘healthy’ means and that some foods are healthier than others.</p> <p>Decide which foods are healthy and unhealthy. Explain the effect they have on our bodies. Reflect on my own diet.</p> | <p>Improving Reflecting Category</p> | <p>Discussing Identifying Reflecting</p> | <p>Which foods are healthy / unhealthy? Why do our bodies need healthy food? What can unhealthy foods do to our bodies?</p> |
| 4 | <p>Children to know why it is important to get a good night’s sleep.</p> <p>Healthy me – Piece 4 – Sweet dreams</p> | <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> | <p>Encouraging Repairing Preparing</p> | <p>Listening Speaking clearly Discussing</p> | <p>What do you do before bedtime each night? How can you help yourself fall asleep? How do you relax?</p> |

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| | <p>Children to share their bedtime routines with the class. Discuss how we can relax our bodies to help us fall asleep.</p> <p>Link to website - Piece 4</p> | <p>Listen to others and share my routine. Follow instructions. Reflect</p> | | | |
| 5 | <p>Children to know how to keep safe by hand washing properly.</p> <p>Healthy me – Piece 5 – Keeping clean</p> <p>Model to the children how to incorrectly wash your hands. Encourage them to correct you, and give you the steps you need to do it thoroughly.</p> <p>Link to website - Piece 5</p> | <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>Give the correct steps for handwashing. Explain why it's so important. Ask questions.</p> | <p>Invisible Hygiene Respect Germs</p> | <p>Listening Speaking clearly Discussing</p> | <p>Why is handwashing so important? What might happen if we don't wash our hands correctly?</p> |
| 6 | <p>Children to understand what a stranger is and how to keep safe.</p> <p>Healthy me – Piece 6 – Safe adults</p> <p>Discuss 'safe' adults as a class, making sure the children understand what this means. Help the children to formulate a plan of what they could do if they lose their grown up – how can they find a 'safe' adult and what should they say?</p> <p>Link to website - Piece 6</p> | <p>I know who my safe adults are and how to stay safe if they are not close by me.</p> <p>Understand who a 'safe' adult may be. Explain what to do if you need help. Ask questions</p> | <p>Stranger Pretending Deceptive Safe adult Safety</p> | <p>Discussing Analysing Reflecting</p> | <p>How can you keep yourself safe? What should you do if you can't find your grown ups?</p> |

NB. In addition to this there is also: daily circles, daily 'check-in', support to develop friendships, restorative practice and turn taking games.

| | Communication and Language  | Learning Intention and Success Criteria | Key Vocabulary  | Key skills  | Key Knowledge  |
|---|---|---|---|--|---|
| 1 | <p>Listening, attention and understanding. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>  <p>Visit the library and look for fiction and non-fiction books about different cultures and countries for the children to explore. Invite them to choose a book and explain why. Compare fiction and non-fiction books and discuss how they are different. Select one of the books to share with the children.</p> | <p>Listen carefully</p> | <p>Magnet eyes, Talk, chat, observe who, what, when, where, how, did</p> | <p>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> | <p>A fiction book is a story and is not true. A non-fiction book tells us facts. They have a contents page and an index.</p> |
| 2 | <p>Deserts</p>  <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Provide materials for the children to create a desert landscape in the sand tray. Offer desert-dwelling small world animals and palm trees made from green construction paper and brown-painted tubes.</p> <p>Practical resources</p> | <p>Hold a conversation.</p> | <p>Conversation Participation Create Storyline Desert Palm tree Camel</p> | <p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p> | <p>Deserts are hot, dry landscapes with very little rain.</p> <p>Not many animals can survive there.</p> <p>Camels can carry water in their hump, which means they can survive without water every day.</p> |

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| | <ul style="list-style-type: none"> • Desert-dwelling small world animals • Palm trees | | | | |
| 3 | <p>Rainforests</p>  <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Create a rainforest small world in a Tuff Tub with damp soil, log slices, leaves and small branches. Provide small world animals for the children to use in their play.</p> <p>Practical resources</p> <ul style="list-style-type: none"> • Tuff Tub • Soil • Log slices • Small branches • Leaves • Rainforest small world animals | Participate in discussions | Rainforest Names of rainforest animals | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. | <p>Rainforests have trees with a thick canopy.</p> <p>A lot of rain falls in the rainforests.</p> <p>There are lots of different types of animals which live in the rainforest.</p> |
| 4 | <p>Oceans</p>  <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> | I can: Participate in discussions. | Ocean Sea Marine | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. | <p>Oceans cover 71% of the Earth.</p> <p>There are 5 oceans in the world.</p> <p>Many mammals and fish live in oceans.</p> <p>Oceans have currents.</p> |

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| | <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. provide a selection of small world marine animals, shells and pebbles for the children to explore.</p> <p>Practical resources</p> <ul style="list-style-type: none"> • Shells • Pebbles • Marine small world animals | | | | |
| 5 | <p>Urban environments</p>  <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Add toy cars, road signs and small world people to damp sand. Challenge the children to create roads, bridges and tunnels for the vehicles to travel under, over and through.</p> <p>Practical resources</p> <ul style="list-style-type: none"> • Toy cars • Road signs • Small world people | I can: Develop a storyline | Road sign Tunnel Bridge Vehicle | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. | Roads, bridges and tunnels are manmade. Routes are mapped in books. People use sat-navs to help them find a route. |

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| 6 | <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Create a ticket office. Offer coins, tickets, timetables, travel posters and a clock. Provide a train or coach interior by arranging seats in rows for the children to travel in after they have bought their ticket.</p> <p>Practical resources</p> <ul style="list-style-type: none"> • Clock • Chairs set in rows • Timetables • Travel posters • Tickets • Coins | I can: Develop a storyline | Ticket Coin Travel Train Coach | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. | There are lots of different modes of transport. If we want to travel to another country across the sea, we need to take a plane, boat or tunnel under the sea. We need to buy tickets to use these forms of transport. |
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NB. Technology also planned in across all areas of learning and in continuous provision.