Around The World!

Rational

On reaching the final term of Reception, we want the children to reflect on their learning and consider the endless possibilities that their journey holds for them. They have explored their uniqueness through the '**Here**', their origins through the '**Near**' and now they will look to discover their place in the world through the '**Far**'. We believe it is important for children to see beyond their front door, to vicariously experience the world around them, to see similarities and differences in people, traditions, and beliefs, but to know that it is these differences that give us the greatest scope to learn. They teach us new ways of viewing the world and empower us to grow as empathetic and open-minded individuals. Through discovering more of the world around them and the limitless places they can go, we hope to inspire our future generations to aim high, to dream goals beyond our wildest ones and to make a difference, in whatever they choose to do.

To develop their curiosity about the world around them and follow their interest in animals, we are going to focus on a particular part of the world – The Amazon Rainforest. The Rainforest is home to an abundance of life and holds secrets and answers that are still to be uncovered. Living in a contrasting location, it will be interesting for the children to discover how life around the world can differ and whether they think they could live in the Rainforest!

Children's current knowledge, skills, interests and experiences	Cultural Capital Opportunities	Next steps.. (based on the needs of the children from our ongoing assessments)
Knowledge *All phase 2 graphemes *Most phase 3 graphemes *Principles of careful counting *Understanding of numbers to 7 and their composition *Doubles up to 10 *Odds and evens up to 10 *Counting beyond 10, exploring the pattern of numbers *Subitising on a 10 frame *Language of 3D shape and their properties *Sorting numbers into odds and evens *Composition of numbers as 5 and a bit *Blending and segmenting CVC and CVCC words **Interests** *Story writing *Fossil hunting *Cooking **Experiences** *Explored the science dome *Dug for fossils *Explored Google Earth	**What experiences do our learners come to school with?** *Our children have a secure knowledge of where they live and an awareness of what makes it special *They have been introduced to the fact that there is land and sea *Many children have been on holiday to destinations in England and some have been abroad *The children live in an area which is surrounded by woodland and explore the local woods and forests with their families *Our learners are naturally curious and full of questions about the wider world **What will we do to broaden their cultural capital?** *Build their awareness of 'rainforests' by spending time in our woods and offer comparisons *Explore Google Earth on the tablets and interactive board *Share high quality texts that explore our world *Meet animals from the Rainforest first hand *Visit from an expert	*Continue to recognise phase 3 graphemes in isolation *Blend phase 3 CVC and CVCC words *Blend pink and red books with increased fluency *Make independent phonetic attempts at words *Write simple sentences, beginning to use finger spaces *Form phase 2 graphemes correctly *Engage in activities for an extended period of time *Hold pencil with a comfortable, tripod grip

Enquiry Question
Where can we go?

Sparkly Starter
Exploring Springdale Woods

Fab Finish
Creature Teacher Visit

Communication and Language	
We want children to know… (Substantive Knowledge)	We want children to know how to… (Disciplinary Knowledge)
***The difference between fiction and non-fiction books.** ***To engage in non-fiction books** ***Features of a non-fiction book** ***Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary** ***New vocabulary and use it in context.** *Key story language sentence starters eg. once upon a time, unfortunately, fortunately, the end	*Speak in past, present and future tenses ***Retell a story, with a deep familiarity.** *Listen to stories attentively in a range of situations *Listen to stories, accurately anticipating key evens and respond to what they hear *Participate in small group, class and one-to-one discussions, sharing ideas and using recently introduced vocabulary *Explain why things may happen, linking to recently introduced vocabulary *Express their ideas and feelings about their experiences using full sentences *Hold conversation when engaged in back-and-forth exchanges with an adult or peer

Personal, Social & Emotional Development	
We want children to know… (Substantive Knowledge)	We want children to know how to… (Disciplinary Knowledge)
*Their own feelings and strategies on how to regulate themselves	*Manage their own basic hygiene and personal needs *Work and play with purpose – setting targets ***Show sensitivity to their own and other's needs** *Be able to wait for what they want, controlling impulses *Give attention, responding appropriately whilst engaged in another activity *Obtain resources and make decisions independently ***Show resilience and perseverance in the face of challenge** ***Think about the perspectives of others.**

Physical Development	
We want children to know… (Substantive Knowledge)	We want children to know how to… (Disciplinary Knowledge)
*The steps to be able to skip and hop *Over arm throwing technique *Dance terminology – speed, style, movement	***Hold a pencil correctly** ***Begin to form letters correctly and consistently** *Show growing accuracy and care when drawing ***Combine different movements with ease and fluency.** *Progress towards a more fluent style of moving, with developing control and grace. **OUTDOOR PE FOCUS: GAMES** **ATHLETICS** ***Running, Jumping, Throwing*** *Move energetically, such as running, jumping, skipping and hopping *Run in different ways *Jump in a range of ways *Throw at a target **INDOOR PE FOCUS:** **DANCE** ***Creating a sequence*** ***J**oin a range of movements together *Change speed and style of movements *Create a short movement phrase

Phonics

Graphemes

Children will continue to consolidate their knowledge of phase 2 and 3 graphemes.

Each week children will continue to focus on two graphemes, learning to apply their knowledge to reading and writing.

Week 1	ur ow
Week 2	oi ear
Week 3	air ure
Week 4	er revisit

The children have had time to revisit all their phase 3 graphemes at a slower, more in depth pace. Each session focused on one specific phoneme. They will now further consolidate their knowledge of phase 3/4 letter sounds by working with a broader range of phonemes each session. This will require the children to apply their knowledge as opposed to relying on the fact that the words they are reading/writing

Week 5	qu ch sh th
Week 6	th ng nk ai

contain the day's focus phoneme. (to continue into Summer 2)

Tricky Words

when, out, said, your, ago, love,

Literacy

We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*Awareness of capital letters, finger spaces, full stops *Understanding of sentence structure *Read phase 4 tricky words *Recognise phase 3 graphemes in isolation and in words	*Read simple phrases and sentences made up of words with known letter–sound correspondences and a few common exception words. *Re-read sentences to build up confidence in word reading, fluency and understanding and enjoyment. *Read some letter groups that each represent one sound and say sounds for them *Blend sounds in CVCC, CCVC, CCVCC words *Attempt to write some CVCC and CCVC words ***Write phase 3 tricky words** *Make accurate phonetical attempts at words including words with adjacent consonants in ***Form lower case letters and some upper-case letters correctly** *Write simple sentences that can be read by themselves and others

Quality Texts

Monkey Puzzle
Hidden In The Trees
What The Macaw Saw
There's a Rang-Tan in My Bedroom
Henry Rousseau – Fantastic Jungles

Key Nursery Rhymes and Songs
Summer 1
Ten in the bed Farmer in the den Ten green bottles Little Bunnies

Topic Vocabulary

Anchor words (key vocabulary for the topic)	**Goldilocks Words** (not too easy and not too hard, just right)	**Step On Words** (more challenging and specific vocabulary)
Animals	Country	Settlement
Rainforest	Forest Floor	Camouflage
England	Understory	Endangered
World	Canopy	Deforestation
Season	Emergent	Environment
	Similarities	
	Differences	

Mathematics

Summer 1	Number Theme	Shape, Space, Measure, Pattern Theme
Week 1	**Subitising** *Structured arrangements including the 10 frame*	**3D Shapes** *Developing an awareness of relationships between shapes*
Week 2	**Composition** • *Focus on representations of numbers using fingers and 10-frame*	**Measure - Mass** • *Recognising attributes – heavy and light* • *Comparing amounts of continuous quantities – heavier, lighter – indicated by a greater downward pull, link to balance scales – expose to small heavy things and large light things*
Week 3	**Composition** • *Focus on doubles using different representations*	**Measure - Mass** • *Showing awareness of comparison in estimating and predicting* • *"Checking through measuring using units to compare*
Week 4	**Comparison** • *Focus on ordinality, comparing numbers*	**Measure - Mass** • *Comparing indirectly – ordering by mass*
Week 5 REVIEW AND ASSESS	**Subitising and The Rekenrek** • *'Seeing' small quantities and numbers within larger amounts* • *Introduction to Rekenrek* • *Linking familiar representations such an numbers of fingers to representations on the Rekenrek*	**Measure – Capacity** • *Recognising attributes – full and empty* • *Comparing amounts of continuous quantities – 'holds more than' 'holds less than'*
Week 6 REVIEW AND ASSESS	**Counting** • *Strategies for counting.* • *Recognising the pattern of the counting system, when beginning to count beyond 20*	**Measure - Capacity** • *Showing awareness of comparison in estimating and predicting eg. what container would be best to hold a given substance?*

Expressive Art and Design

We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
Art **Components**: Collage Artist: Henri Rousseau *The name of a famous artist – Henri Rousseau *The features of a particular artist's work *The simple history of a particular artist DT **Components:** Food *Use simple utensils and equipment to; cut, grate, and chop safely. *Taste a range of fruit and vegetables to determine the users' preferences Music **Concept:** Singing *Follow the melody sung by the teacher. *Show an awareness of singing in a group, standing still when needed to and copying the actions when needed.	Explore, use and refine a variety of artistic effects to express their ideas and feelings *Sing a range of well-known nursery rhymes and songs *Perform songs, rhymes, poems and stories with others and try to move in time with the music ***Invent and recount narratives and stories with peers – story scribing** ***Listen attentively, move to and talk about music, expressing their feelings and responses** ***Watch and talk about performance art, expressing their feelings and responses** ***Engage in dance, performing solo or in groups**

Understanding the World

We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*The name of the country they live in - England *There are different countries in the world *The weather is different around the world *England has 4 seasons. Some countries do not have 4 seasons *The Amazon Rainforest is always wet and hot *A Rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall *Animals and plants can be found in the Rainforest *Some animals have changed to help them survive the Rainforest *Plants are made up of roots, stems, leaves and flowers. *Plants need light, water and oxygen to survive *Not all ways of life are the same *We need to respect and look after the natural world and living things *Life is different around the world – housing, food, clothing, weather, animals *People have different cultural and religious beliefs	*Compare and contrast characters from stories, including figures from the past. *Compare environments *Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps *Look after our planet

Characteristics of Teaching and Learning (The ways in which the children are learning from their environment, experiences and activities)	
Playing and Exploring	**Playing with what they know** Acting out experiences with other people
Creating and Thinking Critically	**Choosing ways to do things** Planning, making decisions about how to approach a task
Active Learning	**Keeping on trying** Persisting with an activity when challenges occur

Items in bold are the sticky knowledge we will be revisiting

Partnership with Parents	Home Learning Opportunities/Activities
*Share reading books and engage in other reading materials *Respond to 'Learning News' updates on Tapestry with images and observations of your child demonstrating the knowledge they've learnt at school *Continue to practise reading your Rainbow Words by sight *Practise subitising to 6, seeing smaller amounts within *Practise representing amounts on their fingers, recognising that numbers beyond 5 are made of '5 and a bit' *Practise counting beyond 10 *Regular letter formation practise using the materials from school *Take a trip to the library and enjoy sharing books together *Practise number bonds to 10	