



<p><b>Additional Objectives Covered Weekly</b></p>	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Manage their own needs. See themselves as valuable individuals. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspective of others.</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen. Develop social phrases. Engage in story times. Learn rhymes, poems and songs.</p>	<p>Revise and refine the fundamental movement skills they have already acquired. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve good posture when sitting at a table or on the floor. Confidently and safely use a range of large and small apparatus indoor and outdoors, alone and in a group. Develop overall body strength, balance, co-ordination and agility. Further develop and refine a range of ball skills. Further develop the skills they need to manage the school day successfully, lining up, queuing, mealtimes and personal hygiene.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words so that they can read short words. Read some letter groups that represent one sound. Read a few common exception words. Spell words by identifying the sounds and writing the sound with letter/letters. Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>		<p>Count actions, objects and sounds Link the number symbol (numeral) with it's cardinal value. Count beyond 10.</p>		<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Developing storylines in their pretend play. (throughout the term)</p>
	<p><b>Personal, Social and Emotional</b></p>	<p><b>Communication and Language</b></p>	<p><b>Physical</b></p>	<p><b>Literacy</b></p>	<p><b>Phonics</b></p>	<p><b>Mathematics</b></p>	<p><b>Mathematics focus</b></p>	<p><b>Understanding the world</b></p>	<p><b>Expressive arts and design</b></p>

1 19/4	Handa's Surprise	<p>Discuss surprises – when have you had a nice surprise e.g a birthday present. What if you don't like the surprise? How should you react?</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Play a listening game. Blindfold the child. It's only me Handa. Who is it and where is the sound coming from?</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Dance Giraffe's Can't Dance</p> <p>Progress towards a more fluent style of moving developing control and grace.</p> <p>Developing their overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions.</p> <p>EAD Links Working collaboratively</p> <p>Return to and build on their previous learning to refine ideas.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Familiarising with the Story.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>1:1 reading</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	air, ear, ure	To 20 and Beyond	<p>Place a number of animals under a cover. Show to Subitise, double, check with counting and then repeat either adding or removing one at a time.</p> <p>Can the objects be shared?</p> <p>Subitise Compare numbers Understand the 'one more than/ one less than' relationship between consecutive numbers.</p> <p>ELG – double facts and how quantities can be distributed equally.</p>	<p>Which animals can you see in Bicester and Kenya?</p> <p>Compare and contrast</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p>	<p>Use percussion instruments to make the sounds of the animals.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
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2		<p>Choose an emotion card. Ask the children to recreate the facial expression to match the feeling in a mirror.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Place a fruit in a feely bag. Ask the children to smell, feel and taste the fruit. Describe the fruit.</p> <p>Use new vocabulary Ask questions to find out more and check they understand what has been said to them. Articulate ideas in well-formed sentences.</p>	<p>Dance performance record and share with the other classes.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Tales Toolkit using Handa's Surprise. Guided Reading</p> <p>Changing the animals, fruit, who she visits</p> <p>Retell the story, once they have a deep familiarity with the text: same as exact repetition and some in their own words. Use new vocabulary.</p>	air, ear, ure	To 20 and beyond	<p>Compare and contrast different fruits in terms of weight, length?</p> <p>Compare length, weight and capacity.</p>	<p>Which fruits are able to grow in Kenya? Why?</p> <p>Which fruits grow in the UK? Why?</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p>	<p>Observational Drawings of tropical fruits – chalk, pastels, watercolours. Encourage chalk drawings outside.</p> <p>Explore use and refine a variety of artistic effects to express their ideas and feeling.</p> <p>Working collaboratively</p> <p>Return to and build on their previous learning to refine ideas.</p>
3	Mama Panya's Pancakes	<p>How did each person feel when they were invited for dinner? What was Mum thinking each time someone else was invited?</p> <p>What would you bring to eat if you</p>	<p>Encourage the children to ask questions to further develop their understanding of Kenya.</p> <p>Encourage the children to use well formed sentences.</p>		<p>Familiarise with the story. Link questioning to PSED.</p> <p>Retell the story, once they have a deep familiarity with the text: same as exact repetition and some in their own words. Use new vocabulary.</p>	Phase 3	To 20 and Beyond	<p>Basket of food to share between 2. Which can be evenly shared? Do we need to double the amount of some items? What if there were .... people?</p>	<p>Making traditional food for a shared picnic. (links to PSED)</p> <p>100% chocolate, cocoa beans/nibs – check allergies.</p> <p>Discuss the environment when</p>	<p>Listening and responding to African Music and dance</p> <p>Listen attentively, move to and talk about music, expressing their feelings and</p>

4		<p>were invited?</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.</p> <p>Connect one idea or action to another using a range of connectives. Use talk to solve problems and organise thinking to explain how and why things might happen.</p>	<p>Ask questions to find out more and check they understand what has been said to them.</p> <p>Articulate ideas in well-formed sentences.</p>		<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.</p>	Phase 3	First then now	<p>ELG – Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>reading the story.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p>	<p>responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>
5		ART Week								
6	Comi na.to	How did the children feel when they got on the	Describe a journey you have been on. E.g working to	Gymnastics skills jumping, rolling balancing Developing core strength	Writing letters to Floella asking a question.	Phase 4	First then Now	Ship Game – (similar to bus game)	Talk about members of their immediate family	Colour mixing linked to African fabrics and

	<p>boat? How would you feel? How would you treat new children in our class?</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>school, visiting Grandparents, going on holiday. Encourage other children to ask questions.</p> <p>Describe events in some detail. Ask questions to find out more and check they understand what has been said to them. Articulate ideas in well-formed sentences.</p>		<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letter/letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>			<p>Compare numbers Understand the 'one more than/ one less than' relationship between consecutive numbers. Subitise</p>	<p>and community. Compare and contrast characters from stories including figures from the past. (linked to 'Coming to England')</p> <p>Compare and discuss boats past and present. Using different materials design and make a boat. Experiment with which material float and sink. Test their designs and refine.</p>	<p>patterns.</p> <p>Explore use and refine a variety of artistic effects to express their ideas and feeling.</p> <p>Working collaboratively</p> <p>Return to and build on their previous learning to refine ideas.</p>
7	<p>Apple tree House. Compare and contrast modern multi-cultural communities with those of the past.</p> <p>Think about the perspectives of others.</p>	<p>Why did the family decide to move to England? What problems did they have? Use talk to help work out problems.</p>			Phase 4	First Now then	<p>Make a tower block (linked to tower block in Apple tree house) and discuss the 3D shapes they have use and the 2D shapes they can see.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes</p>	<p>Explore the natural world around them. Describe what they can see, hear, feel whilst outside. Comment on images of familiar situations in the past.</p>	<p>Listening and responding to music and dance from Trinidad. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>

								within it, just as numbers can. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.		
8		<p>What are you proud of? (OBE-Order of the British empire-made a dame by the Queen)</p> <p>See themselves as valuable individuals.</p> <p>Connect one idea or action to another using a range of connectives. Describe some events in detail</p>	<p>What question would you ask the Queen if you met her?</p> <p>Ask questions to find out more and check they understand what has been said to them.</p> <p>Articulate ideas in well-formed sentences.</p>			Phase 4	Find my Pattern	<p>Can you fit the shapes together?</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Watch 'play school' to see Floella Benjamin presenting a show. Compare this to children's TV now.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Make a Steel Drum</p> <p>Explore use and refine a variety of artistic effects to express their ideas and feeling.</p> <p>Working collaboratively</p> <p>Return to and build on their previous learning to refine ideas.</p>
9	Peter and the wolf inc Cotswold Wildlife Park	Keeping yourself safe – link to woodlands	Retelling the story of Peter and the Wolf	Peter and the wolf	Making up woodland stories using natural material	Phase 4	Find my Pattern	Number bonds to 5		Listening to the music from Peter and the Wolf by Prokofiev

10		Making good choices	Asking questions linked to Cotswold visit			Phase 4	On the Move	Number bonds to 10	Using maps to plan the visit to the wildlife park	<b>Introducing how to create musical notes focusing on the stave</b>
11	Transition to Year 1	What have you enjoyed in Reception? What are you looking forward to?	Questions for your new teacher		Letter to my new teacher	Phase 4	On the Move		Transition Morning	

Additional Resources:

Steel Drum - <https://www.koolkidscrafts.com/making-steel-drums.html>

African Story Tellers - <https://africawrites.org/featured/7-fun-african-storytelling-activities-for-young-children/>

<https://www.youtube.com/watch?v=-A1F35M2Xv0>

Play School - <https://www.youtube.com/watch?v=ETq-hednIBY>