

Class: Ladybirds

Topic title: We're going on safari

Big question: Why do zebra's have stripes?

**Annotate for ongoing AfL*

Subject	Educational program links/ subject program coverage	Key vocabulary/ Oracy opportunities	Key Texts	Child led activity opportunities and adult led opportunities	Children 'on track'	Children 'not on track'
Communication and Language (ELG: Listening, attention and understanding, Speaking)	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	<i>Zambezi river, Sahara desert, Kalahari desert, Nile river, savannah, buffalo, lion, leopard, rhinoceros, elephant, equator, zebra, antelope, vulture, wildebeest, meerkat, ostrich, camel, hippotamus, warthog, cheetah, hyena</i>	<i>Supermarket Zoo</i> <i>Rumble in the jungle</i> <i>Walking through the jungle</i> <i>Roald Dahl</i>	<ul style="list-style-type: none"> <i>Telling our weekend news</i> <i>Develop and use new vocabulary</i> <i>Sustained focus when listening to a story.</i> <i>Listen to longer stories/stories with less pictures</i> <i>Read aloud books that extend childrens knowledge</i> 		
Personal, Social and Emotional Development (ELG: Self Regulation, Managing self, Building relationships)	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other	<i>Baby, Adult, Life cycle, Male Female, Penis Vagina, Testicles Anus, Breasts, Eye, Foot, Eyebrow, Forehead, Ear Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach,, Hand, Grown-up, Change,</i>	<i>Look inside your body</i> <i>The huge bag of worries</i>	<ul style="list-style-type: none"> <i>PSHE – Changing Me</i> <i>Look how far I've come!</i> <i>Model positive behaviours for pre-school children</i> <i>Winning and losing (sports day)</i> 		

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	children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.	<i>Worry, Excited, Memories</i>				
Physical Development (ELG: Gross motor, Fine motor)	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence	<i>Capital letters, lowercase letters. Letter formation, throwing, catching. Balance, agility, coordination, running, jumping, hopping, team games, races</i>		<ul style="list-style-type: none"> • <i>Rock Climbing</i> • <i>Community Sports Day</i> • <i>Sports Day</i> • <i>Develop skills for race/team games in preparations for sports day</i> • <i>Draw pictures that are recognisable</i> • <i>Develop pencil grip and letter formation through formal handwriting lessons</i> • <i>Writing Capital letters lower case letters</i> 		
Literacy (ELG: Comprehension, Word reading, Writing)	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)	<i>Prediction, setting, character, beginning, middle, end, digraphs, trigraphs, phonemes, capital letters, finger spaces, full stops, sentences</i>	<i>Supermarket Zoo</i> <i>Rumble in the jungle</i> <i>Walking through the jungle</i>	<ul style="list-style-type: none"> • <i>Phase 3/4 phonics</i> • <i>Create your own character for a story</i> • <i>Develop a story plan for your own story based on Supermarket Zoo</i> • <i>Draw pictures of characters/events/ setting in a story</i> • <i>Make predictions</i> 		

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				<ul style="list-style-type: none"> Respond to what they hear in stories with relevant comments, questions and reactions. 		
Mathematics (ELG: Number, Number pattern)	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	<i>Subitising, counting, composition, sorting and matching, comparing and ordering, adding, addition, total, altogether, first, then, now, taking away, subtraction, double, share, group, doubling, sharing, grouping, equal groups, even, odd, patterns, repeating patterns</i>	<i>Mr Gumpys Motor Car</i> <i>The gingerbread man</i> <i>What the ladybird heard</i> <i>One odd day</i> <i>Pattern bugs and pattern fish</i> <i>How many legs</i> <i>Me on the map</i> <i>Billys bucket</i>	<ul style="list-style-type: none"> Consolidating key skills Adding More Taking Away Spatial reasoning - Making new shapes with triangles, squares and tangrams Doubling, Sharing and Grouping Even and Odd numbers Patterns 		
Understanding the World (ELG: Past and present, People culture and Communities, The Natural world)	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that	<i>Zambezi river, Sahara desert, Kalahari desrt, Nile river, savannah, buffalo, lion, leopard, rhinoceros, elephant, equator, zebra, antelope, vulture, wildebeest, meerkat, ostrich,</i>	<i>We're going on a lion hunt</i> <i>Handas hen</i> <i>Meerkat mail</i> <i>Giraffes cant dance</i>	<ul style="list-style-type: none"> School trip to Dartmoor Zoo Comparing animals and their habitats – jungle animals/farm animals Nocturnal animals 		

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	support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	<i>camel, hippotamus, warthog, cheetah, hyena</i>	<i>The selfish crocodile</i> <i>We all went on safari: A counting journey through Tanzania</i>	<ul style="list-style-type: none"> <i>Making sense of different environments and habitats</i> <i>Fathers day crafts</i> <i>RE – What places are special and why?</i> 		
Expressive Art and Design (ELG: Creating with materials, Being Imaginative and expressive)	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	<i>Paint, draw, shade, fold, colour, collage, overlap, overlay, construct, pattern, join, mixing, primary and secondary colours</i>	<i>We all went on safari: A counting journey through Tanzania</i>	<ul style="list-style-type: none"> <i>Collage animals</i> <i>Designing homes for hibernating animals</i> <i>Puppet shows: wife range of props to encourage imagination</i> <i>Encourage children to select tools and techniques they need to assemble materials that they are using</i> 		
PSHE	I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception	<i>Baby, Adult, Life cycle, Male Female, Penis Vagina, Testicles Anus, Breasts, Eye, Foot, Eyebrow, Forehead, Ear Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach,, Hand, Grown-up, Change,</i>	<i>Look inside your body</i> <i>The huge bag of worries</i>	<ul style="list-style-type: none"> <i>My Body</i> <i>Respecting my body</i> <i>Growing up</i> <i>Fun and Fears: Part 1</i> <i>Fun and Fears: Part 2</i> <i>Celebration</i> 		

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		<i>Worry, Excited, Memories</i>				
RE	<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) • Express a personal response to the natural world. 	<i>Church, Mosque, Christians, Muslims, holy, special, worship, God</i>	<i>Bible Qu'ran</i>	<ul style="list-style-type: none"> • <i>Where is special to me?</i> • <i>Where is a special place for Christians to go?</i> • <i>What makes a church special to Christians?</i> • <i>Where is a holy place for Muslims to go?</i> • <i>What makes a mosque holy for Muslims?</i> • <i>What is important in a church and a mosque? How are holy buildings similar and different?</i> • <i>What is needed to make a truly special place of our own?</i> 		