**UNIT OF INQUIRY Ongoing**

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|  | **Central Idea**Stories can be expressions of imagination and feelings**Key Concepts**PerspectiveCausationFunction | **Lines of Inquiry**Different ways stories can be expressedStories help us identify feelingsWays to show imagination**Key Vocabulary**Stories, narrative, feelings; sad, happy, angry, excited, creative, imagination |

**UNIT OF INQUIRY 2**

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|  | **Central Idea**Journeys can be planned or spontaneous and are taken for many different reasons**Key Concepts**FunctionFormCausation | **Lines of Inquiry**Different types of journeysReasons for journeysHow journeys can be real or imaginedHow and why some journeys are planned**Key Vocabulary**Journey, trip, visit, map, plan, discover, change, experience |

**LANGUAGE**

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|  | **Reading**Songs, poems and rhymesStorytime/book cornerWriting own name through self registration, labelling work.Recognising first sound of name**Phonics, Spelling and Vocabulary**Phase 1 (KG) Letters and Sounds - Oral segmenting and blending, Rhyme and counting syllablesPhase 2 - 3 (REC) Letters and Sounds, learning letter sounds, keywords and segmenting/blending | **Writing**Write danceOpportunities to make marks with different materialsMaking name labels for workWriting opportunities in all areas of provision: mud kitchen, role play area, construction, sand pit etc. |

**MATHS**

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|  | Rhymes and stories for countingCounting using everyday objects and using specific vocabulary ‘ bigger, smaller’Use mathematical language in play e.g. Going on a bear hunt - over/under/throughRecognise numbers 1 to 10 Games,number/colour/shape puzzlesBegin to represent numbers pictorially or with numerals. | Counting in the classroom and the local environment Number journeysMeasuring - length and timePositional/directional languageData Handling - pictograms, tallys |

**ICT**

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|  | i-pads - using apps to draw and explore,Playing number games and exploring with shapes and colours | Camera - using the camera in the classroom and the local environment Using talk tins to record voices |

**ART**

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|  | Use their environment to act out their own experiencesUse dressing up area to explore different materialsPainting/flick painting | Dressing up/home corner for role playPainting using materials collected outside.Journey of a pencil - Harolds purple crayonJourney of colours (colour mixing)Paint dripsSensory bags |

**FRENCH**

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|  | Talk about themselvesJe m’appelleNumbers 1-10Colours - rouge/bleu/jaune/vertGreetings - Bonjour/Au revoir | Talk about themselves and their familyFamily member names Papa, maman,mon frere,ma soeur,le petit.Greetings - Bonjour/ca vaSeasonal stories, songs and rhymes -Le Bonhomme de neige/ Boule de NeigeLe Petit Sapin vert |

**MUSIC**

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|  | **Integrated:**Ongoing: listening to Carnival of the Animals, understanding the music narrative of the piece. Compose music for a famous story.T1: singing songs about journeys; make up a song about imaginary journey | **Stand alone:**Listen and Play series: songs, rhymes, stories and sound discrimination games to develop listening skills.Instruments - boomwhackers; learning to play rhythmic patterns, developing listening skills, keeping in time, long and short note values. Preparations for the Winter Show |

**PE (RECEPTION ONLY)**

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|  | **Introduction to PE:**Throughout the first weeks of Term 1, students will begin to develop an understanding of the rules and routines in PE. This includes being aware of boundaries, listening to and following instructions and looking after the equipment and each other. As well as participating in structured activities, students will have time to play and explore with various equipment. | **Movement Composition:**Students will begin to develop throwing, catching, bouncing and kicking skills with an emphasis on improving hand-eye coordination. They will work independently and in pairs to practice these skills and will start to apply them in small games. Develop spatial awareness and locomotion skills is a focus in Reception PE. |