**UNIT OF INQUIRY Ongoing**

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|  | **Central Idea**  Stories can be expressions of imagination and feelings  **Key Concepts**  Perspective  Causation  Function | **Lines of Inquiry**  Different ways stories can be expressed  Stories help us identify feelings  Ways 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**  Function  Form  Causation | **Lines of Inquiry**  Different types of journeys  Reasons for journeys  How journeys can be real or imagined  How 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 rhymes  Storytime/book corner  Writing 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 syllables  Phase 2 - 3 (REC) Letters and Sounds, learning letter sounds, keywords and segmenting/blending | **Writing**  Write dance  Opportunities to make marks with different materials  Making name labels for work  Writing opportunities in all areas of provision: mud kitchen, role play area, construction, sand pit etc. |

**MATHS**



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|  | Rhymes and stories for counting  Counting using everyday objects and using specific vocabulary ‘ bigger, smaller’  Use mathematical language in play e.g. Going on a bear hunt - over/under/through  Recognise numbers 1 to 10 Games,number/colour/shape puzzles  Begin to represent numbers pictorially or with numerals. | Counting in the classroom and the local environment  Number journeys  Measuring - length and time  Positional/directional language  Data 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 experiences  Use dressing up area to explore different materials  Painting/flick painting | Dressing up/home corner for role play  Painting using materials collected outside.  Journey of a pencil - Harolds purple crayon  Journey of colours (colour mixing)  Paint drips  Sensory bags |

**FRENCH**

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|  | Talk about themselves  Je m’appelle  Numbers 1-10  Colours - rouge/bleu/jaune/vert  Greetings - Bonjour/Au revoir | Talk about themselves and their family  Family member names Papa, maman,mon frere,ma soeur,le petit.  Greetings - Bonjour/ca va  Seasonal stories, songs and rhymes -  Le Bonhomme de neige/ Boule de Neige  Le 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. |