

Reception : Wondrous Worlds

1. Key Vocabulary

Communication, Language and Literacy:

- Author**—the person who writes the book/story
How—question word to ask about something
These—referring to something specific
Those—used to identify something specific
Describe—to give detail on something/someone

Personal, Social and Emotional Development:

- Respect**—a feeling of admiration towards others
Choice—to choose between different possibilities
Behaviour—how you behave around and or to others
Argument—sharing different views in an angry way
Agreement—when you think/feel the same way about something

Mathematics:

- Compare**—to see the similarity and difference
Total—the whole number or amount of something
Corner—where 2 sides or edges meet
Add/Addition—to find the total of 2 numbers
Take away—taking an amount away from another

Physical Development/Understanding the World:

- Camouflage**—to hide or disguise a person/animal
Predator—an animal that preys on others
Prey—animal that is hunted and killed for food
Pollution—when the environment is harmed by substances
Melt—change from solid to liquid
Planet—a celestial body that orbits the sun

Expressive Arts and Design:

- Idea**—A thought or plan about what to do
Process—A series of stages towards an end result
Effect—It gives you an idea of what something may look like or be like
Control—to exercise restraint or define a movement
Detail—to give lots of information on something/one

2. Curriculum Knowledge

Our topic this half term is '**Wondrous Worlds**'. In this topic the children will visit different parts of the earth and broaden their knowledge outside of 'London'. The children will explore these different environments through stories, activities, trips, videos, role-play and images. Children will find out about the time when dinosaurs inhabited the earth and learn about their adaptations for survival. They will learn about space and the planets in our Solar System. As part of the topic, we will compare the arctic, the ocean, the rainforest and the savannah and think about how different plants/animals survive in these habitats.



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Developing our outdoor role play provision to reflect a range of habitats and landscapes	Understanding different genres of book including poems and nonfiction.	Discussing our feelings and 'readiness for learning' through Zones of Regulation.	New Year Resolutions.	Learning about the environmental impact of pollution and actively reducing, reusing and recycling our waste.

3. Communication and Language

Children will be learning words of the week across all areas; Literacy, Maths, Understanding the world, PSED and Art. They will have ample opportunities to use these words throughout the week during practical activities and continuous provision. With a strong link to literacy, children will listen to and talk about our new book of the week to build familiarity and understanding. They will learn to story map and retell the story orally and with actions. Children will be supported and encouraged to use new vocabulary in different contexts, develop social phrases and speaking in full structured sentences. This half term, children will be further introduced to rhyme. Listening carefully to rhymes and songs, paying attention to how they sound and predicting what the rhyme will be. Children can also suggest nonsense rhymes, find more rhyming words and make their own rhymes. We will continue to have circle time sessions during the week where children will learn new vocabulary and be given the opportunity to apply this in day-to-day conversations.



4. Personal, Social and Emotional Development

This term we will be focusing on how to express our feelings and consider the feelings of others. This will involve activities such as using role play to think about how characters in our core text stories feel. We will also be thinking about how we build constructive, respectful, and positive relationships. Children will talk about how they and others show their feelings, talk about their own and others' behaviour, and its consequences. Children will have the opportunity to discuss who is special to them, what makes us unique and what makes a good friendship and kindness. This will involve Expressive Art and Design activities where we discuss strategies to help us work as a group such as listening to each other and finding compromise. We will also be looking at how to show resilience and perseverance in the face of challenge. This will involve activities where we can read a range of poems and express an opinion to describe our favourite. Children have an opportunity to recite a poem out loud and to peer and self-reflect themselves and their peers performance.

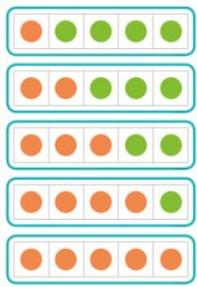


5. Physical Development

Children will be working towards progressing a more fluent style of moving, with developing control and ease. In PE and outdoor activities, they will develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. Children will use scenarios related to space for example, moving around a spaceship and balancing, jumping and going through tunnels. To support this theme, children will practice moving slowly like an astronaut, fidgety like aliens and moving like different planets. They will also revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping and skipping. Whilst confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group. To develop their small motor skills children will use a range of tools competently, safely and confidently. Children will practice sketching scenes such as the Arctic carefully with pencil first, then further develop this skill by using a paintbrush to fill in the lines with smooth, careful strokes.



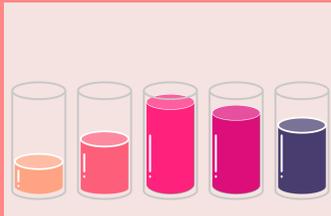
6. Mathematics



This term we will be consolidating the children's knowledge of 5. We will introduce zero, compare numbers to 5 and explore the composition of 4&5.

We will then move on to numbers 6,7 & 8 considering

their composition and using these numbers to explore making pairs and combining two groups.



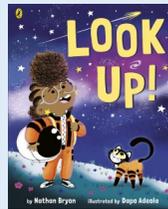
Children will also use vocabulary to talk about and compare height, length, weight and capacity. Children will continue to develop their understanding of time



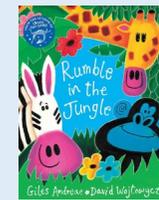
and how time is measured in days, weeks and months.

7. Literacy

Each week the children will be introduced to a focus text that will be used as the context for learning that week. The children will be transported to different worlds such as Arctic, Space and Jurassic to name a few. Key vocabulary will be introduced weekly and the children will be exposed to both fiction and non-fiction text around the learning environment to provide them with opportunities to use these words in context. Children will continue to apply



their phonic knowledge and learn to read key words by sight; in addition, a love for reading will continue to be developed through discussion, role play and interactive activities. The children will be encouraged to transfer their phonic knowledge by demonstrating their ability to write words and developing their ability to write simple sentences. Children will be supported to express their thoughts in full sentences, use the appropriate vocabulary and give relevant responses to "what", "where" "who" and "why" questions.



8. Understanding the World

To develop our understanding of the world this term, we will be looking at a range of habitats around the world and contrasting them with where we ourselves live. We will discuss the different animals you can find in each place as well as the changing climates and environments!

We will begin to learn about pollution and the harmful substances that damage our world and think about what strategies we could employ to look after the planet.



9. Expressive Art and Design

This term to develop our artistic skills we will be using a range of materials to represent the different habitats, plants and animals that we will be exploring. We will use paint, collage, junk-modelling, hand printing and paper-mâché just to name a few! The children will also express themselves through music and dance. To further explore the sounds, sights and feelings created within each real or imaginary world.

