

EYES possible lines of development

	<p>Summer 1 Reception</p>	<p>Weeks 1-4 - Places around the world <i>Week 1:</i> India <i>Week 2:</i> Africa <i>Week 3:</i> Iceland <i>Week 4:</i> China</p> <p>Weeks 5-7 - Dinosaurs <i>Week 5:</i> Herbivores and Carnivores <i>Week 6:</i> Extinction <i>Week 7:</i> Archaeologists and fossils</p>	<p>Hook: African Drummers</p> <p>Outcome: Children to make traditional shakers using different materials</p> <p>Hook: archaeologist Day-children to dress up as scientists!</p> <p>Outcome: Children to create a dinosaur museum and parents to be invited to it</p>
<p><u>Personal, Social and Emotional Development</u></p> <p>Challenges:</p> <p>Each morning tell the children what there group activity is. At the end of the day finds out which group has completed the most challenges. Reward this child with a certificate/prize. Children should independently choose where to put completed work.</p> <p>RRS: Continue reminding children of what their rights and responsibilities are, linking to our class charters e.g. it is our <i>responsibility</i> to eat our fruit and drink our milk.</p> <p><u>Circle times:</u></p> <p><i>Week 1:</i> Respect (What does respect mean)</p> <p><i>Week 2:</i> How can we show respect to others and the world around us.</p>		<p><u>Communication and Language</u></p> <p>Stories: Create situations encouraging the children to use language to improve and recreate roles and experiences in play situations. As a class/small groups recall what happens in the story. Can the children stick to the main theme or intention during discussions?</p> <p>Role play: Shop Children to use a variety of language from countries being learnt about to imagine and recreate the roles of the characters from the story. Support children to use a 'technical language' in their play. Model how to act out the stories using character masks/ puppets to support.</p> <p>Books: <i>Week 1: Elephant dance</i> Can you describe what happens in the story? Can you explain what the plot of the story is?</p>	<p><u>Literacy</u> <u>Talk for Writing</u></p> <p><i>Core text: Dinosaurs and all that rubbish</i> <i>Wk 1, 2, 3, 4: prepositions</i> <i>Wk 5, 6, 7: instructions</i></p> <p>Writing assessments: week 1/ week 6</p> <p><u>Talk for writing weekly timetable:</u></p> <p>Monday: Teach TfW/ imitate text with actions</p> <p>Tuesday: Drama-hot seating and role play</p> <p>Wednesday: Teaching strand focus</p> <p>Thursday: Teach TfW/ imitate text</p> <p>Friday: Teaching strand focus</p>

<p>Week 3: Taking turns and waiting</p> <p>Why is it important to take turns? What would happen if we all rush to get our fruit? Why should we wait? What happens when we wait?</p> <p>Week 4: Respecting our individuality</p> <p>Ask three children to stand in front of the class and ask children if they look the same. What makes them different? Discuss as a class. Explain that in spite of their differences each child is special. What makes you special?</p> <p>Week 5: Make a list of things we can do to show respect. Brainstorm with children and come with a list such as looking, listening attentively, not interrupting, speaking when asked, walking indoors, being kind etc</p> <p><i>Children to finish the sentence by saying something they do to help keep them healthy.</i></p> <p>Week 6: developing respect for their own cultures and beliefs and those of other people Teacher to lead discussion inviting children to say what they would like to be respected for. Eg: I like ... (eating grapes, wearing red socks etc.)</p>	<p>Week2: Too Much Talk Who are the characters in the story? Why is the yam and cloth and fish talking? Does that happen in real life? What would happen if everything talked? Why did the king run away? Where did he go?</p> <p>Week3: The Little Red Ant and the Great Big Crumb Show children the cover of the book and discuss what they see. What do they think this story is about? Remind them the think about the title. Was the ant fair in not sharing the crumb after no one wanted to help him and he pushed it all by himself? What lesson does this story teach us?m(PSED link)</p> <p>Week 4: Lao Lao of Dragon Mountain Read the title of the story to the children, who do we think Lao Lao is? Do you think there is a dragon in the story, why? Why do the little children Like Lao Lao? Why did the emperor take Loa Loa away? Why was the dragon called ice dragon? How did the dragon rescue Lao Lao?</p> <p>Week 5: Dinosaur (Information Text) Introduce children to topic; discuss different types of dinosaurs and their characteristics. Start talking about different features of a book.</p> <p>Week 6: Dinosaur Drip What was different about Drip? How do you think he felt? What did he not want to do? How do you think he felt when he met the new dinosaurs? What do you think the Tyrannosauruses see in the water?</p> <p>Week 7: Dinosaur Stomp What are the advantages of being a big/small dinosaur? What are the differences between the dinosaurs?</p>	<p><u>Write away:</u> Every day, children will write independently for three minutes in writing books, based on a simple modelled sentence based on phonics sounds.</p> <p>Q&T: connectives HA: full sentence, capitals, full stops. MA: formed sentences/ finger spaces LA: initial sounds/ simple words</p>
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<p><i>Week 7:</i> Saying 'thank you' and 'sorry'</p> <p>Discuss scenarios where we can say 'thank you' and 'sorry' and think about people we can say thank you to in school e.g. peers, teachers, dinner ladies, administration staff.</p> <p>Build a book of situations which require 'thank you' and 'sorry'.</p>		
<p>Physical Development</p> <p>Handwriting: Continue handwriting in books each week. HA to write capital letters and words beginning with each in their books.</p> <p><i>Week 1-6:</i> High Frequency words using the word wall to help. HA: To put words into sentences</p> <p>Warm up activities: Play fruit salad and the bean game. Hold up pictures of food and children to run to one side of the room if they think it's healthy and run to the other side if they think it's unhealthy.</p> <p>Focus: Dance. <i>Weeks 1-4:</i> dances from around the world</p> <p>Focus: Racing games <i>Week 5:</i> Running in small groups <i>Week 6:</i> Running using battons</p> <p>On handwriting days, have tram lines out for all children</p>	<p>Mathematics</p> <p><i>Week 1, 2, Money</i> Name and describe types of coins available encouraging children to explore their features. Money sorting. Shop role play encouraging children to count the correct amount of money to pay for each item. Children to pay for labelled items and think of how much change they have to give.</p> <p><i>Set up a shop role play area, model the target language (pence, cost, how much, how many) in role as shopkeeper with children as customers. Swap roles so that children become the shopkeeper serving you and other children. How much is the doll?</i> <i>Give children a template to match their coins to. What is the same and what is different about the coins?</i></p> <p><i>Week 3, 4 Number Patterns</i> Discuss what a pattern is. Look at the number pattern starting from counting in 1s. Move on to counting in 2s and 10s. Discuss odd</p>	<p>Understanding the World</p> <p><i>Places around the World</i></p> <p><i>Watch excerpts about Mouk and discuss his travels.</i></p> <ul style="list-style-type: none"> • Maps/photos: Look at the world map and locate the countries named. • Look at maps of the countries discussed and world. Children to draw their own maps showing where countries are. • What foods are eaten in the countries. How do they compare with the foods eaten in the UK. Are they similar, the same or different? • Compare the countries based on the colour of their flags, traditional food, clothes and their location. • Flags: Making flags using different materials to decorate them. • Based on knowledge acquired, make a fact sheet about each country. Giant scrapbook??

<p>to practice using.</p> <p><i>Construction:</i> Children to use a range of construction materials to build models linked to each topic.</p> <ul style="list-style-type: none"> - Sticklebricks - Large wooden bricks - Duplo - Train track - Mobilo - lego 	<p>and even numbers. Engage children in a variety of activities to encourage understanding of the patterns e.g. missing numbers, counting back and forwards. What is wrong with this pattern? Children to create their own patterns.</p> <p>CREATE A NUMBER RAP PATTERN.</p> <p><i>Week 5, 6 Time</i> Recap clock features (face, long and short hands, numbers) Look at the rhyme 'Hickory Dickory Dock' encourage children to pay attention to how the clock hand moves, have a class discussion. Ask children to discuss specific times and things they do e.g. wake up, go to school, lunch time etc. Draw a clock face using paper plates. Recap times in O'clock and half past Play what's the time Mr Wolf.</p> <p><i>Visual timetable – can you order the day? What will you do this morning? What will you do after that? What will you do before lunchtime?</i></p> <p><i>Order the months of the year. Can you put the months of the year into the correct seasons?</i></p> <p><i>Sing songs that order the days of the week and months of the year.</i></p> <p><i>Week 7 Recap</i></p>	<p><i>Dinosaurs</i></p> <ul style="list-style-type: none"> • Explain to the children that dinosaurs once lived on the earth but now they are extinct. • Look at different types of dinosaurs, discussing differences in characteristics. Introduce the terms herbivore and carnivore. Children to learn to label. • Dinosaur Dome- children to make their own dinosaurs after show using junk modelling. • Look at different types of dinosaur skeletons on the Natural History Museum website and discuss what can be seen and how they might have helped the dinosaur, e.g. spikes on its tail helped the dinosaur to protect itself. • Movement game- Imagine what it would feel like to be a dinosaur with a long neck, short legs, spiky tail etc. include this in PE-ways to walk like a dinosaur. • Introduce the term 'archaeologist' and explain the job. Why is this job important? What does it help us to understand? Show photos • Pretend to be archaeologists and dig for dinosaur 'bones' in the sand area.
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Expressive Arts and Design

Places around the World;

- Making necklaces using paper plate strips and paint to make patterns
- Paint/draw/collage a flag from each country/continent.
- Make traditional shakers using different materials such as rice and other seeds.
- Make and taste traditional foods
- Draw plates from around the world.
- EVERY WEEK MAKE SOMETHING FROM EACH COUNTRY.

India: Dahl and naan bread.

Africa: Chin Chin in the oven.

Iceland: Skyr yogurt with fruit.

China: Noodles

Dinosaurs

- Make a dinosaur using paper plates and paints
- Creating a large class dinosaur collage using pasta (skeletons)
- Junk modelling: Choosing materials to make 3D dinosaurs paying particular attention to their features
- Dinosaur footprints
- Dinosaur masks
- Make fossils
- Make dinosaur faces
 - Decorate door-dinosaur mouth to welcome parents
 - Dinosaur footprints
 - Paintings
 - Fossils in tub
 - Head decorations

- Binoculars

Work to be displayed with clear names and which class they are in.