

Reception – Term 4

Topic: Where in the world would you go?
Exploring countries near and far.



Curriculum Key Question: Where are we going? Where have we come from?

We will be learning about our local area of Bath. We will be exploring countries around the world including looking more closely at Antarctica and Kenya using two stories.

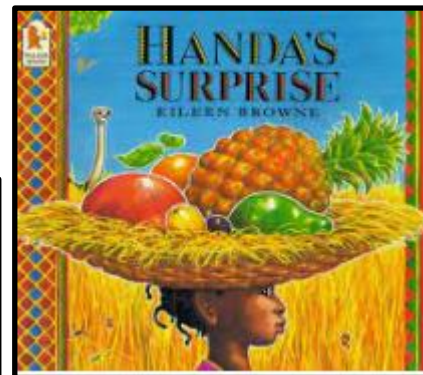


We will be exploring countries around the world – as well as the city of Bath where our school is.



We will share greetings and stories in languages from around the world!

We will develop our learning through sharing two stories set in two different



countries.


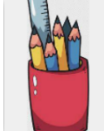






Key Vocabulary: (including definition)

Map	A picture representing a space such as a street
Globe	A sphere showing a map of the world
City	A large town where people live, such as Bath
Country	A physical area area of land such as England, Antarctic, Kenya
Habitat	The natural home of an animal or plant
Similar	Close to being the same as each other
Different	Not the same as each other
Easter	Christian Celebration remembering the Death and Resurrection of Jesus



Questions and Activities you could ask and do at home:

- Find stories set in different countries – can you bring them in for the class to share together?
- Where have you been on holiday before? Where have your family visited around the world? Can you find the location on a map?
- Make a map of your walk to school – add local landmarks such as lampposts and post boxes to give your map detail.
- Where would you like to visit in the world? Find out about that country.

<p style="text-align: center;">Our Key Learning Topic: Where in the world would you go? Exploring countries near and far.</p> <p><u>Personal Social and Emotional Development</u></p> <ul style="list-style-type: none"> • To talk about the effect my behaviour has on others. • To understand how to make the right choices and the consequences of not making the right ones. • To show preferences for activities and to be able to say why. • To be able to independently change for PE. • To understand why it is important to keep personal details safe on the internet (E-Safety) 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • To read individual sounds including digraph 'special friends' by saying the sound for them. • To read simple captions and sentences including taught red words. • To write a short caption. • To be forming lower and upper case letters mostly correctly. • Listens to stories and is beginning to anticipate what may happen next. • To experience both non-fiction texts. To use non-fiction texts to find out more. 	<p><u>Maths</u></p>  <ul style="list-style-type: none"> • To be able to represent, compare and know the composition of 9 and 10. • To know numbers bonds to 10. • To use the names of 3D shapes and talk about their properties in practical activities. • To create and recognize patterns with more than one repeat such as AAB AABB AABBB • To begin identify numbers beyond 10. • To count verbally to 20 and beyond. • To recognize the repeating pattern of the number system.
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • To listen and respond with relevant comments and questions. • To describe and re-tell familiar texts with detail and using full sentences. • To begin to use a wider vocabulary in their discussions based on what is learnt from experiences such as stories and role play. • To describe events in detail. • To listen to familiar and new stories in different languages. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • To talk about and describe the features of the local area and where they live. • To be able to talk about different countries in the world. • To be able to talk about difference and similarities in these countries based on experiences. • To use photos and pictures to locate places in the local environment and wider world. • To understand that animals live in different habitats. • To discuss the similarities and differences between different habitats. 	<p><u>Expressive arts and Design</u></p> <ul style="list-style-type: none"> • To use a range of media for drawing including pencils, pens, pastels and chalk • To use a variety of tools for painting including brushes, sponges, fingers and twigs • To be able to explain the process used in construction • To discuss the process involved in making – describing simple techniques • To make and use props to support and extend role play including the making of 'technological' props. 
<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • To form taught letters correctly independently. • To use a range of tools independently and with increasing accuracy. • To sit with good posture at the tables or on the floor. • To use a mouse/pad to complete a simple ICT program. • <u>Get Set 4 PE scheme</u> • To create short sequences using shapes, balances and travelling actions. • To develop balancing and safely using apparatus. • To develop jumping and landing safely from a height. • To develop ricking and rolling. • To explore travelling over, around and through apparatus. • To create short sequences linking actions together and including apparatus. <p>In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus.</p> 	<p><u>RE Understanding Christianity Scheme</u></p> <ul style="list-style-type: none"> • To know the story of Easter. • To know that Christians believe Jesus came to show all people are precious to God. • To be able to talk about a religious symbol (e.g. cross, star) • To talk about why Christians, have pancakes at the start of lent. Pancake day- Tuesday 1st March. • To talk about how Christians uses crosses to celebrate Easter. • To say why a cross is important to Christians. • To explore what an Easter Garden is. • To think about our BIG question- Why do Christians put a cross in an Easter Garden? 	<p><u>Music Charanga Scheme:</u></p> <ul style="list-style-type: none"> • To enjoy listening to music and explore music through dance or movement. • To find the pulse in different ways and show this through actions. • To copy back the rhythm of phrases in a song. • To copy sounds they can hear to distinguish between high- pitched and low- pitched sounds. <p><u>Links/texts that may support your child with their learning</u></p> <p><u>Tapestry</u> – Share photos and videos of learning happening in school, share learning and events from home www.visitbath.co.uk - Explore the local area of Bath https://earth.google.com/web/ - Explore the world! www.bbc.co.uk/cbeebies/stories/lets-celebrate-easterperformance - Share this Easter story as a family www.chesterzoo.org/virtual-zoo-2 - Visit a virtual zoo to find out about animals and their natural habitats.</p>

