

Monks Risborough C of E Primary School

Class: Reception

Topic Web

Teachers: Mrs Swain

Specific Areas:

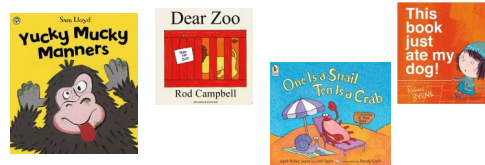
Autumn 1

Literacy

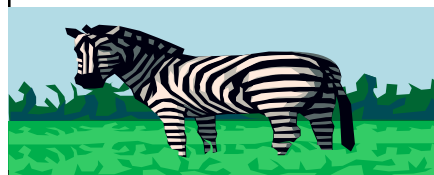
- Take pleasure from books and stories. Class Reading Books: Animal stories - *Don't Let the Pigeon Drive the Bus*, *Five Little Ducks*, *Yucky Mucky Manners*, *This Book Just Ate My Dog*, *One is a Snail...*, *Dear Zoo*, *Hairy Maclary*. (All other subject work to connect to that week's animal story book - providing a model for work).
- Follow a story, join in with the words, consider what happens next, predict the next line.
- Sing songs, tune into individual sounds
- Recognise and correspond some graphemes with phonemes.
- Write own name, progressing to simple labelling of our story animals, e.g. dog.

Mathematics

- Count 1-20 out loud.
- Reliably show understanding of 1:1 correspondence with numbers 1-10.
- Match numbers 1-10.
- Write numbers 1-10.
- Which is the biggest /smallest animal?
- Follow a clapping pattern.



Animals



Expressive Arts & Design

- Explore a range of materials and describe them. Make choices to create animal art work to decorate class and make resources for Home Corner.
- Re-imagine the Role-Play area as a Dog Rescue Centre. Be involved in decisions as to what it should contain, make labels, captions and a dog register containing numbers including 1 more and 1 less as the dogs are found/re-homed. (End of Term outcome).
- Role-play different characters for the Home Corner and from our stories, how would they act? What would they say? Act out scenes from our books.
- Become familiar with our class morning songs, counting songs and animal songs - join in with singing.

Understanding the World

- A little about Me: What is my name? How old am I? Where do I live? Who is in my family? Do I have any pets?
- World map, where do zoo animals originally come from? (Connect with any holidays the chn have had abroad, and our class book, Dear Zoo.)
- What is similar/different about the zoo animals?
- Different types of dog (relating to class book, Hairy Maclary).

Prime Area

Prime Area

PSED

Personal, social and emotional development

- * School routines; Being a part of Monks Risborough School
- * Expected behaviour; Care & Share policy; Marble jar... rewards
- * Using the toilet independently
- * Making friends... being a good friend
- * Considering pets needs and feelings

Communication & Language

- * Talking to each other; Listening to each other; Taking turns talking
- * Sitting quietly and listening during teaching input
- * Putting hand up to indicate something to say
- * Joining in with class / group discussions
- * Connecting ideas
- * Sharing thoughts and feelings

Prime Area

Physical Development

- * Controlling movements: start, stop, avoiding collisions, personal space
- * Following movements shown, joining in with movement break routines
- * Sitting still for 4/5 or more mins during teaching input
- * Holding a pencil comfortably for writing
- * Dressing independently, using toilet, tackling buttons



Values

Love - Finding out about our favourite animals

Respect - Respect for all living creatures

Friendship - Playing with new friends at Monks Risborough School

Responsibility - Looking after pets

Generosity - Being kind to animals

Community - Being a part of the new school community... Being a part of the animal/human community

Thankfulness - Appreciating how special different animals are

Links with Home

-Sharing memories/photographs of growing pets

-Bringing in drawings of animals to share with the class

-Show and Tell favourite animal toy

-Share favourite animal stories

Key Curriculum Areas

-Personal, Social, Emotional Development

-Understanding the World

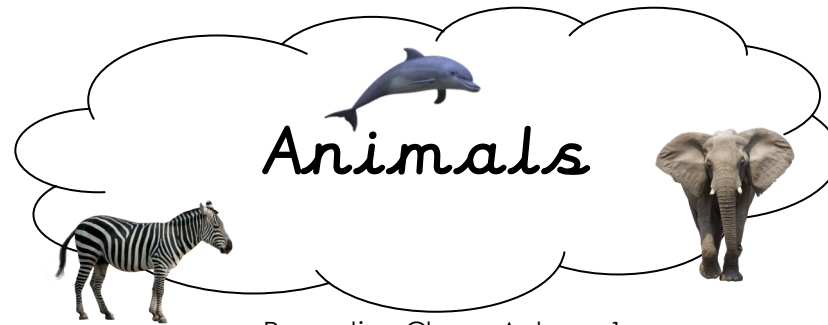
-Physical Development

-Communication & Language

-Expressive Arts & Design

-Mathematics

-Literacy



Reception Class – Autumn 1

Creative Outcome



Transform the Home Corner into a Dog Rescue Centre

Hands-on Learning Opportunities



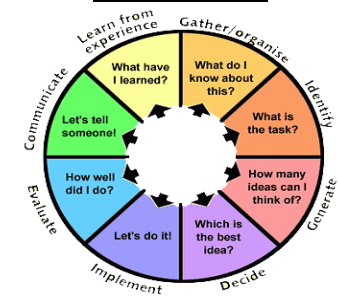
- Creating and counting ladybird spots
- Making animals from different materials and resources to represent each letter sound



- Sorting dogs by breed, size, shape and colour



Child-Led Opportunities and TASC



Planning & transforming the home corner to become a dog rescue centre

Group Roles

Leader - Leading the group to final decisions

Reporter - Explaining the group's ideas to others

Scribe - Sign writer

Technician - Sourcing & gathering materials

Coach - Coaching the team to success, photographing the processes

All: Researchers, Makers, Challengers, Evaluators

Environment & Locality



- Gathering natural resources to make animal representations
- Listening out for Birdsong