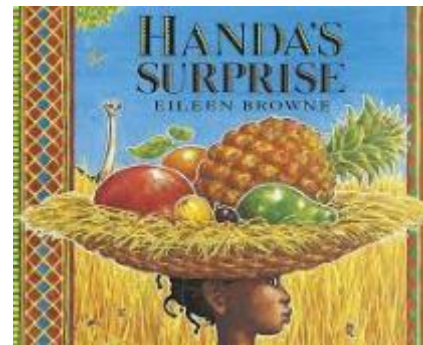


Reception Spring 2 Term Teaching & Learning



Planning around a quality text, facilitating the holistic way young children learn

Communication & Language

Children learn to:

- Listen carefully with increasing attention during whole class inputs
- Listen carefully to and learn rhymes, poems and songs
- Listen to and talk about stories to build familiarity and understanding
- Begin to** listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary
- Hold conversation when engaged in back-and-forth exchanges
- Develop and use social phrases with confidence
- Use new vocabulary in different contexts
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas & thoughts in well-formed sentence
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
- Re-enact and retell simple stories, using some vocabulary and language structures from the text and their own narrative (innovation)
- Begin to** share non-fiction facts linked to focus text / theme

Implementation:

- Daily story time.
- Share a variety of carefully chosen texts and non-fiction texts with the children from our booklist to support children's developing vocabulary.
- Continue to model and use talk partners
- Word Aware – introduce children to new vocabulary w. images/makaton signs.
- Children will have opportunities to use talk to work out problems and organise their thinking and activities, explaining how things work and why things might happen.
- Children will learn rhymes, poems, and songs.
- Share African rhymes and music.
- Support children with how and why questions. Children record their own stories and play the recording.
- Continue to share school values – Care, Aspire and Achieve (Viking Awards)
- Continue to reinforce Learning Behaviours and encourage the children's development of the Characteristics of Effective and Learning
- Use encouragement and praise - Have a Go Hero, Viking Awards.
- Model and facilitate role playing in the house, outdoor stage, fire engine and small world area.
- Tales Toolkit

Vocabulary:

Vocabulary: Listen, speak, take turns, hear, share, loud, quiet, share, talk partner, my turn, your turn, our turn, I wonder, When? Where? Why? What happened? What if? Why? How do you know? Zones of regulation: red zone, yellow zone, green zone, blue zone, calm, happy, ready, silly, excited, frustrated, angry, mad, sad, worried, Have a go hero: try, effort, brave, Learning behaviours: pride, collaboration, independence, curiosity, creativity, determination, Care, Aspire, Achieve

PSED (Personal, Social & Emotional Development)

Children learn to:

- See self as a valuable individual: at home in class
- Build constructive and respectful relationships - Daily interactions and communications, class celebrations and Zones of Regulations
- Identify and moderate own feelings socially and emotionally
- Express own feelings and consider the feelings and needs of others.
- Think about the perspectives of others - Circle Time discussions and learning behaviour stories. Regular in classroom routines and discussions e.g. Viking Awards, Have a Go hero, Star of the Week.
- Work and play cooperatively and take turns with others
- Set own goals and show resilience and perseverance in the face of challenge
- Complete Weekly Challenges with developing independence
- Manage own self-care needs with greater independence – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine
- Understand that I need exercise to keep my body healthy.
- Understand how moving and resting are good for my body.
- Know which foods are healthy and not healthy so I can make healthy choices.
- Know how to help myself go to sleep and why sleep is good for me.
- Know why it is important to wash my hands before eating and after the toilet.
- Know who are my safe adults and how to stay safe if they are not close by.


Implementation:

- Story time
- Share a variety of carefully chosen texts and non-fiction texts with the children from our booklist to support children's weekly focus on our school's learning behaviours through stories and discussions.
- Model, encourage and support children to develop friendships and play cooperatively with others.
- Circle Time
- Zones of Regulation inputs, consistent language modelled and reinforced
- Resources - Support children to select resources in the wider learning environment with increasing independence.
- Discuss road safety – take part in road safety walks.
- Internet Safety Week – discuss e safety story.
- Children's Mental Health Week.
- Tales Toolkit
- Weekly PSHE inputs from Jigsaw Scheme 'Healthy me' (supported by follow-up activities in adult-led activities and provision)

Vocabulary: Fair, unfair, share, care, similar, different, same, consequence, helpful, rules, kind, gentle, belonging emotion, positive, take turns, unique, personality, proud, like, dislike, unpleasant hygienic, clean, unhealthy, healthy, medicines, goal, persevere, resilient, confident, safe, unsafe, online safety, ZoR: red zone, yellow zone, green zone, blue zone, calm, happy, ready, silly, excited, frustrated, mad, angry, cross, sad, worried, Fundamental British Values, Jigsaw, Characteristics of Effective Teaching and Learning, Learning Behaviours: pride, collaboration, independence, resilience, creativity, curiosity
 Jigsaw: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.

Physical Development

Children learn to:

- Develop overall body-strength, balance, co-ordination and agility
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Continue to** refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
- Begin to** progress towards a more fluent style of moving, with developing control and grace. Daily Outdoor play, **Squiggle, Bikeability.**
- Further develop and refine a range of ball skills including throwing, *passing, batting and aiming*
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. *Daily modelling and support.*
- Combine different movements with ease and fluency.
- Develop running, stopping and changing direction, working safely
- Follow instructions and move safely.
- Work with other cooperatively.
- Continue to develop the skills they need to manage the school day successfully: lining up and queuing mealtimes personal hygiene
- Continue to develop small motor skills so that they can use a wider range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, modelling tools. **Dough Disco**, Daily Fine Motor opportunities, **Pegs to Paper.**
- Consolidate Beery Shapes using a range of different media - 
- Begin to** develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: Model effective pencil grip.
- Attempt to form all letter families correctly: long ladder one-armed robot curly caterpillar zig-zag
- Encourage correct letter formation (see Writing).

Implementation:

Daily opportunities to access outdoor play / provision. Gross Motor - Dance and story related activities in the stage area.
 Daily modelling and support to develop core muscle strength to achieve a good posture when sitting at a table
 Opportunities for children to develop ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking.
 Pedal Days
 Daily outdoor play including the use of scooters.
 Bikeability, Squiggle, Dough disco
 P.E Scheme: Get Set 4 PE: Games Unit 1
 Fine Motor opportunities- Threading, cutting, weaving, and playdough.
 Model and support effective pencil grip.
 Encourage correct letter formation (see writing)
 Handle tools, objects, construction, and malleable materials with increasing control
 Encourage children to draw freely. Tweezers to pick up small objects e.g. buttons, counters etc. Cutting with Scissors. Building and making.
 Pegs to Paper.

Vocabulary: Tripod grip, forwards, balance, backwards, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch, fitness, exercise, healthy, pincer grip, repeat, practise, physical, unhealthy, next, control, Thread, cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, balance, change direction, strike, throwing, communication, co-operation, taking turns, support, encourage, honesty, fair play, tactics, decision-making, travel copy, perform, remember, repeat, direction, level, sequence, pattern, bend, spin, march, circling, pull, hold, freeze

Specific Areas of Learning

Literacy ... *including Phase 1 Phonics* * See CL for comprehension skills

Children learn to:

- **Begin to** use and understand **some** recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play ...*fiction, non-fiction* □ Retell story in small world / role play (in correct sequence) ...*beginning, middle, end* □ Take on role of character using some story language □ Talk about likes and dislikes of texts, rhymes and poems
- Anticipate, where appropriate, some key events in stories
- Understand and respond to questions such as who, why, when, where and how in relation to stories and non-fiction.
- Retell story in small world / role play (in correct sequence) ...*beginning, middle, end, set*.
- Choose a book and begin to explain why ...*because*.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Continue to consolidate concepts about print: □ Directionality of print, focusing on – (i) top to bottom (ii) return sweep □ Correct orientation of letters and words □ Concept of a word / letter □ Following words with one-to-one correspondence
- Identify and name different parts of a book, including non-fiction – *contents page, label, illustration, caption*
- *Continue to develop P1 phonological awareness, focusing on*
- Oral blending and segmenting.
- RWI Read words w. Special Friends and 4 sound words w. Fred Talk (Spr 2)
- RWI Read 3 and 4 sound nonsense words with Fred Talk
- RWI Read Red 'Ditty' Storybooks. (Spr 2)
- Read a few common exception words from RWI I, of, my, the, put your, you, be
- Read labels, captions and some simple sentences using current phonic knowledge (in line with RWI phonics programme)
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs using Fred fingers - CVC words
- Write a label.
- Begin to write a caption / sentence. Attempt to: □ include spaces between each word □ begin to use a capital letter and full stop
- Orally rehearse caption / sentence before writing it
- Know that a sentence starts with a capital letter and ends with a full stop
- Re-read what they have written to make sure it makes sense
- Form most lower-case and **begin to** form most capital letter correctly.
- **Begin to** write a variety of □ fiction and non-fiction sentences / captions.

Implementation:

- *Weekly Word Aware (3 words a week)*
- *Tales Toolkit - retell a story. Record in paper booklet.*
- *Children will learn to make up stories with themselves as the main character.*
- *Encourage children to record stories through picture drawing and mark making.*
- *Introduce the narrative components of a story.*
- *Share non-fiction books.*
- *Share weekly Fab Five stories: Poem/Rhyme, Class Favourite, Think Equal, Learning Behaviour, Think Equal, Maths*
- *Daily Phonics Teaching (RWI) - see RWI Overview*
- *Our Literacy planning, follows a three-week cycle based around a high-quality text. Each cycle starts with a hook to engage the children, followed by daily inputs which include a shared read and write. Children will be supported with their writing in a guided group task, along with carefully planned indoor and outdoor enhancements. The children's guided task will provide opportunities to model key skills and rehearse strategies with practitioners and independently. There are regular opportunities to review and celebrate learning, and support children with developing next steps.*

Vocabulary:

✚ Rhyme, book, fairy tale, fantasy, opinion, end, illustrator, rhythm, phoneme, grapheme, fiction, non-fiction, information, blend, segment, word, imagination, story, retell, author, text, alphabet character, setting, problem, solution, beginning, middle, end, digraph, trigraph, sound button, phoneme-frame, word-building, tricky words, letter, sentence, label, This is a ... She / He / It can..., illustrations, props, title, page, author, illustrator, umbrella, elephant, wind, rain, wet, dry, cold / hot, mouse / mice, leopard, hunt, bear, bee / bees, honey, Handa, Surprise, animals, monkey, ostrich, zebra, elephant, antelope, goat, parrot, fruit, mango, banana, guava, orange, passion fruit, pineapple, tangerines, Akeyo

Key text for writing: *The Elephants Umbrella, Handa's Surprise*

Mathematics

Children learn to:

- Recite numbers to 20: □ Backward from 10 and **begin to** recite backwards from 15 □ Break counting chain (not always starting from 1 forwards or 10 backwards)
- Count objects, actions and sounds: □ Up to 10, in context of □ daily routine □ sharing □ turn taking
- Count objects in an irregular arrangement
- **Begin to** estimate number of objects - check by counting
- Subitise 5 objects (quick recall without counting)
- Link numeral to cardinal set (value to 10)
- Compare quantities up to 10 - Understand 'one more/less than' to 10 □ Use sentence ... *six is one more than five*
- **Begin to** explore the composition of numbers to 10
- Talk about position up to 5 and begin to talk about position up to 10.
- Find 9 and 10. Represent 9 and 10.
- Begin to explore conceptual subitising to 10.
- Make arrangements of 10.
- Recall number bonds to 5: □ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... *altogether, more/now* □ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... *left*
- **Begin to** know bonds to 10 (2 parts) and bonds to 10 (3 parts)
- **Begin to** share, double and half up to 10 objects.
- Explore **odd** and **even**.
- **Begin to** compose and decompose shapes within practical activities
- Continue, copy and create repeating patterns. **Begin to** identify more complex patterns. Identify patterns in the environment.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Recognise and name 3d shapes.
- Find 2d shapes within 3d shapes.
- Compare **length and height**,
- Order 2-3 items by **length and height**.
- Explore **length, capacity and height**.
- **Begin to** order and sequence familiar events. Talk about time. Become familiar with a clock face and hands. Measure short periods of time.

Implementation:

- *White Rose Scheme:*
- *Length, Height and Time*
- *Building 9 and 10*
- *Explore 3d Shapes*
- *Mastery in Number*
- *Share a range of maths books from the White Rose recommended booklist.*
- *Numberblocks maths.*
- *Share number songs and rhymes*

Vocabulary:

Number, subitise, count, next, how many, pattern, compare, same, different, less, more, fewer, measure, light, lighter, empty, full, represent, sort, one, two, three, four, five, day, night, time, number track, five-frame, size, balance, match, set, record, Zero, numeral, more than, same as, fewer than, compare, same, fair, parts, whole, composition, heavy, heavier than, heaviest, light, lighter, lighter than, lightest, half full, nearly full, nearly empty, shallow, capacity, balance, six, seven, eight, groups, order, pairs, ten-frame, length, height, time, sequence, number bonds, double, odd, even, solid, flat, 3d shapes, cubes, cuboids, cylinders, pyramids, cones and spheres. 2 d shapes, circle, triangle, square, rectangle, sides, corners, edges, faces, environment, patterns

Understanding the World

Children learn to:

- *I can use some sequencing vocabulary... before, next, after, early, later.*
- **Begin to** use comparative language to measure time... *shorter, longer, quicker, slower.*
- **Begin to** understand when things happen... *(see autumn) e.g. last week, yesterday, today, tomorrow.*
- **Begin to** use words to explain when events have happened / will happen... *past, present, future.*
- Continue to make sense of their own life story and family's history
- Continue to develop an understanding of chronology – remembering past events through photographs and objects. Comment on images of familiar situations in the past. Talk about the past settings, characters and events encountered in books, nursery rhymes and storytelling.
- Talk about members of their immediate family and community
- Talk about what they do with their family and places they have been with their family. Talk about members of their immediate family and community.
- Talk about key members in society who help us e.g. Site Manager, Plumber, Electrician
B&V: Understand that some places are special to members of the community. (Christianity and Islam)

- *Be aware that some religious people (Christians and Muslims) have places which have special meaning to them.
Recognise a Church and how it is used using recently acquired vocabulary
Recognise a Mosque and how it is used using recently acquired vocabulary*
- Recognise that people have different beliefs and celebrate times in different ways.
- Develop an awareness and talk about some key celebrations e.g. St David's Day, St Patrick's Day, Shrove Tuesday, Ash Wednesday, Holi, Mother's Day, Ramadan, Easter.
- Recognise some environments that are different to the one in which they live
- Draw information from a simple map. Look at and share the world map and globe, locate the UK and Africa and discuss similarities and differences.
- Recognise some similarities and differences between life in this country and other countries.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.
- Describe what they see, hear and feel whist outside using descriptive language e.g. feel, hear, see.
- Recognise and name different animals living in hotter environments. Explore their characteristics, habitats and what they need to survive
- Explore the natural world around them observing plants and animals in the changing seasons.
- Share a range of books and online resources to find out about contrasting environments e.g. *deserts, rain forests* etc.
- Understand the effect of the changing seasons on the world around them. Describe winter and how winter changes into spring.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Implementation:

- *Know that Ernest Shackleton was an explorer.*
- *Learn about Mother's Day.*
- *Learn about special places in B&V, talk about special places and visit local Church.*
- *Animal Homes: Make Animal Homes – make suitable homes for different animals in the outdoor learning environment e.g. minibeasts, birds, hedgehogs. Contrast with African habitats and climate.*
- *Investigate, explore and celebrate during Africa Day.*
- *Explore and use construction kits.*
- *Experiencing and exploring different weather: splashing in puddles*
- *Observe, discuss & predict natural processes: e.g. the effect of adding water to soil and sand*

Vocabulary:
Yesterday, a long time ago, today, present, past, olden days, modern, calendar, week, now, old fashioned, year, memory, same, similar, different, present, change, then, remember, environment, village, street, near, park, direction, next to, map, road, route, locate, journey, weather, footpath, left, right, compare, river, farm, school, local area, community change, season, Winter, Spring, beliefs, celebrations, local, special, significant, festival, worship, see, hear, taste, touch, smell, Africa, city, village, town, home, habitat, nocturnal, animals, woodland, Ernest Shackleton, explorer, desert, rainforest, mountains, weather, climate, natural world, outdoors, special place, worship, Church, Mosque, Christian, Muslim

Expressive Arts & Design

Children learn to:

- Explore a range of painting techniques using water e.g., □ marbling □ chalk & water □ continue to use water colour paints
- Explore and use a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively sharing ideas, resources and skills
- Have own ideas for print making (*e.g. finding their own everyday objects*) to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark.
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Watch performance from other cultures and compare differences... e.g. African dancing
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Learn what Class Jam is and get familiar with the instruments.
- Learn how to play at different volumes and speeds.
- Learn how to count beats.
- Learn the difference between high and low notes.
- Learn the importance of playing together.
- Learn how to copy sounds.
- Perform confidently as a class.
- Explore and engage in music making and dance.
- Show rhythm and comparison of different sounds.
- **Consolidate** making own verse for a familiar song.
- Create movements and adapt simple dance patterns.
- Explore different body parts and how they move.
- Move with control and coordination, linking copying and repeating actions.
- Develop storylines in their pretend play
- **Consolidate** making use of props and materials when role playing characters in narratives and stories.

Implementation:

- *Adult Led - Week 1-3 Artist Stimulus: Althea McNish Print: Think of your favourite memory of home or another place you love. What colours come to mind? Textures? Shapes? Smells? Choose colours and objects to print, roll to recreate that memory.*
- *Adult Led – Week 4-6 Use ink and brush to create an African pattern*
- *Rubbings - fruit*
- *D&T Baking Opportunities*
- *Children to prepare and taste a range of different fruits.*
- *Junk Modelling – Make an African mask or animal.*
- *African art and craft.*
- *They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas – i.e. make a safari truck.*
- *Children will join in with African songs, dancing, and music.*
- *Children will join in with role-play and story props developing storylines through pretend play - retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories.*
- *Mother's Day and Easter art and craft.*
- *Music Jam: Class Jam*

Vocabulary:
Colour, print, portrait, paint, observe, shade, symmetrical, decorate, collage, brush, artist, exhibition, rubbings, print, pattern, Althea McNish, ink, plan, design, texture, metal, wood, plastic, equipment, build, model, tools, cut, fold, stick, glue, string,

tape, sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, echo, listen, slow, volume, speed, rest, repeat, compose, respond, long, short, appreciate, pitch, , composer, sound, instruments, percussion, shake, control, expression, , space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, patter

Characteristics of Effective Teaching & Learning

Playing & Exploring	Active Learning	Creating & Thinking Critically
<ul style="list-style-type: none"> □ Make individual choices □ Do things independently which have been taught previously □ Share and talk about their own interests and fascinations □ Engage confidently in new experiences 	<ul style="list-style-type: none"> □ Participate in daily routines and predict the sequence of routines □ Use a range of strategies to reach a goal they have set themselves □ Begin to correct their mistakes □ Keep in trying when things are difficult 	<ul style="list-style-type: none"> □ Share their own ideas □ Take part in simple pretend play and use to understand another perspective □ Concentrate on achieving something that is important to them □ Solve real problems

Provision Enhancements: Indoors & Outdoors

Reading Area / Listening

- ✚ Range of fiction / non-fiction books about animals living in hotter places
- ✚ Text retelling: Sequence illustrations on washing line & match captions to pictures Small world resources / puppets
- ✚ Match speech bubbles to characters
- ✚ Say / sing animal rhymes / songs – using props and resources
- ✚ Word umbrella or bee game card umbrella or bee shapes with common exception and decodable words on them children collect all the word bees / umbrellas they can read count their bees / umbrellas use them to make



Large Construction / Den Making with labelling opportunities

- ✚ Make a den / rain shelter for the elephant / lion ... etc

Water (indoors or outdoors)

- ✚ Testing umbrellas – using watering cans
- ✚ Chalk and water – exploration and drawings
- ✚ Wash and dry toy animals
- ✚ Make rain – using hose / watering cans

Writing Area

- ✚ Write speech bubbles for book characters
- ✚ Make their own 'umbrella' stories – using concertina book
- ✚ Label a range of African animals and their body parts
- ✚ Write a list of favourite animals
- ✚ Make & read washing line sentences e.g. *This is a ... She / He / It can...*

ICT

- ✚ Listen to audio story with illustrations / story map
- ✚ Watch national geographic / wild life videos – use a talking tin to record one interesting fact to share with the class e.g. - [CBeebies – Our Planet – Animals with Spots & Stripes](#)
- ✚ Dress Bee-bot up as an animal and direct it to a suitable home (using picture / photo)

Sand (indoors or outdoors)

- ✚ Add water to the sand – how does it change the sand
- ✚ Make dribble castles for the anteater home
- ✚ Make animal habitats and dens – with sign posts
- ✚ Retell story & innovate by adding new characters

Malleable / Area Creative with labelling opportunities

- ✚ Make & label clay / plasticine animal characters – use a range of modelling tools
- ✚ Make an elephant family and put them in order of size
- ✚ Make an animal to hold a mini paper umbrella e.g. *in paw or tail*
- ✚ Design and make a collage umbrella
- ✚ Make African animals with painted body and fabric / collage for tail, ears, trunk and tusks – focusing on body parts and patterns

Nature Area

- ✚ Make pools for animals to drink from / swim / bath in
- ✚ Make animal prints
- ✚ Use bushes for 'jungle' small world play
- ✚ Play animal scavenger hunt
- ✚ Record nature observations – photos / videos / drawings / writing

Maths Area

- ✚ Number rhyme bag / box with props - *One little elephant went out to play upon the oozy mud one day*
- ✚ Sort animals by colour / size
- ✚ Make skin patterns using collage / printing e.g. *tiger, zebra,*
- ✚ Match animals to patterns
- ✚ Make sets to given number: animals mini umbrellas
- ✚ Simple track board games – collecting animals & order in size

Investigative Area

- ✚ Sort small world animals into those that live in hotter & colder habitats – place them on background scenes for polar land / sea or African savannah / desert
- ✚ Match animals to their patterns or paw prints

Role Play & Bike track

- ✚ **Safari Park** buy ticket to enter visit / spot animals around the bike track feed animals make and write postcards

Role play – Indoors: Home

- ✚ Domestic Role Play (See *Spring 2 Planning*)
- ✚ Include animal bedtime stories

Games Area

- ✚ Animal races – wear animal hats and move like the animal
- ✚ Animal relay races – using folded umbrellas as batons
- ✚ Target game – throw beanbags into animal bowls / buckets
- ✚ Umbrella word hunts to build sentences
- ✚ Give and follow clues to find Bella the umbrella

Construction / Small World Area with labelling opportunities

- ✚ Small world scene to retell animal stories
- ✚ Build houses / rain shelters for different African animals
- ✚ Make models of different animals
- ✚ Build a bridge to help the animals to cross the river & avoid the crocodile

Writing – large scale

- ✚ Water squirting words / letter formation
- ✚ Rainbow chalk word spelling practise
- ✚ Draw and label chalk animals with speech bubble sentences e.g. *I am in the*
- ✚ Experiment with chalk and water
- ✚ Mud writing and painting

Mud Kitchen

- ✚ Make a mud bath for the small / medium world elephants
- ✚ Make meals & menus for different animals

Stage / Performance

- ✚ African dancing / drumming
- ✚ African body percussion – make a sequence / pattern
- ✚ Learn and perform an African song e.g. *Che Che Kule* (West African / Ghanian song) or fist verse of [Nkosi Sikelela](#) (South African)