

Reception: Magical Journeys

1. Key Vocabulary

Polar: The North Pole or South Pole where the polar ice caps are found.

Solar system: The Sun and everything that travels around, the Sun, including planets and the moon.

Jurassic: A period of time in the past when the dinosaurs were alive.

Marine: Something that lives in or is caused by the sea.

Tropical: A climate that is warm or hot and wet all year.

Savannah: An area with tall grasses which can have bushes and trees.

3. Expressive Art and Design

Children will use a range of media, including paint, collage, papier mache, junk modelling and salt dough to represent the different worlds that we will explore and the plants and animals that live in them. They will use dance and music to further explore the sounds, sights and feelings created within each real or imaginary world.



7. Personal, Social and Emotional Education

Through a range of teacher led and child initiated activities children will develop their skills of paying co-operatively and listening to each others views and opinions. They will develop confidence in expressing their own views and opinions.

The importance of following class rules will continue to be embedded with children developing an awareness of how their behaviour must adjust for different situations.



2. Curriculum Knowledge

During "Magical Journeys", Children will explore real and imaginary worlds through stories, role play, videos and images. They will compare the similarities and differences between these and create their own imaginary worlds. They will create images and models using a range of media and will describe these through planned and independent tasks.

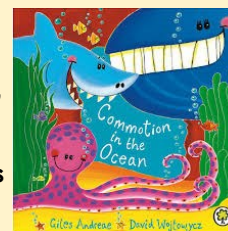
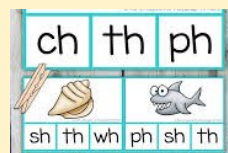
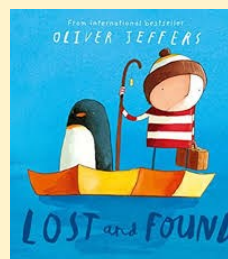
Children will find out about the time when dinosaurs inhabited the earth and discover the names of a range of dinosaurs and their adaptations for survival. They will also learn about space, space travel and compare and contrast the planets of our solar system. As part of the topic we will also compare the similarities and differences between rainforests and grasslands and learn about the plants and animals that live in these habitats. In the final weeks of this topic, children will decide their own learning and choose worlds that they would like to investigate, whether they be real or imaginary.



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Developing outdoor role play provision	Understanding different genres of book including poems and non fiction.	Promoting healthy eating and looking where food grows.	New year resolutions	Litter picking

4. Communication, Language and Literacy

Each week children will be introduced to a focus text about a different world which we use as the context for learning that week. These texts may be fiction or non-fiction and may contain repeated or rhyming language. Children will continue to apply their phonic knowledge and learn to read key words on sight. A love for reading will continue to be developed through discussion, role play and interactive activities. 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. Children will develop their writing skills during adult led and child initiated activities. They will continue to apply their knowledge of sounds and link words in simple sentences.



5. Mathematics

Using the context of our topic children will develop their knowledge of place value to order number to 20 and beyond. They will add and subtract using groups of objects and apply their knowledge of doubling, halving and sharing to solve a range of problems. Children will express their understanding using appropriate vocabulary. Children will use vocabulary to talk about and compare shapes, length, weight and capacity. Children will continue to develop their understanding of time and how time is measured in days, weeks and months.



6. Understanding of the World

In this topic children will develop their understanding of the world around them. They will look closely at similarities and differences between different places and contrast them with where they themselves live. They will investigate the climate of these places, the living things that inhabit them and how environments might change over time.

