



# Curriculum Half Termly Overview

Title - Why do zebras have stripes?

Year group - Reception

Term - Summer 1



<p><b>Literacy- Reading</b></p> <ul style="list-style-type: none"> <li>Read The Very Hungry Caterpillar- children to retell the story using a story map and prompts.</li> <li>Children to create their own story based on the story of The Very Hungry Caterpillar.</li> <li>Listen to a range of stories about African animals and Africa.</li> <li>Explore the way information books are set out. Find out information about a variety of foods using information books.</li> </ul>		<p><b>Literacy- Writing</b></p> <ul style="list-style-type: none"> <li>Children continue to label creations using simple sentence ie. I have made.</li> <li>Children create their own story maps based on the story of The Very Hungry Caterpillar.</li> <li>Children use their own story map to support them to write a story with repeated phrases.</li> <li>Children use finger spaces, a capital letter at the beginning of a sentence and a full stop at the end.</li> <li>Children to use all areas within the setting to develop their writing skills.</li> </ul>		<p><b>Communication and Language - Listening and Attention / Understanding / Speaking</b></p> <ul style="list-style-type: none"> <li>Use a world map or <a href="#">Google Earth</a> to show children where Africa is. Can the children count how many countries there are? Encourage them to read the names of some of the countries and count them. Highlight the Serengeti and show the children pictures of its landscape and wildlife. What can they see? How is it different to where they live? What do they think the weather is like in the Serengeti?</li> <li>Share the video <a href="#">Guess who?</a> with the children. Encourage them to watch the video and listen to the narration carefully. After watching, ask the children to listen while you read the matching <a href="#">Clue cards</a>.</li> <li>Use the IWB to show the children images of the Maasai people. Explain that the majority of the Maasai live in Kenya, herding animals and living off the land. Allow the children to observe what the Maasai wear, where they live, and their lifestyle. Ask the question 'How are the lives of the Maasai people the same or different to yours?'</li> <li>Hide a range of wild animal toys in the outside space. Challenge the children to listen carefully to your directions to find them. For example 'Take two steps forward and stop' and 'Take three steps sideways and look under the tree'.</li> </ul>	
<p><b>Maths - Numbers</b></p> <ul style="list-style-type: none"> <li>Building numbers beyond 10.</li> <li>Counting patterns beyond 10.</li> <li>Adding more and taking away</li> <li>Spatial reasoning</li> </ul>		<p><b>Maths - Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>Explore spatial awareness in a variety of ways.</li> <li>Identify 2d shapes and their properties.</li> <li>Identify 3d shapes and their properties.</li> </ul>			
<p><b>Physical Development - Moving and Handling / Health and Self Care</b></p> <ul style="list-style-type: none"> <li>Gymnastics skills.</li> <li>Listen to traditional African music and encourage the children to move their bodies freely. How does the music make them want to move? How are they using their body? Ask the children to imagine they are an animal moving across the Serengeti. Which animal would they like to be? Can they prowl like a lion or sway like an elephant?</li> </ul>		<p><b>PSED - Making Relationships / Self-Confidence and Self - Awareness / Manage Feelings and Behaviours</b></p> <p><i>Spring 2 - following Jigsaw - Jerrie the cat alongside additional below.</i></p> <ul style="list-style-type: none"> <li>Share <i>The Lion Who Wanted to Love</i>, a heart-warming book written by Giles Andreae. Ask the children 'How was Leo different to the other lions?' and 'Why didn't the lions want Leo to be part of their pride?' Encourage the children to give their views about how it feels to be left out. Give them time to talk about their experiences and think about how they can treat each other kindly and make sure nobody feels left out.</li> <li>Look at books and photographs of animals. Speak to the children individually about which animal they are most interested. Provide each child with a scrapbook that they can take home and work with parents and carers to fill with pictures, words and drawings about their favourite animal.</li> </ul>			
<p><b>Understanding of the World Peoples and Communities</b></p> <ul style="list-style-type: none"> <li>Watch the video <a href="#">A day in the life of a child in urban Kenya</a> available on BBC Bitesize. Explain to the children that this video shows what it is like for children going to school in this part of Africa. After watching the video, encourage the children to talk about what they saw and how Nana's school day is the same or different to theirs.</li> </ul>		<p><b>Understanding the World The World</b></p> <ul style="list-style-type: none"> <li>Why do zebras have stripes? Ask the children the question and allow them time to offer their ideas and suggestions. Explain that some scientists think that a zebra's stripes help to keep insects away, stopping them from getting nasty bites and diseases. To find out if this is true, place black and white striped paper or fabric alongside brightly-coloured plain paper or fabric on a flat surface in a warm, sunny spot outdoors. Encourage the children to quietly observe the pieces of paper at different times of the day to see what happens.</li> <li>Display the <a href="#">Parent and baby animal cards</a> on a whiteboard or similar. Begin by asking the children to match the pictures, so parent and baby are together, looking closely at similarities and differences between them. After matching all of the animals, scribe their names for the children to read.</li> </ul>		<p><b>Understanding the World Technology</b></p> <ul style="list-style-type: none"> <li>Children to use ipads and cameras to take photos.</li> <li>Provide the video <a href="#">Animal noises</a>, on a laptop or PC along with instructions for how to operate the device. Children could also record their own animal noises.</li> </ul>	
<p><b>Expressive Arts and Design</b> <i>Exploring and Using Media and Materials /Being Imaginative</i></p> <ul style="list-style-type: none"> <li>Explain that many tribes use masks during special ceremonies and to tell stories. Let the children explore a range of African carved masks and images. Point out the use of carving to make features such as eyes, nose and mouth. Encourage the children to make a simple mask. Leave to dry and paint to decorate.</li> <li>Offer easy-grip stampers or printing blocks with African-themed coloured inks. Show the children how to press the blocks or stampers into trays of ink and press onto fabric or paper to make a print. Encourage the children to explore different designs and colourways, referring to examples of African textiles for inspiration.</li> </ul>					
<p>Notes</p>					