

# Explorers

**Role play:**  
Home corner and then evolving with children's interests.

## Expressive arts & design (specific area)

Dance and Gymnastics  
Music (weekly on- going)  
Mixing colours and commenting on changes  
Acting in role  
Constructing and creating own designs and models  
Junk model  
Clay- manipulating materials

## Mathematics (specific area)

Comparing numbers (more than, fewer than, equal to)  
Composition of 6, 7, 8, 9 & 10  
Substating numbers to 6  
Combining 2 groups

## Personal, social & emotional development (prime area)

Assemblies/ circle times (On-going)  
Philosophy for children (on-going)  
Star of the week (on- going)  
Weekly SEAL- My Feelings 'Excited', Calming Down.

## Communication & language (prime area)

Regular circle times and assemblies (on- going)  
Star of the week (on- going)  
Circle songs/ games (on- going)  
Continuous provision- (on going)  
Whole class stories (on- going)  
Role play area  
Following instructions and asking questions (on- going)  
Big books

## Physical development (prime area)

Adventure Playground  
Bikes  
Games  
Brain gym  
Gymnastics  
Understanding how to be healthy  
Fine motor skills activities- using tools with control

## Understanding the World (Specific area)

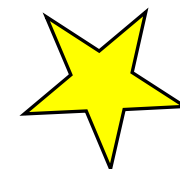
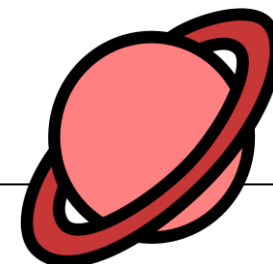
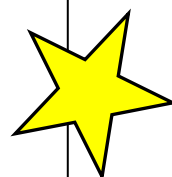
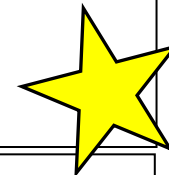
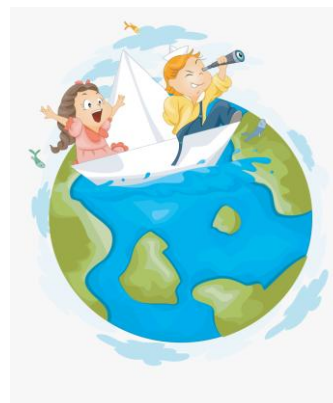
Construction (on- going)  
Forces (Pushing & pulling)  
Floating and Sinking  
Continuing to look at the changes around us  
Looking at similarities between where we live and the wider world.  
Exploring our local area and simple maps  
Local History and changes

## Literacy (specific area)

Little Wandle Letters and Sounds Revised Phase 3 (on- going)  
Reading Practise – Little Wandle / Big Cat texts (on- going)  
Independent writing activities (on- going)  
Writing a sentence.  
Listening to different stories and poems.  
Acting out a story  
Non- fiction writing- information

**Our goal this half term is:**  
**To be confident to try new activities**

**Plans are subject to change to children's needs and interest.**



# Year R Explorers



## Key facts:

- I go to school in Farlington, which is in Portsmouth.
- I live in Portsmouth, which is in England.
- London is the capital city of England.
- Beijing is the capital city of China.
- England and China are just two of the countries on planet Earth (there are lots more!)
- Earth is a planet within our solar system.

## Key Concepts and Skills:

- I can talk about my local area.
- I can understand and talk about what I can see on a simple map.
- I can talk about members of my family and community.
- I can recognise similarities and differences between our country and other countries.

## Key Vocabulary:

Environment, area, Farlington, Drayton, Portsmouth, London, England, Beijing, China, community, similarity, difference, capital city, town, city, county, world, earth, planet, solar system, now and then, history, past, present, future, Queen, King, Royal Family, map.

## Quality Texts to Inspire Us:

The Great Explorer by Chris Judge

First Book of London by Charlotte Guillain

Brown Bear Goes To London by Jane Foster

Whatever Next! Jill Murphy

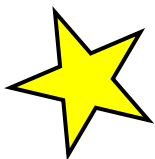
Aliens Love underpants by Claire Freedman & Ben Cort

Chopsticks by Jon Berkeley



# DRAWING CLUB

AN ADVENTURE INTO STORY



## Drawing Club

Drawing Club incorporates story sharing, speaking and listening, drawing, writing, vocabulary, mathematics, imagination and collaboration. Each week we have a focus story or animation. The children learn new vocabulary linked to the story or animation and are invited to Drawing Club, where they may draw a character, setting or event. They can innovate their drawings and add secret passwords, magic powers or spells, hidden symbols, letters or numerals. At the start of reception, the sessions may be purely drawings based but this will progress on throughout the year to labelling their drawings with initial sounds, CVC words and eventually writing sentences about their drawings.

*Links to UW-  
understanding  
where I live and  
the wider world*

*Cross-curricular  
learning – P4C,  
outdoor learning,  
Understanding the  
World*

## Writing Step 1 (weekly)

**Hook – Vocabulary –  
Draw a character from  
story / animation**  
using code words of the  
week to create actions /  
meanings.



## Writing Step 2 (weekly)

**Orally rehearsing what  
we would like to say**  
through role play and / or  
ordering and retelling.  
Children complete 'Setting'  
activity.

## Final Step – Big Write: Adventure Time!

### The Early Writing Process

- Children give meanings to marks they make by being able to say what it is they have drawn eg "This is a treasure map."
- They might start to make marks that stand for their name.
- They then use some of their print and letter knowledge in their early writing.
- They then start to form some recognisable letters.
- They learn how to form lower case and capital letters correctly.
- Learn to spell words by identifying the sounds and then writing the sound with a letter or letters.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop, that can be read by others.
- Re-read what they have written to check that it makes sense.

*Links to  
Communica  
tion and  
language-  
children  
reading and  
sharing  
facts with  
peers.*

