




Year R Medium Term Topic Planning-Summer 2 Weeks 2-5

Rumble in the Jungle objectives

Reading	Writing / Mark making	Linking sounds and letters	Speaking and Listening
<ul style="list-style-type: none"> Rumble in the Jungle- Giles Andreae and David Wojtowycz Walking through the Jungle- Julie Lacombe (+ group readers) Mr Archimedes Bath Just Add Water The Tiger and the Jackal Commotion in the Ocean- Giles Andreae and David Wojtowycz Harry and the Dinosaurs go Wild Non-fiction books 	<ul style="list-style-type: none"> Writing table Simple sentences Initial & cvc sound word write a list of materials needed for habitat shoe box Alliteration book of jungle animals Write zoo signs Label jungle Safari Maps Endangered animal posters Letter to jungle animals 	<p>See separate planning sheet.</p> <p>Funny Photo Phonics</p> <p>Rhyme and alliteration</p>	<ul style="list-style-type: none"> All About Me bag Story tapes Verbalising sentences Verbal instructions Act out rumble in the jungle and record with flip cams Circle time - video message for jungle to search for monkeys parents PSHE planning
Problem solving, Reasoning and Maths	Physical Development	Knowledge and Understanding of the World	
<ul style="list-style-type: none"> Sorting domestic and wild animals Money Number Difference Number bonds to 10 Capacity Time: use everyday language related to time. Order and sequence familiar events and measure short periods of time. Graphs Sharing objects in to equal groups Describe solutions to practical problems drawing on experience, talking about their own ideas, methods and choices Use developing mathematical ideas and methods to solve practical problems Adding 3 numbers 	<ul style="list-style-type: none"> Separate games planning See Outdoor planning Separate Dance planning - may pole and circle games Run through the jungle- obstacle course <div>  <p>Hook - Little Lost Monkey... Outcome - Habitat boxes</p> </div>	<ul style="list-style-type: none"> RE- Raksha Bandhan: concept of love. Make rakhi bracelets or cards Link to people who love us- How baby animals love parents and siblings, guess how much I love you... Come outside day - woolly worms natural book marks (colour) camouflage moths (colouring) Sensory Carousel and Prickly and Tickly Hug a tree/ rub a tree Plant seeds Senses Floating and Sinking Weather Displacement (Mr Archimedes) Just Add Water Growing Water Day 	
Personal, Social and Emotional Development	Creative Development Dance, Music & Singing	Creative Development Art	
<ul style="list-style-type: none"> All About Me bag PSHE separate planning- <p>I can remember feelings I have had and why I felt like that.</p> <p>I can tell you what I can do know that I couldn't do when I started school.</p> <p>I can tell you how change makes me feel</p> <p>I can tell you how change makes me feel..</p> <p>I can talk about my feelings associated with friendships..</p> <p>I can tell you how to stay safe at home.</p> <p>I can tell you how to stay safe outside.</p> <ul style="list-style-type: none"> Water Safety Scrapbooks 	<ul style="list-style-type: none"> - see separate plans Outdoor provision weather dance animal dances Rhythm- body, instruments and vocal Jungle songs Use own weather instruments 	<ul style="list-style-type: none"> Clay jungle animals- make, paint and glaze. Habitat shoe box for animal - plan & review Weaving jungle animals with materials Corridor display Large scale jungle scenes/small world basis Make own weather instruments eg. rain maker, shakers Animal masks from paper plates, paper bag safari vests etc for role play Paper plate snakes 	
Knowledge and Understanding of the World ICT	Creative Development Role-play / puppets	Construction / small world	
<ul style="list-style-type: none"> bee bots and trucks watch 'come outside' Programmable toys The Jungle Book! Maria's safari photos 	<ul style="list-style-type: none"> Jungle explorers Jungle animals Puppet play- act out rumble in the jungle story 	<ul style="list-style-type: none"> safari animals jungle animals safari park zoo Post its for children to label 	
Cooking	Outdoor Opportunities	Sand / Water	
<ul style="list-style-type: none"> Fairy cakes/Fruit rock cakes (see cooking book) 	<p>Continuous provision</p>	<ul style="list-style-type: none"> safari animals jungle animals Floating and sinking Make own boat to float 	



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Rumble in the Jungle objectives

Reading	Writing / Mark making	Communication and Language
<p>30-50m</p> <ul style="list-style-type: none"> ■ Listen to and join in with stories and poems, one-to-one and also in small groups. ■ Begin to be aware of the way stories are structured ■ Suggest how the story might end. ■ Show interest in illustrations and print in books and print in the environment. ■ Handle books carefully. ■ Know information can be relayed in the form of print. ■ Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Beginning to be aware of the way stories are structured.</p> <ul style="list-style-type: none"> • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognizes familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>40 to 60 months</p> <ul style="list-style-type: none"> ■ Continues a rhyming string. ■ Hears and says the initial sound in words. ■ Can segment the sounds in simple words and blend them together and knows which letters represent some of them. ■ Links sounds to letters, naming and sounding the letters of the alphabet. ■ Begins to read words and simple sentences. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Handwriting/mark making Physical Development: Moving and Handling 30-50m</p> <ul style="list-style-type: none"> ■ Draws lines and circles using gross motor movements. ■ Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. ■ Holds pencil between thumb and two fingers, no longer using whole-hand grasp. ■ Holds pencil near point between first two fingers and thumb and uses it with good control ■ Can copy some letters, eg letters from their name <p>40-60m</p> <p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> ■ Handles tools, objects, construction and malleable materials safely and with increasing control. ■ Use simple tools to effect changes to the materials. ■ Shows a preference for a dominant hand. ■ Begins to use anticlockwise movement and retrace vertical lines. ■ Begin to use anti-clockwise movement and re-trace vertical lines ■ Begin to form recognisable letters <p>Literacy: Writing</p> <p>30-50m</p> <ul style="list-style-type: none"> ■ Sometimes give meaning to marks that they create ■ Ascribe meanings to marks that they see in different places <p>40-60m</p> <ul style="list-style-type: none"> ■ Gives meaning to marks they make as they draw, write and paint. ■ Hears and says the initial sound in words. ■ Can segment the sounds in simple words and blend them together. ■ Links sounds to letters, naming and sounding the letters of the alphabet. ■ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ■ Writes own name and other things such as labels, captions. ■ Attempts to write short sentences in meaningful 	<p>Communication and Language: Listening and Attention 30-50m</p> <ul style="list-style-type: none"> ■ Listens to others one to one or in small groups, when conversation interests them. ■ Listens to stories with increasing attention and recall. ■ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ■ Focusing attention - still listen or do, but can shift own attention. ■ Is able to follow directions (if not intently focused on own choice of activity). <p>40-60m</p> <ul style="list-style-type: none"> ■ Maintains attention, concentrates and sits quietly during appropriate activity. ■ Two-channelled attention - can listen and do for short span <p>Understanding 30-50m</p> <ul style="list-style-type: none"> ■ Beginning to understand 'why' and 'how' questions. <p>40-60m</p> <ul style="list-style-type: none"> ■ Able to follow a story without pictures or props. ■ Listens and responds to ideas expressed <p>Speaking 30-50m</p> <ul style="list-style-type: none"> ■ Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>). ■ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. ■ Questions why things happen and gives explanations. Asks e.g. <i>who</i>, <i>what</i>, <i>when</i>, <i>how</i>. ■ Uses a range of tenses (e.g. <i>play</i>, <i>playing</i>, <i>will play</i>, <i>played</i>). ■ Uses intonation, rhythm and phrasing to make the meaning clear to others. ■ Uses vocabulary focused on objects and people that are of particular importance to them. ■ Builds up vocabulary that reflects the breadth of their experiences. ■ Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i>. <p>40 to 60 months</p> <ul style="list-style-type: none"> ■ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. ■ Uses language to imagine and recreate roles and experiences in play situations. ■ Links statements and sticks to a main theme or intention. ■ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
Mathematics	Physical Development Gross Motor	Understanding the World
<p>Number 30-50m</p> <ul style="list-style-type: none"> ■ Use some number names accurately in play. ■ Sometimes match number and quantity correctly. <p>Knows that numbers identify how many objects are in a set.</p> <p>40-60m</p> <ul style="list-style-type: none"> ■ Recognise some numerals of personal significance. ■ Recognises numerals 1 to 5. ■ Counts up to three or four objects by saying one number name for each item. ■ Counts actions or objects which cannot be moved. ■ Counts objects to 10, and beginning to count beyond 10. ■ Counts out up to six objects from a larger group. ■ Selects the correct numeral to represent 1 to 5, then 1 to 10 objects <p>Counts an irregular arrangement of up to ten objects.</p> <ul style="list-style-type: none"> ■ Uses the language of 'more' and 'fewer' to compare two sets of objects ■ Finds one more or one less from a group of up to five objects, then ten objects. <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measure</p> <ul style="list-style-type: none"> ■ Show an interest in shape and space by playing with shapes or making arrangements with objects. ■ Show awareness of similarities in shapes in the 	<p>Number 30-50m</p> <ul style="list-style-type: none"> ■ Use some number names accurately in play. ■ Sometimes match number and quantity correctly. <p>Knows that numbers identify how many objects are in a set.</p> <p>40-60m</p> <ul style="list-style-type: none"> ■ Recognise some numerals of personal significance. ■ Recognises numerals 1 to 5. ■ Counts up to three or four objects by saying one number name for each item. ■ Counts actions or objects which cannot be moved. ■ Counts objects to 10, and beginning to count beyond 10. ■ Counts out up to six objects from a larger group. ■ Selects the correct numeral to represent 1 to 5, then 1 to 10 objects <p>Counts an irregular arrangement of up to ten objects.</p> <ul style="list-style-type: none"> ■ Uses the language of 'more' and 'fewer' to compare two sets of objects ■ Finds one more or one less from a group of up to five objects, then ten objects. <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measure</p> <ul style="list-style-type: none"> ■ Show an interest in shape and space by playing with 	<p>People and Communities 30-50m</p> <p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> ■ Remembers and talks about significant events in their own experience. ■ Recognises and describes special times or events for family or friends. ■ shows interests in different occupations and ways of life ■ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>40-60m</p> <ul style="list-style-type: none"> ■ Enjoys joining in with family customs and routines <p>The World 30-50m</p> <ul style="list-style-type: none"> ■ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world <p>40-60m</p> <ul style="list-style-type: none"> ■ Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>people.</p>

<p>environment.</p> <ul style="list-style-type: none"> ■ Uses positional language. ■ Show interest in shape by sustained construction activity or by talking about shapes or arrangements. ■ Use shapes appropriately for tasks. ■ Begin to talk about the shapes of everyday objects. <p>40-60m</p> <ul style="list-style-type: none"> ■ Can describe their relative position such as 'behind' or 'next to'. ■ Orders two or three items by length or height. ■ Orders two items by weight or capacity. ■ Uses everyday language related to time. ■ Beginning to use everyday language related to money. ■ Orders and sequences familiar events. <p>problems.</p>	<p>shapes or making arrangements with objects.</p> <ul style="list-style-type: none"> ■ Show awareness of similarities in shapes in the environment. ■ Uses positional language. ■ Show interest in shape by sustained construction activity or by talking about shapes or arrangements. ■ Use shapes appropriately for tasks. ■ Begin to talk about the shapes of everyday objects. <p>40-60m</p> <ul style="list-style-type: none"> ■ Can describe their relative position such as 'behind' or 'next to'. ■ Orders two or three items by length or height. ■ Orders two items by weight or capacity. ■ Uses everyday language related to time. ■ Beginning to use everyday language related to money. ■ Orders and sequences familiar events. 	
<h3>Linking sounds and letters</h3>		
<ul style="list-style-type: none"> ■ Show awareness of rhyme and alliteration. ■ Recognise rhythm in spoken words. ■ Continue a rhyming string. ■ Hear and say the initial sound in words and know which letters represent some of the sounds. ■ Hear and say sounds in words in the order in which they occur. ■ Links sounds to letters naming and sounding the letters of the alphabet. ■ Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. 		



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Personal, Social and Emotional Development	Expressive Art & Design Creating Music & Dance	Expressive Art & Design Art
<p>Making Relationships 30 to 50 months</p> <ul style="list-style-type: none"> ■ Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. ■ Initiates play, offering cues to peers to join them. ■ Keeps play going by responding to what others are saying or doing. ■ Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>40 to 60 months</p> <ul style="list-style-type: none"> ■ Initiates conversations, attends to and takes account of what others say. ■ Explains own knowledge and understanding, and asks appropriate questions of others. ■ Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Exploring media and using materials 30-50m</p> <ul style="list-style-type: none"> ■ Beginning to move rhythmically. ■ Imitates movement in response to music. ■ Taps out simple repeated rhythms ■ Explores and learns how sounds can be changed <p>40-60m</p> <ul style="list-style-type: none"> ■ Explores the different sounds for instruments <p>Being Imaginative 30-50m</p> <ul style="list-style-type: none"> ■ Uses movement to express feelings. ■ Creates movement in response to music. ■ Sings to self and makes up simple songs. ■ Makes up rhythms. ■ Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60m</p>	<p>Exploring media & Materials</p> <ul style="list-style-type: none"> ■ Begin to construct stacking blocks vertically and horizontally making enclosures and creating spaces. ■ Explore what happens when they mix colours. ■ Choose particular colours to use for a purpose. ■ Experiment to create different textures. ■ Create constructions, collages, painting and drawings. ■ Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes. ■ Work creatively on a large or small scale. ■ Explore colour, texture, shape, form and space in two or three dimensions. ■ Understands that different media can be combined to create new effects. ■ Manipulates materials to achieve a planned effect. ■ Constructs with a purpose in mind, using a variety of resources. ■ Uses simple tools and techniques competently and

<p>Self Confidence and Self awareness. 30 to 50 months ■■Confident to talk to other children when playing, and will communicate freely about own home and community. ■■ Shows confidence in asking adults for help. 40 to 60 months ■■Confident to speak to others about own needs, wants, interests and opinions. ■■Can describe self in positive terms and talk about abilities.</p> <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing Feelings and Behaviour 30 to 50 months ■■Aware of own feelings, and knows that some actions and words can hurt others' feelings. ■■Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. ■■Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. ■■Can usually adapt behaviour to different events, social situations and changes in routine. 40 to 60 months ■■Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. ■■Aware of the boundaries set, and of behavioural expectations in the setting. ■■Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>■■ Create simple representations of events, people and objects. ■■ Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ■■ Chooses particular colours to use for a purpose. ■■ Introduces a storyline or narrative into their play. ■■ Plays alongside other children who are engaged in the same theme. ■■ Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>appropriately. ■■ Selects appropriate resources and adapts work where necessary. ■■ Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Being Creative ■■Talk about personal intentions, describing what they were trying to do. ■■Respond to comments and questions, entering into dialogue about their creations. ■■ Make comparisons and make new connections . ■■ Respond in a variety of ways to what they see, smell, touch and hear. ■■ Express and communicate their ideas, thoughts and feelings by using a widening range of materials , suitable tools, imaginative and role play, movement, designing and making and a variety of songs and musical instruments a variety of songs and musical instruments</p>
<p>Understanding the World ICT</p>	<p>Expressive Art & Design Role-play / puppets Construction / small world</p>	
<p>30-50m ■■Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. ■■ Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones 40-60m ■■Completes a simple program on a computer.</p> <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>being Imaginative 40-60m ■■Create simple representations of events, people and objects. ■■Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ■■Introduces a storyline or narrative into their play. ■■Plays alongside other children who are engaged in the same theme. ■■Plays cooperatively as part of a group to develop and act out a narrative</p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	