

Abbey Meads Beech & Hazel Class
Topic Planning - Term 6

Week 1 - The Queen's Jubilee (special week)

- *Make bunting for the Jubilee party
- *Write a list of items for the Jubilee celebrations
- *Make Union Jack flags
- *Learn and join in with songs about the Queen
- *Retell the story 'The Queens hat' by Steve Antony
- *Learn and recall information about the Queen and the Jubilee
- *Write sentences to describe the Queen
- *Make a collage of the Queen's head
- *Make flags and crowns
- *Take on the role of a Queen and Royal guards.



Week 2 - The Queen and London

- *To identify and write labels for key London landmarks
- *Read and compare a range of London based texts (The Queen's hat, A Walk in London, Madeline in London)
- *Create landmarks through a range of construction materials - junk modelling,
- *Make comparisons between town/city and countryside
- *Design and draw a map of London, including famous London landmarks
- *Write sentences to create a postcard from London. What can be seen? I can see...
- *Sort odd and even numbers
- *Generate ideas and help to make props in preparation for our assembly
- *Perform in our Reception Assembly!

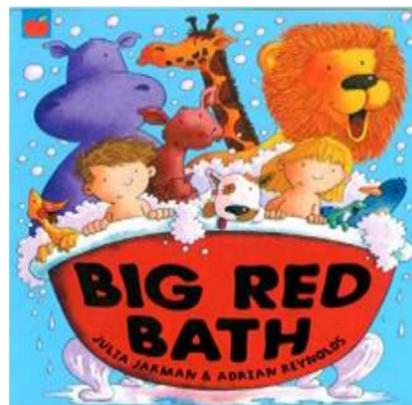


Splish, splash, splosh!



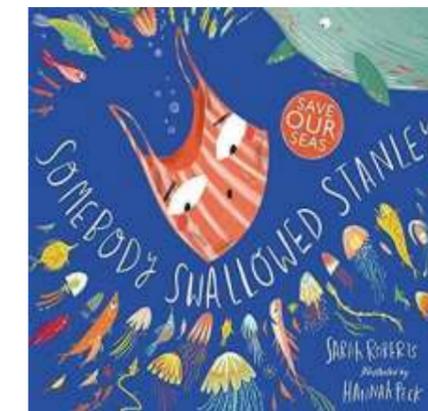
Week 3 - The Big red bath

- *To explore capacity
- *To learn and understand the importance of hygiene
- *Talk about and describe the characters in the story
- *Design and create a bath/ house.
- *Retell the story using a story map/ puppets
- *Create a list of the animals in the story
- *Junk modelling to create a boat
- *Create a bubble painting
- *Design a new page in the book for a new animal
- *Subitise animals
- *Sing and learn new animal songs
- *Take on the role of a zoo keeper. What will the animals need?
- *Create animal handprints



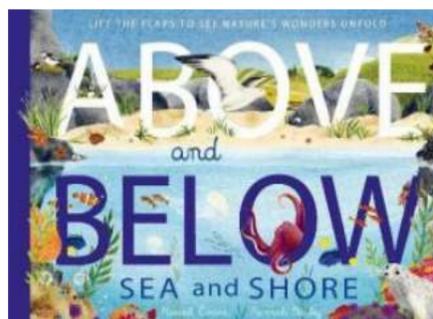
Week 4 - Somebody swallowed Stanley

- *Learn about the impact of plastic pollution on the environment
- *Think of ways to improve the local environment - what could we do to help? Litter pick etc.
- *Make posters to remind people to recycle/put rubbish in the bin
- *Talk about recycling - what can be recycled? Why do we do it? etc.
- *Recycle plastic bags and turn them into kites (like the story)
- *Write a list of other ways to recycle a plastic bag.
- *Use recycled items to create different representations.
- *Learn more about jellyfish



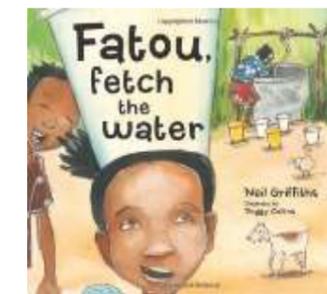
Week 5 - Above and below sea and shore

- *Learn the term habitat and compare the habitats of the shore and the ocean
- *Take part in some Science investigations looking at floating and salt water
- *Find out about sea creatures and shore wildlife
- *Write facts about a sea creature from our focus book
- *Create a dance inspired by the Sea
- *Use paper and recycled materials to create sea creature art
- *Make observational drawings and rubbings of shells exploring patterns found in nature
- *Sort animals into their habitats using what we have learned



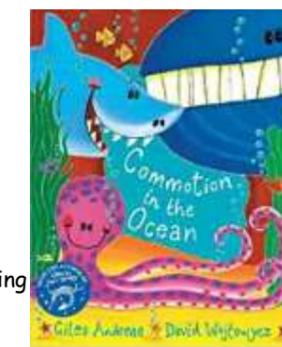
Week 6 - Fatou fetch the water

- *Read the story of 'Fatou fetch the water' and the facts at the end of the book & compare it to life where we live
- *Write questions to ask Neil Griffiths about life in the Gambia
- *Make a fact file comparing aspects of life in Swindon, England to the Gambia
- *Create our own African fabric designs and weave with them
- *Draw and colour our own colourful portraits of Fatou using pastels, pens and markers
- *Investigate & compare the capacity of buckets, bowls, cups and pans and use related language
- *Practise carrying buckets/beanbags on our heads!
- *Look at where England and the Gambia are on maps and the globe
- *Retell and act out the story using a range of props or small world resources



Week 7 - Commotion in the Ocean

- *Read the poems focusing upon rhyming words and adjectives
- *Children to learn and perform some of the poems
- *Children to select percussion instruments to accompany a poem selected from the book.
- *Draw and label sea creatures
- *Look at the terms: Ocean, Sea and compare these to previously
- *Create headbands to take on the roles of different sea creatures - children to move in ways representing their chosen sea creature
- *To write their own verse/poem as part of a group



Communication and language

- Answer and ask I wonder... questions
- Listen attentively to what they hear
- Take part in Book Talk/Poetry talk
- Engage in non-fiction books

PSED

- Express needs and feelings and accept the needs of others
- Express their ideas and feelings
- Select and use activities and resources independently
- To play with one or more other children, extending and elaborating play ideas
- Share resources both indoor and outdoor

PD

- Access funky finger activities in provision
- Use balance bikes and big resources in the outdoor area
- Use equipment and navigate space safely
- Form recognisable letters

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Take part in Think, pair, share/talk partner discussions
- Use role-play areas and small world (both indoor and outdoor) independently
- Join in with songs and rhymes
- Talk about themselves and their families
- Explain their own creations/drawings/writing
- Talk about what happened/might happen next in a story
- Use phrases from a well-known story
- Learn and use new vocabulary through the day
- Talk about and explain their own creations
- Take part in Big Book reading sessions
- Take part in snack and chat with peers
- Go on Talkie Walkies with Year 4 buddies
- Express opinion - likes and dislikes

- Take turns
- Understand expectations and follow golden rules
- Participate in Circle Time opportunities
- Take part in snack time discussions and use manners
- Show resilience when trying new activities
- Show perseverance when something is hard
- Show sensitivity to the feelings of others
- Understand and explore our 5 senses
- Welcome visitors into the classroom

- Hold a pencil in the tripod grip
- Use a range of small tools to manipulate materials to create a desired effect
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Move in a variety of ways such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Begin to develop my own body strength, co-ordination and balance
- Get myself changed for PE and dress my chair

Wow Words

Queen, Jubilee, platinum, palace, shore, ocean, seabed, marine, habitat, Gambia,