



Reception Planning – Animal Safari Term: Summer 2 2025

	PSED	Physical D	Com & Lang	Literacy	Mathematics	Und the World	Ex Arts & Design
Week 1	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG.</p> <p>Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. ELG.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG.</p>	<p>Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others. ELG</p> <p>Demonstrate strength, balance and coordination when playing. ELG.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG.</p> <p>Fine Motor Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. ELG.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ELG</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG</p> <p>Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG</p>	<p>Read words consistent with their phonic knowledge by sound-blending. ELG</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. ELG.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG.</p>	<p>ELG-Numerical Patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>ELG: Number Subitise (recognise quantities without counting) up to 5.</p>	<p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. ELG.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG.</p> <p>Share their creations, explaining the process they have used. ELG.</p>
Week 2 Assessments		<p>Use a range of small tools, including scissors, paint brushes and cutlery. ELG.</p> <p>Begin to show accuracy and care when drawing. ELG.</p> <p>*Throughout the Term</p> 	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Write recognisable letters, most of which are correctly formed. ELG.</p> <p>Write simple phrases and sentences that can be read by others. ELG</p> <p>*Throughout the Term</p> 	<p>ELG- Numerical Patterns - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>ELG: Number Have a deep understanding of number to 10, including the composition of each number.</p>		
Week 3 Assessments			<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Listens attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ELG</p>		<p>Spots patterns in the environment, beginning to identify the pattern "rule". Range 6 Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. Range 6</p> <p>ELG- Numerical Patterns - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>ELG: Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG.</p>

Week 4	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. ELG.</p>		<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ELG</p> <p>Use and understand recently introduced vocabulary during discussions about rhymes and poems. ELG</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG</p>		<p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Range 6</p> <p>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). Range 6</p> <p>ELG- Numerical Patterns - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG.</p>
Week 5	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. ELG.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG.</p>		<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making uses of conjunctions, with modelling and support from their teacher. ELG.</p>		<p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Range 6</p> <p>May enjoy making simple maps of familiar and imaginative environments, with landmarks. Range 6</p> <p>ELG: Number Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG.</p> <p>Talk about the lives of the people around them and their roles in society. ELG.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG.</p>
Week 6	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG.</p>				<p>ELG- Numerical Patterns - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>ELG: Number Have a deep understanding of number to 10, including the composition of each number.</p>	<p>* Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world.</p>	<p>Perform songs, rhymes, poems with others, and when appropriate -try to move in time with music. ELG</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ELG</p>
Week 7					<p>ELG: Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Beginning to experience measuring time with timers and calendars. Range 6</p> <p>Enjoys tackling problems involving prediction and discussion of comparison of length, weight or capacity, paying attention to fairness and accuracy.</p> <p>Becomes familiar with measuring tools in everyday experiences and play. Range 6</p>		<p>Share their creations, explaining the process they have used. ELG.</p> <p>Make use of props and materials when role playing characters in narratives and stories. ELG.</p>
Week 8	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ELG</p>					<p>Talk about the lives of the people around them and their roles in society. ELG.</p>	<p>Perform songs, rhymes, poems with others, and when appropriate -try to move in time with music. ELG</p> <p>Sing a range of well-known nursery rhymes and songs. ELG</p>

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	Events	PSED	Physical D	Com & Lang	Literacy	Phonics	Mathematics	Und the World	Ex Arts & Design
Week 1	Kindness Curriculum June – Perspective	Kindness Curriculum *Encourage the children to reflect on the two main characters from our story-comparing how they feel from the different perspectives. Compare list Little Red vs. The Very Hungry Lion	PE- Running, jumping and throwing. Gross motor skills throughout the Term. SPORTS DAY- Practice skills and races. Work out groupings.	Introduce the main story for this Term: Little Red And The Very Hungry Lion by Alex T. Smith Share and read the story to the children. What are their initial thoughts? Can the children discuss and reflect on the similarities in this story compared to another classic traditional tale?	Guided reading T, W,TH throughout the Term x3 Guided reading – Throughout the Term - Understands who; why; when; where and how questions. Book tasks: Baseline -*Name writing-First name and surname for the more able.	Phase 4 Little Wandle Long Vowel Sounds CVCC CCVC	White Rose- Sharing and grouping -Explore sharing -Sharing -Explore grouping NCETM Mastering Number –Subitising Subitising on a rekenrek	RE – What is special about our world? What are our favourite things about nature? What do you think is special about the world? Go on a sound and sight walk, using adjectives to say what we can see and hear. Go on a nature hunt, finding something in nature e.g. a leaf, flower, pine cone etc... Look at these together as a class, using wow adjectives to describe them. Children to then draw their object. Ask children who they think made all of this nature?	Little Red & The Very Hungry Lion display Jungle/Nature *Use the focus book for inspiration to create trees, leaves, vines, flowers etc for the background development. Children to create models of what they think is special about our world, look through different images on the internet and reflect back on what they saw on our nature walk.
Week 2	Assessments for EYFSP		PE- Running, jumping and throwing. Gross motor skills throughout the Term. SPORTS DAY- Practice skills and races. Work out groupings.	Little Red And The Very Hungry Lion by Alex T. Smith Whole class discussion and recap on the main points from the story: Who -are the characters featured? What -happens-beg/mid/end Where -what settings are used throughout the story? When - Why - How -did she outsmart the lion?	Book tasks: Character description: Can the children write a sentence or a couple of sentences about either 'Little Red' or 'The Very Hungry Lion'.	Phase 4 Little Wandle Long Vowel Sounds CVCC CCVC CCV CCVCC	White Rose- Sharing and grouping -Grouping -Even and odd sharing -Play with and build doubles NCETM Mastering Number – Comparison Review and assess		*Father's Day cards *Lion theme to go with our focus story 'Little Red And The Very Hungry Lion'.
Week 3	Assessments for EYFSP Art Week Sky Access Arts SPORTS DAY- Wednesday 18th June		PE- Running, jumping and throwing. Gross motor skills throughout the Term. SPORTS DAY- Wednesday 18th June	Little Red And The Very Hungry Lion by Alex T. Smith	Book tasks: Book review: What do the children think of this story...what did they like the best or what was their favourite part and why?. Can they write a brief account of their feelings.	Phase 4 Little Wandle Words ending -s Words ending -s (z) Words ending -es Longer words	White Rose -Visualise, build and map -Identify units of repeating patterns -Create own pattern rules -Explore own pattern rules NCETM Mastering Number – Counting beyond 20 Review and assess	 3D Mark Making-creating 3D Safari Animals inspired by our main story book 'Little Red And The Very Hungry Lion' by Alex T. Smith. In the book there are; Lions, Crocodiles. Giraffes, Monkeys, Gazelles, Elephants, Hippos, Warthogs and Meerkats. The children could work individually and collaboratively using materials, card, cardboard, recycled and reclaimed materials etc.	

<p style="text-align: center;">Week 4</p>	<p>Art Week Sky Access Arts-extended</p> <p>*TEAM Assessment deadline 24.6.25</p>	<p>Circle time Children to take it in turns to share and say something positive about the person next to them.</p>	<p>PE- Running, jumping and throwing.</p> <p>Gross motor skills throughout the Term.</p> <p>Small group work-writing groups-letter formation and pencil control.</p>	<p>Poetry: A First Book of Animals by Nicola Davies Big animals focus:</p> <p>Ostrich Giraffes Elephants Big Lions Komodo Dragon Blue Whale</p>	<p>Book tasks: Share and read the poems with the children.</p> <p>*Which animal do they want to write about ? Which animal do they find the most interesting? And why?</p>	<p>Phase 4 Little Wandle Root words ending in: -ing, -ed /t/, -ed /id/, -ed /d/</p>	<p>White Rose -Visualise, build and map -Replicate and build scenes and constructions -Visualise from different positions -Describe positions -Give instructions to build NCETM Mastering Number – Patterns with numbers up to 10, odds and evens and doubles Review and assess</p>	 <p>3D Mark Making-creating 3D Safari Animals inspired by our main story book 'Little Red And The Very Hungry Lion' by Alex T. Smith.</p> <p>In the book there are; Lions, Crocodiles. Giraffes, Monkeys, Gazelles, Elephants, Hippos, Warthogs and Meerkats.</p> <p>The children could work individually and collaboratively using materials, card, cardboard, recycled and reclaimed materials etc.</p>	
<p style="text-align: center;">Week 5</p>	<p>Kindness Curriculum July- Compassion & Empathy</p>	<p>Kindness Curriculum Children to reflect on showing compassion and empathy for animals. Research with the children about endangered animals. Focus on tigers, as they are featured in our poems this week in Literacy.</p>	<p>PE- Running, jumping and throwing.</p> <p>Gross motor skills throughout the Term.</p> <p>Small group work-writing groups-letter formation and pencil control.</p>	<p>Poetry: A First Book of Animals by Nicola Davies Colours and Shapes focus:</p> <p>*What Am I? facts Beetles! Tiger, Tiger, Orange Striped Flamingos Think Pink Giant Leaf Insect Chameleon Song Why Are Zebras Stripy?</p>	<p>Book tasks: Share and read the poems with the children.</p> <p>Fact file on Tigers: Research together before children write a simple fact file. National Geographic Kids website for info. Tiger</p>	<p>Phase 4 Little Wandle Root word ending in: -er, -est Longer words</p>	<p>White Rose- Visualise, build and map -Explore mapping -Represent maps with models -Create own maps from familiar places -Create own maps and plans from story situations NCETM Mastering Number – Automatic recall Review and assess</p>	<p>Awe and Wonder Room-Visit Majority of children will be able to visit the Awe and Wonder Room at SW and access technology for a safari experience. They will encounter jungle animals and adventure through VR headsets. *iPad access for other children playing Safari and jungle based games. Matching: Animals Andy's Safari Make A Picture - CBeebies https://www.sheppardsoftware.com/content/animals/kidscorner/gamesforkids.htm</p>	<p>Creative Computing Can the children draw a tiger and label the main body parts and features using iPads. They can use the information they have been using from the poem and the fact files they have been working on in their Literacy books. CBeebies Creative Lab: Free fun art game for 2-5 years old kids - CBeebies</p>
<p style="text-align: center;">Week 6</p>	<p>TRANSITION For external children moving to Reception in September. Thursday 10th and Friday 11th July afternoons</p>	<p>PSHE Topic – Being Safe Create a road crossing area outdoors. Provide a range of outdoor equipment such as helmets, bikes, etc.. can the children cross the road safely? Watch the Sesame Street clip: Elmo says stay safe. Discuss this.</p> <p>Think.gov. Learn the safer journeys anthem.</p>	<p>PE- Running, jumping and throwing.</p> <p>Gross motor skills throughout the Term.</p> <p>Small group work-writing groups-letter formation and pencil control.</p>	<p>Poetry: A First Book of Animals by Nicola Davies Colours and Shapes focus:</p> <p>Blue Morpho Butterfly Camels and their Humps Birds of Paradise Panda Song Animal homes: Orang-utan Nest Building</p> <p>*Spots and Stripes facts</p>	<p>Book tasks: Share and read the poems with the children.</p> <p>Children to write a simple sentence or a couple of sentences about patterns on animals, using some of the spots and stripes facts for inspiration.</p>	<p>Little Wandle Phase 4</p> <p>Phonics Assessment Week Summer 2</p>	<p>White Rose- Make connections -Deepen understanding -Patterns and relationships NCETM Mastering Number – Understanding of numbers to 10 Review and assess</p>	<p>IWB Safari games Safari Sounds: Free Kids Game - Andy's Safari Adventures Game - CBeebies What safari animal are you? What safari animal are you? - CBeebies Safari Jigsaws Andy's Safari Adventures Jigsaw - CBeebies Safari Spot the Difference Andy's Safari Adventures Spot the Difference - CBeebies</p>	<p>Group drama singing about Little Red And The Very Hungry Lion by Alex T. Smith</p> <p>*Encourage the children to express and communicate creating as a group a piece to showcase to the rest of the class about this story. *They can use different art forms including movement, dance, drama, music and visual arts. *Can they play cooperatively as part of a group to create and develop imaginary ideas linked to the story?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 7</p>	<p>TRANSITION Tuesday 15th July</p> <p>Wed 16th July Colour Fun Run</p>	<p>PSHE Topic – Being Safe</p> <p>Detectives: Give children a magnifying glasses and ask them to investigate the inside and outside area for what they think is safe and unsafe. Take pictures.</p>	<p>PE- Running, jumping and throwing.</p> <p>Gross motor skills throughout the Term.</p> <p>*Colour fun run.</p> <p>Small group work-writing groups-letter formation and pencil control.</p>	<p>Poetry:</p> <p>A First Book of Animals by Nicola Davies Animal Babies focus:</p> <p>Sea Turtle Egg Laying</p> <p>Baby Gorilla</p> <p>Ways to Get to Water</p> <p>Dragonfly Babies</p> <p>Daddy Seahorse</p> <p>Kangaroo Birth</p> <p>The Tender Crocodile</p> <p>*Eggs facts</p>	<p>Book tasks:</p> <p>Share and read the poems with the children.</p> <p>What are the children’s favourite facts about some of the animals and their babies they have learned about in the poems?</p> <p>Can they write their thoughts in a simple sentence/s?</p>	<p>Small groups focusing on bringing forward any children for their phonics assessments.</p>	<p>White Rose-Consolidation</p> <p>Numbers to 20 and beyond, representing them. Children to practice writing, making and recognising these numbers.</p> <p>Time. Looking at o’clock times. Make a giant hula hoop clock outside.</p> <p>Measures – 3 x weekly (a session each on capacity, length and weight) and activities in provision.</p>	<p>Safari info videos And quizzes</p> <p>Watch some of the adventures-ask the children which ones they are interested in learning about?</p> <p>Andy's Safari Adventures - CBeebies - BBC</p> <p>Andy's Safari Adventures Quiz - CBeebies</p>	<p>Group drama singing about Little Red And The Very Hungry Lion by Alex T. Smith</p> <p>*Encourage the children to express and communicate creating as a group a piece to showcase to the rest of the class about this story. *They can use different art forms including movement, dance, drama, music and visual arts. *Can they play cooperatively as part of a group to create and develop imaginary ideas linked to the story?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 8</p>	<p>End of the school Year Celebration</p>	<p>Memory scrolls *Self-portrait drawing</p> <p>What have they enjoyed the most in Reception?</p> <p>Who is a close friend or friends they have enjoyed playing with?</p> <p>What have they improved at? Have they found anything tricky?</p> <p>What are they looking forward to in Y1?</p> <p>What would like to be when they grow up?</p>	<p>Fine motor skills</p> <p>Drawing and writing of the memory scroll.</p> <p>Small group work-writing groups-letter formation and pencil control.</p>	<p>Poetry:</p> <p>A First Book of Animals by Nicola Davies Animals in Action focus:</p> <p>The Dinner That Got Away</p> <p>Koala Lullaby</p> <p>Slow, Slow Sloth</p> <p>The Swiftest Sailfish</p> <p>All in the Bite</p> <p>Corals</p> <p>*Tool-using animals facts</p>	<p>Share and read the poems with the children.</p> <p>Share an end of year/Reception story:</p> <p>Say Goodbye...Say Hello by Cori Doerrfeld</p>	<p>Counting/ Number games</p> <p>Numbers to 20 and beyond, representing them. Children to practice writing, making and recognising these numbers.</p> <p>Time. Looking at o’clock times. Can the children remember the times using clocks and the hula hoop clocks in the outdoors from last week?</p> <p>Measures – 3 x weekly (a session each on capacity, length and weight) and activities in provision.</p>	<p>EYFS Graduation Ceremony</p> <p>*Children to decorate their ‘Graduation Crown’ with different jewels.</p> <p>*Every crown to have personalised name and year date for keepsake/memory.</p> <p>*Ceremonial photographs taken to celebrate the children reaching the end of the ‘Early Years’.</p> <p>*End of Reception party.</p> <p>*Play party games</p> <p>*Disco dancing</p> <p>*Party food/treats/ice cream/ice lollies</p>		