

The Anteater KKO Reception

What our children may already know

Children may already know what animals eat ants.

Some healthy foods.

Children's interests

Ongoing through out the topic

Key Vocabulary

Wriggling	Twist and turn with quick movements
Stinging	To cause or to feel a sharp pain. Known as a tingling or burning sensation
Smothered	covered - overlaid or spread or topped with something
Splattered	splash with a liquid
Simmering	Just below boiling
Speared	Pierce with a pointed object
Scrumptious	Very tasty
Supper	Tea
Savoury	Salty or spicy food
Seared	Food fried quickly

Provision

- A range of healthy foods and unhealthy foods.
- Shopping lists and paper plates.
- Dentist box—false teeth, tooth brushes and fiction & non-fiction books.
- Non-Fiction books linking to minibeast, anteaters and healthy eating.
- Cafe role play.
- Beebots
- I'm Going to Eat this Ant story and key vocabulary.
- Story pictures and phonic mats.
- Resources for designing an anteater—Loose parts, craft, pens and pencils, iPads
- Ant farm



Questions we want our children to be able to answer

- What happens at the beginning of the story?
- What happens in the middle of the story?
- What happens at the end of the story?
- What food begin with the sound 's'?
- What foods are healthy? Which ones do you like?
- Where does our food come from?
- What else can we do to stay healthy?

Adult Directed/Challenge Card

- Creating a list of foods using initial sounds.
- Creating healthy meals.
- Role play a variety of stories linking to food and using the experience to inform our vocabulary
- Creating an anteater and label him.
- Adapt the story using different animals, adding labels
- Making bug houses.
- Sorting foods into healthy and not.
- Finding out facts - food, bugs and anteaters.

Final Outcomes

Children will...

Create their own drawings to represent the story and orally retell it. Label their pictures.

Write a list of healthy foods.

Communication and Language

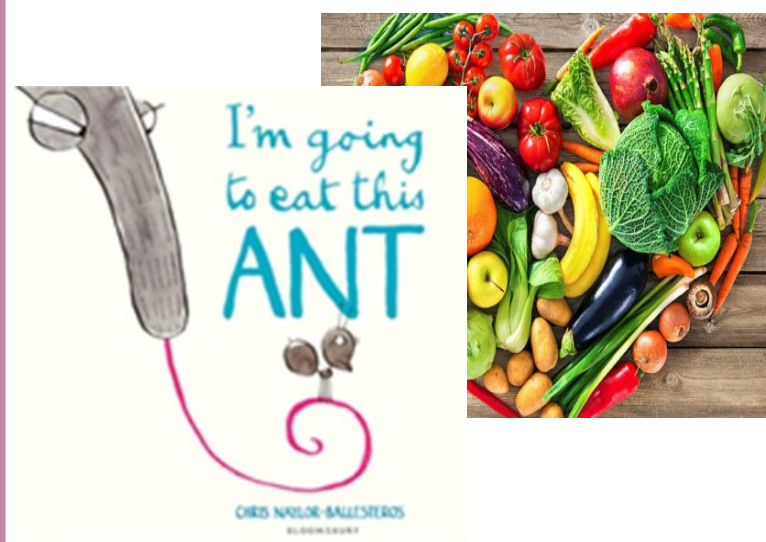
- Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Understand how to listen carefully and why listening is important. The children will learn new vocabulary and use new vocabulary through the day asking questions to find out more.

Reading

- Hear and say the initial sound in words
- Segment the sounds in simple words and blend them together and know which letters represent some of them
- Begin to read words
- Enjoy an increasing range of books
- Read some common irregular words

Writing

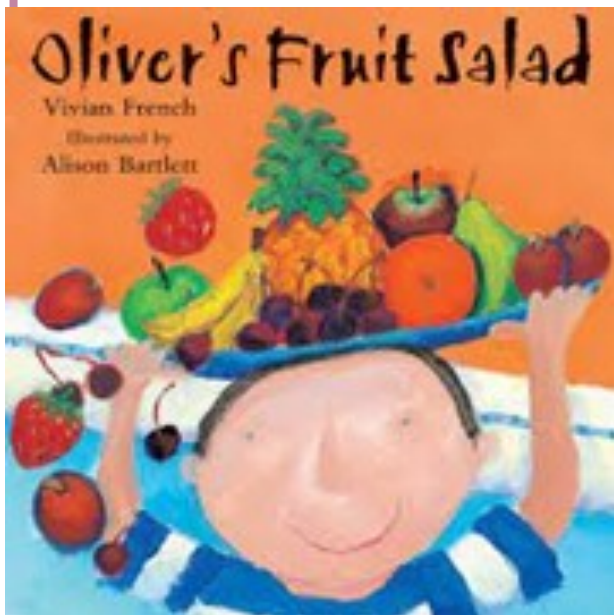
- Hear and say the initial sound in words (and some subsequent sounds)
- Segment the sounds in simple words and blend them together (Write CVC words)
- Links sounds to letters, naming and sounding the letters of the alphabet
- Write labels and captions



RE

Why is Christmas special for Christians.?

Key vocabulary– special people, gift, precious, celebrate.



Phonics Little Wandle

Little Wandle phonics scheme

ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk.

Tricky words– as, put, pull, full, and, has, his, her, she, push, he of, we, me, be

Snack table provision

- Non-Fiction books linking to healthy eating.
- Oliver's fruit salad story and key vocabulary.
- Range of fruit in the snack area.

Final Outcomes DT

Children will make their own fruit kebab and fruit salad.



Computing

- To develop mouse control skills and keyboard skills.
- To explore MiniMash software, developing computing skills.
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Key Vocabulary- Digital Literacy, mouse/mouse pad, device, keyboard.

Personal, Social and Emotional Development

Let's be friends,

- To develop turn taking skills with friends.
- To build relationships with others and build play scenarios together.

History

- To recognise that people have different beliefs and celebrate special times in different ways.

Key vocabulary- Community Compare – same, different, difference, similar. photographs

PE

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Key vocabulary– throw, catch, roll, ball, target, aim.

Maths

- We are mastering to the number 5.
- We are counting using 1-1 correspondence.
- We are learning 'more than' and 'fewer than.'
- We are practising our subitising skills.
- We are exploring shapes and patterns of shapes.

Key vocabulary– more than, less than, counting on, equal, one more, one less, 1, 2, 3, 4, 5.

DT

- Understands the need to eat a healthy range of foodstuffs and understands need for variety in food.
- Know the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing.
- Understand the rules for using tools and equipment and to be able to apply them when approaching tasks independently.
- Explain why safety is an important factor in handling tools and moving equipment and materials and have sensible rules for everybody to follow.

Key Vocabulary- soft, hard, smooth, spiky, bumpy, long, round, crunchy, squashy, sweet, juicy, bitter, sour, like, dislike, pierce, spired, salty, Fruits from around the world.