



Reception MTP – Adventures around the world

Big Question

I wonder what it is like to live in a really hot place?

Key Driver Texts

Monkey Puzzle — focuses on jungle/animal themes

Handa's Surprise — Eileen Browne - Africa.

Meerkat Mail by Emily Gravett

Meerkats live in the Kalahari Desert — desert setting.

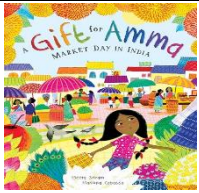


EAD Driver focus text

Gift for Amma - Market day in India — focuses on colour and items found at the market

Additional texts

- The Koala Who Could by Rachel Wilson & Catherine Rayner
While not strictly hot-climate, the Aussie setting works well with discussions about warm weather and adapting to it.
- The Last Pineapple by Susan S. Green & Erika Meza
Bright, tropical fruit adventure — good for talking about hot climates and growing things.
- The Elephant and the Bad Baby by Elfrida Vipont & Raymond Briggs
A safari-like warm setting, perfect for hot-weather storytelling.
- The Very Hungry Caterpillar's Favourite Stories: Around the World (various)
Includes stories set in hot/tropical places — great for cross-cultural discussion.
- Hurry! Hurry! _ by James Stevenson
Desert animal antics help kids picture life in really warm places.
- Rumble in the Jungle by Giles Andreae & David Wojtowycz
A classic jungle (hot, humid) poem with rhythmic repetition — brilliant for Reception.



Pinterest Link: https://uk.pinterest.com/user_cykobel/adventures-around-the-world/

- Giraffes Can't Dance by Giles Andreae & Guy Parker-Rees
Set in an African savannah — great for music, rhyme, and talking about warm habitats.
- Desert Giant: The World of the Gila Monster by Barbara Bash + nonfiction options
Easy nonfiction choice about a real desert animal (good extension if introducing information books)

Non-fiction for Early Years

Amazing Africa: Country by Country — Atinuke (non-fiction picture book)

One Day on Our Blue Planet... In the Savannah — Ella Bailey

Poetry/Rhyme

"Camel, Camel" (to Row, Row, Row Your Boat) - Camel, camel in the sand, Walking very slow, Humps on back and water stored, In the desert hot!*

Walking in the jungle

Include above texts or other space themed books within the provision and as part of the end of the day storytime/ book voting station

Trips and Visitors

- Animal man
- Zoo/ safari park visit
- Geography teacher from a secondary school to bring in items linked to hot places and give a talk

Parental Engagement Opportunities

- Easter Bonnet Parade

National

March

March

World book day

Holi

Red nose day

Global recycling day

Mothering Sunday

Eid Al-Fitr

Local Events

Easter community egg hunts and seasonal crafts in parks, museums and village halls.

Early May Bank Holiday local fairs and markets

Worcester music festival

Three counties showground Spring Fair

<p>Wow in – suitcase delivered to include items that you would need to take on a hot holiday, linked to children’s own experiences - sunglasses/ hat etc (add this to the role play area)</p> <p>Wow out – animal man visit/ zoo safari trip</p>	<p>April Easter</p>	
<p>Imaginative Role Play Jungle/African street market/ Savannah</p>	<p>Menu of Enhanced Provision Opportunities (Please refer to this link for enhanced activity ideas) select enhancements linked to your</p> <ul style="list-style-type: none"> • Enhancements observations • children’s interests • assessments • next steps • ensure enhancements extend thinking, do not use them to just decorate the space. 	
<p>Learning Landscape (continuous provision) Learning Landscape time to focus on high quality adult interactions within provision to support oracy, language and vocab development. High quality interactions to model and scaffold, extending language and levels of child engagement. Adults to model how to use enhanced provision activities linked to theme/ key text/ children’s interests/ reinforcement/ extension activities for groups and individuals.</p>		
<p>Project time To include adult lead activities and enhanced activity ideas linked to key texts, LTP and skills progression documents. Please refer to the above Pinterest link, menu of opportunities for images of selected adult focused activities Additional enhanced activity ideas to dress tuff trays, linked with the overarching theme and prime areas of learning are also included in the menu of opportunities. Please select ideas linked to the children’s interests and age and stage in development and need of prime areas eg fine motor skill enhancements</p>		
<p>Start the unit by collecting ideas from the children about what they already know/ key words related to the overarching them. What do the children want to find out more about? What questions do they have? Map this on the learning journey working wall display and refer to throughout the unit</p>		
<p>Key Knowledge - I know</p>		
<p>Communication and Language</p>	<p>Physical Development</p>	
<ul style="list-style-type: none"> • People speak different languages around the world 	<ul style="list-style-type: none"> • Weather affects how we move and play 	

<ul style="list-style-type: none"> • How to ask questions, describe, and compare places • Use new topic related vocabulary 	<ul style="list-style-type: none"> • Different clothes are worn in hot countries and in the UK • I need to look after my body in hot weather (drink water, wear hats) • Travel can involve different movements (walking, climbing, carrying bags)
Personal, Social and Emotional Development	Literacy
<ul style="list-style-type: none"> • People live in many different places around the world • Families may live differently but have similar needs • I need to show respect for different cultures and traditions • Trying new experiences can feel exciting or challenging • People travel around the world to learn, work or have adventures 	<ul style="list-style-type: none"> • Books, stories and non-fiction texts can teach us about the world • Maps, labels and captions give information about places • New vocabulary describes places, weather and people • How to compare places using words like hotter, colder, same, different
Mathematics	Understanding the World
<ul style="list-style-type: none"> • Temperature can be compared (hotter / colder) • How to compare amounts (more sun, less rain) • Journeys take different lengths of time • How to use positional language to describe places (near, far) 	<ul style="list-style-type: none"> • People in UK go on holidays to hot places • Some countries are hot and some are cooler • The UK has four seasons • Some countries are hot all year • Hot countries may be closer to the equator • Weather affects homes, clothes and daily life • People use different transport to travel around the world • Animals, plants and foods can be different in hot countries and the UK
Expressive Arts and Design	Key Vocabulary
<ul style="list-style-type: none"> • Materials, artwork and creations can be linked to hot places • colours, materials, and tools can be used to represent hot places 	General- world • countries • map • globe • travel • journey • explore • different • same • compare • far • near

- Warm colours and shades can be used to represent hot places (red, orange, yellow)
- Different lines (wavy, long, zig-zag) can be used to show heat and sun
- Materials can be used to build and sculpt models linked to hot places
- Storylines in role play can be developed based on real experiences
- Art can show landscapes, animals and buildings from around the world
- Music, art and dance can come from different cultures and be inspired by hot places
- Role play can recreate journeys, holidays and adventures
- Imagination helps us explore places we have never been

Hot Countries & Climates - hot • warm • sunny • heat • dry • wet • shade
• weather • climate • humid

Jungle - jungle • trees • vines • leaves • plants • insects • rain

Africa & the Savannah - Africa • savannah • grassland • plains •
waterhole

India - India • country • village • spices • market

Comparing Life There and Here - same • different • compare • weather •
names for - clothes • homes • food • animals • transport • daily life

Exploring & Learning Words - look • observe • ask • think • wonder • notice
• learn • find out

Each text has key vocab that will be introduced via drawing club

Suggested Key Writing Outcomes for Reception – Spring Term 1

1. Transcription / Handwriting

- Children form most lower-case letters correctly and consistently (with some upper-case).
- Children begin to use a comfortable tripod (or functional) pencil grip.
- Children write with increasing fluency: forming letters without needing to stop and think for every stroke.
- Children begin to develop **automaticity** in letter shapes (through daily, structured handwriting practice).

2. Spelling

- Children spell simple CVC (consonant-vowel-consonant) words by segmenting the word into phonemes and writing the letters. Building onto CVCC/ CCVC.

- Children begin to spell common “tricky” high-frequency words / taught tricky words (depending on phonics scheme).
- Children attempt to write words phonetically, using their current phonics knowledge, even if not fully accurate.
- Children begin to write simple two- or three-word phrases, using phonics to support spelling.

3. Sentence Construction / Composition

- Children compose simple phrases/ captions orally before writing (i.e., they can say a phrase/ caption, rehearse it, then write it down).
- Children can write dictated phrases/ captions (teacher says a phrase/ caption, children write it).
- Children begin to write their own short phrases/ captions in meaningful contexts (captions, labels, stories).
- Children use finger spaces (or other spacing strategies) to separate words in their writing.

4. Oral Language / Composition Skills

- Children talk about what they are going to write — using vocabulary from the unit (e.g., space, moon, star, alien).
- Children build confidence in **speaking phrases and captions** which supports their writing.
- Children retell a short narrative or describe a simple non-fiction fact orally (this helps scaffold their writing).

5. Writing Purpose / Context

- Children produce **labels and captions**: e.g., pictures of rockets, aliens, or planets labelled with simple words.
- Children write **short phrases and captions**: e.g., retelling part of a space-themed story or invented alien adventure.
- Children write **information-type writing** (even very simple): e.g., “The sun is hot.” / “Stars are shiny.”
- Children use their writing in play: e.g., making a “space map,” writing tickets for a rocket trip, or “menu” for alien food — integrating writing into role play.

Drawing Club

What Drawing Club aims to

- **Ignite children’s imagination and creativity** — Drawing Club uses storytelling, drawing, play and “magic-button / secret-symbol” drawing prompts to give children a sense of wonder. It encourages them to view drawing and writing as imaginative, open-ended adventures rather than rigid tasks.
- **Support early language, literacy & fine motor development** — Through combining stories (books, cartoons, animations) with drawing and mark-making, Drawing Club helps children build vocabulary, engage with narrative structure (beginning, middle, end), practise early writing skills, and develop fine motor control.
- **Make learning playful, child-centred and joyful** — Rather than following a rigid scheme, Drawing Club emphasises play, experimentation, choice, and collaboration. It’s designed to be fun and inclusive

- **Encourage story-based learning and “meaningful drawing/writing”** — By starting each week with a quality text (story, picture book, animation), then drawing characters, settings, or story-inspired images — often adding “secret codes” or magic elements — Drawing Club gives children a narrative context and meaning for their mark-making, which supports imagination, oracy and literacy.
- The weekly cycle typically involves: reading (or viewing) a story or film, discussing it, introducing new vocabulary, then drawing — e.g. drawing a character, then a setting, then inventing “what-if” adventures.
- As children grow more confident, “secret symbols” and codes evolve from marks → letters → words → sentences; which helps build writing confidence progressively.

Week 1-Key Text- Chinese New Year

Communication & Language

Listening and attention

- Listening and recall of the Chinese New year Story. Can the children tell a partner what their favourite part of the story was? Can they explain why that was their favourite part? Can they retell the story?

Understanding

- Food tasting- noodles, prawn crackers, fortune cookies.
- Discuss what types of food we eat for celebrations e.g. birthdays, Christmas etc. Explain that this is the type of food Chinese people eat during their celebrations. Ask children what they think these foods will **taste like**. **Allow** children to taste the foods and discuss what they taste like and which they preferred.
- Show children other pictures of Chinese food and discuss.

Speaking

- Talk about their experiences of the food tasting.
- Express opinions of the different versions of the story.
- Explain how England and China are different

Literacy

- The Great Race- Read the story and ask children to act out and retell the story using story props.
- Writing Chinese New Year cards for family
- Looking at Chinese letters and practising to form some

RWI Phonics- Recap Week filling gaps and revisiting sounds children found tricky from last term.

<ul style="list-style-type: none"> • Explore social phrases by encouraging the children to say 'Happy New Year' to each other. Teach the children to say 'Happy New Year!' in Chinese. • Set up the role-play area as a Chinese Restaurant. Provide bowls and spoons along with chopsticks, woks, ladles, etc. Decorate it using lots of lucky red decorations. Encourage the children to make other items to go into their restaurant, such as role-play food and decorations. • Make a river – you could use blue fabric, hollow blocks or draw one on the ground with chalk. Then, provide these Chinese New Year Role-Play Masks to enable the children to role play the characters of the story. 		
<p>PSED My Happy minds- Focus- reintroduce Happy Breathing</p> <p>Making relationships</p> <ul style="list-style-type: none"> • Working with partners to create collaborative art work • Taking turns and working with others. <p>Self-Confidence and self-awareness</p> <ul style="list-style-type: none"> • Begin to express their own opinions with increasing confidence • Are the children confident to try new activities? <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • The children will work as part of a group • Begin to talk about how they and others show feelings. 	<p>Physical</p> <ul style="list-style-type: none"> • Using a variety of resources to explore writing Chinese letters and numbers. • Using scissors to cut out dragons. • Hold pencils using the three friends hold. • Encourage children to combine different movements to create a dragon dance. <p>Children could use some large pieces of fabric to create their dragon and explore different movements that can be performed in a long line. Encourage the children to explore moving in different ways.</p>	<p>Maths</p> <ul style="list-style-type: none"> • Combing 2 groups- 6,7,8 Mon + Tue • Explore and Compare length- Thur + Fri
<p>UTW</p>	<p>EAD</p>	

<ul style="list-style-type: none"> • Talk to the children about the different animals from the Chinese New Year story. Look at a Chinese Zodiac Calendar together and find out which animal represents the current year. The children may also like to find out which animal represents the year they were born. • Look at a globe or world map together and find where China is located. Draw information from the map to find China and other countries. <ul style="list-style-type: none"> • Food tasting- noodles, fortune cookies. Discuss what types of food we eat for celebrations e.g. birthdays, Christmas etc. Explain that this is the type of food Chinese people eat during their celebrations. Ask children what they think these foods will taste like. Allow children to taste the foods and discuss what they taste like and which they preferred. Show children other pictures of Chinese food and discuss. 	<ul style="list-style-type: none"> • Invite children to work collaboratively to create a dragon using chalk and natural materials in an outside area. • Encourage children to explore music-making and dance in small groups. Invite children to use musical instruments to create dragon dance performances. • Encourage children to develop storylines in their pretend play using these Chinese New Year Small World Characters. Children could retell and create stories. • Use this Chinese New Year Dragon and Lion Dances Video PowerPoint and encourage children to talk about the performances and express their feelings and responses.
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Week 2- Key Text – Monkey Puzzle

<p>Communication & Language</p> <ul style="list-style-type: none"> • Listen to a familiar story and join in with repeated phrases. • Answer questions about events and characters. • Retell and sequence the journey using story language. • Use new words and explore rhyming words • Hot seating to guess the animals by asking about descriptive features • Describe animals by giving clues • Use story baskets with animals and props to retell the story • 	<p>Literacy Introduce using Drawing club focus (see above for detail)</p> <p>Reading</p> <ul style="list-style-type: none"> • Talk about the beginning, middle, and end. • Predict what will happen will next. • Answer questions - ? • To recognise rhyming words in the text • Draw a simple short story map and retell the story
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<p>Key vocab - jungle • hot • habitat • animal • tail • wings • fur • scales • shade • water</p>	<p>Writing outcome focus</p> <ul style="list-style-type: none"> • Write labels for story items • Write a rehearsed phrase/ caption linked to the story after saying it aloud • Write own phrase/ caption • Use phonics knowledge to segment and spell simple words. <p>Writing outcome – Write dictated facts about jungle animals – A lion has a long tail.</p> <p>- label parts of an animals from the story – wing/ tail/</p>	
<p>PSED</p> <p>MyhappyMinds Lesson 1- Relate</p> <ul style="list-style-type: none"> • Recognise and talk about feelings such as being lost, worried and happy • Understand that feelings can change throughout a story • Begin to think about ways to feel safe when feeling unsure • Understand who helps keep us safe (parents, carers, trusted adults) • Talk about what to do if we feel lost or worried • Understand how to be kind and helpful to others • Recognise when someone needs help 	<p>Physical</p> <ul style="list-style-type: none"> • Move in different ways like jungle animals (swing, slither, stamp) • Balance and climb safely during active play • Follow movement instructions linked to the story 	<p>Maths</p> <ul style="list-style-type: none"> • Explore and Compare Height • Talk about time • Order and sequence time

<ul style="list-style-type: none"> • Talk about friendship, helping and working together 		
<p>UTW</p> <ul style="list-style-type: none"> • Identify animals found in a jungle / hot place • Describe simple animal features (tails, wings, size, colour) • Understand that animals live in different habitats • Talk about what animals need to survive (home, food, warmth) • Ask questions about animals and places • Begin to understand that families live all over the world 		<p>EAD</p> <ul style="list-style-type: none"> • Explore a range of materials to create jungle animals (junk modelling) • Choose colours and textures to represent animals from the story • Use movement and sound to represent animals from the story • Act out parts of the story through role play
<p>Week 3 + 4 Key Text Handa's Surprise</p>		
<p>Communication & Language</p> <ul style="list-style-type: none"> • Answer questions about events and characters. • Retell and sequence the journey using story language. • Hot seating to guess the animals/ fruits by asking about descriptive features • Describe animals/ fruits by giving clues • Use story baskets with jungle animals and fruit basket to retell the story <p>Key vocab - Africa/ animal/ fruits names/basket/ surprise/ village/ journey/ balance</p>	<p>Literacy</p> <p>Introduce using Drawing club focus (see above for detail)</p> <p>Reading</p> <ul style="list-style-type: none"> • Talk about the beginning, middle, and end. • Predict what will happen will next. • Answer questions? What happened to the fruit? • Draw a simple short story map and retell the story <p>Writing outcome focus</p> <ul style="list-style-type: none"> • Write labels for story items • Write a rehearsed phrase/ caption linked to the story after saying it aloud • Write own phrase/ caption • Use phonics knowledge to segment and spell simple words. 	

		Writing outcome – label fruits/ images from the story – mango/ hut/ sun etc write short phrases/ sentences linked to the text	
PSED	Physical	Maths	
<ul style="list-style-type: none"> • Understand friendship and kindness • Talk about feelings linked to sharing and surprises • Show care and respect for others 	<ul style="list-style-type: none"> • Develop fine motor skills through handling fruit and tools • Manage self-care linked to food and hygiene • Move confidently like animals in the story 	<ul style="list-style-type: none"> • Finding 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • 1 more with numbers to 10 • 1 less with numbers to 10 • Subitise with amounts to 10 	
UTW		EAD	
<ul style="list-style-type: none"> • Explore similarities and differences between the UK and hot countries • Use new vocabulary linked to hot places and habitats • Talk about similarities and differences between environments (hot vs local) • Learn about animals and habitats in hot climates • Understand where food comes from • Locate Africa on the world map • compare clothes for hot weather vs UK weather • Match fruit to where it grows • Real fruit exploration (touch, smell, taste if appropriate) – make a fruit salad 		<ul style="list-style-type: none"> • Explore with warm colours to create a background and add African silhouette • Create African textile print • use movement and sound to represent animals from the story • Act out parts of the story through role play • Explore African music • Read gift for Amma – share items purchased at the market and explore uses the senses/ compare with what we buy at supermarkets 	
Week 5- Key text - Meercat Mail			
Communication & Language		Literacy	
<ul style="list-style-type: none"> • Answer questions about events and characters. 			

<ul style="list-style-type: none"> • Retell and sequence the journey using story language. • Hot seating to guess the animals • answer questions about Sunny's journey and experiences . Which place did he like best? • Use story baskets with animals to re tell the story • To use new vocabulary linked to animals, places and travel <p>Key vocab - animal names/ mail/ postcard/ letter/ message/ address/ post/ home/ journey/ travel/desert</p>	<p>Introduce using Drawing club focus (see above for detail)</p> <p>Reading</p> <ul style="list-style-type: none"> • Talk about the beginning, middle, and end. • Predict what will happen next. • Answer questions? Why did Sunny leave home? • Draw a simple short story map and retell the story <p>Writing outcome focus</p> <ul style="list-style-type: none"> • Write labels for story items • Write a rehearsed phrase/ caption linked to the story after saying it aloud • Write own phrase/ caption • Use phonics knowledge to segment and spell simple words. <p>Writing outcome - Write/ draw a postcard home to parents/ carers about what the children love about their own homes/ family Children learn that writing is used to share messages. Links reading and writing to real-life purposes.</p>	
<p>PSED</p> <ul style="list-style-type: none"> • Talk about feelings such as happiness, loneliness and belonging • Understand that different families and homes are special 	<p>Physical</p> <ul style="list-style-type: none"> • To use gross motor movements to act out animal actions and journeys 	<p>Maths</p> <ul style="list-style-type: none"> • Recognise 3-D shapes • Find 2D Shapes on 3D Shapes • 3D Shapes in the environment

<ul style="list-style-type: none"> • Develop a sense of belonging and feeling safe • Discuss what makes them feel safe and happy • Discuss how families are different • Explore feelings such as excitement, disappointment and happiness 		
<p>UTW</p> <ul style="list-style-type: none"> • Easter Focus- Look at the Easter story and why we celebrate Easter • Easter bonnet Parade 	<p>EAD</p> <ul style="list-style-type: none"> • Create group colour collages using different materials and textures to represent what was bought at the market • Easter crafts- basket, bonnet 	

I