



Reception – Autumn Term 1 – Bringing the Rain to Kapiti

**Text:** Bringing the Rain to Kapiti Plain by Verna Aardema, illustrated by Beatriz Vidal

**Outcomes:** Labels and captions, re-tellings, simple explanations

**Main Outcome:** Tourist information leaflet

**Overview and Outcomes:**

In this sequence, the children begin by locating Kenya on a map and learning a traditional Kenyan song. Then a bird appears with an instruction around his neck! This leads them discovering a book telling the story of Kapiti Plain where there is no rain... They meet the hero – Ki-pat – who shoots the arrow that is to burst the rain cloud. After creating a musical score to re-tell a section of the text, a letter arrives asking the children to help write a tourist information leaflet. Phonics teaching is embedded throughout and suggestions for Continuous Provision are also made.

**Coverage from March 2017 Statutory EYFS Framework** The statements below are not 'single-lesson' objectives, but statements intended to be covered by the end of the EYFS. They will often be met in part and returned to across the year and some will be covered implicitly through the teaching of other objectives, tasks, activities or continuous provision

**PRIME AREA: Communication and Language**

Listening and attention:

- listen attentively in a range of situations
- listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions
- give attention to what others say and respond appropriately, while engaged in another activity

Understanding:

- follow instructions involving several ideas or actions
- respond to 'how' and 'why' questions about their experiences and in response to stories or events

Speaking:

- express themselves effectively, showing awareness of listeners' needs
- use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- develop own narratives and explanations by connecting ideas or events

**SPECIFIC AREA: Literacy**

.Reading:

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately - read some common irregular words
- demonstrate understanding when talking with others about what they have read

Writing

- use phonic knowledge to write words in ways which match their spoken sounds
- write some irregular common words
- write simple sentences which can be read by themselves and others
- spell some words correctly and others phonetically plausibly

Phonics Links: it is the choice of the school which phonics programme is followed but any references to stages of phonics learning and teaching pertain to Letters and Sounds.

**PRIME AREA: Physical Development**

Moving and handling:

- show good control and co-ordination in large and small movements
- move confidently in a range of ways, safely negotiating space
- handle equipment and tools effectively, including pencils for writing

**SPECIFIC AREA: Understanding the World**

People and communities:

- talk about past and present events in their own lives and in the lives of family members
- know that others don't always enjoy the same things and are sensitive to this
- know about similarities and differences between themselves and others, and among families, communities and traditions

The world:

- know about similarities and differences in relation to places, objects, materials and living things
- talk about the features of their own immediate environment and how environments might vary from one another



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**PRIME AREA: Personal, Social and Emotional Development**

Self-confidence and self-awareness:

- try new activities, and say why they like some activities more than others. - speak in a familiar group
  - talk about their ideas - choose the resources they need for their chosen activities
- Managing feelings and behaviour
- work as part of a group or class, and understand and follow the rules

Making relationships:

- play co-operatively, taking turns with others
- take account of one another's ideas about how to organise their activity
- show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

**SPECIFIC AREA: Expressive Arts and Design**

Exploring and using media and materials:

- safely use and explore a range of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being imaginative:

- represent own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
- use what they have learnt about media and materials in original ways, thinking about uses and purposes
- sing songs, make music and dance, and experiment with ways of changing them