



<p>Text: Oi Frog! By Kes Gray and Jim Field</p>	<p>Outcomes: Rhyming flip-books, questions, captions and labels Main Outcome: Own version rhyming narrative</p>
<p>Overview and Outcomes: In this ten-session sequence, which we suggest will take 3 weeks to cover, the children find rhyming animal-object pairs. They investigate who should sit where through the reading of Oi Frog and use Sound-talk to re-tell a page of the text. They devise their own rhyming pairs of animals and objects and through using strategies such as Supported Sentences, they write their own version rhyming narrative, revising Phase 2-4 of Letters and Sounds and applying elements of Phase 5 where applicable. Phonics teaching is embedded throughout and suggestions for Continuous Provision are also made.</p>	
<p>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.</p>	
<p>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</p>	<p>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.</p>
<p>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</p>	<p>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</p>
<p>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</p>	<p>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.</p>



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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