

Year group: Reception Term: Summer 1

Focus: Paws, Claws and Whiskers

Key Vocabulary:

Identify and name common mini beasts i.e caterpillar, butterfly, ladybird, worm, woodlice, spider, snail, slug.
Identify and name pets, farm animals, their babies and animals in the wider world and their body parts, feathers, scales, fur, hair, whiskers, claws, paws.
Dinosaur names, plant eater, vegetarian, carnivore, extinct
Jungle, cold/hot climate, habitat

Personal, Social and Emotional Development:

Show resilience and perseverance. Create simple challenges to develop problem solving skills.
Think about the perspective of others. Children to explain to others an emotion and how they dealt with it. Express their own feelings and consider the feelings of others
Understand how others might be feeling through experiences and stories bringing ideas into pretend play

Develop a sense of responsibility i.e. taking care of animals

Make healthy choices in what we eat, linked to growing vegetables.

RE: as theologians, we will:

Know and understand through the topic of Eucharist Pentecost-Good News

- That everyone has Good News to share –Explore
- Pentecost; the celebration of the Good News of Jesus –Reveal

Know and understand through the topic of Reconciliation-inter-relating

- We can make friends– Explore
- Jesus had good friends, what Jesus tells us about friendship - Reveal

Acquire the skills of assimilation, celebration and application of the above-Respond.

Expressive Arts and Design

Animal patterns/ colour/camouflage
Explore, use and refine a variety of artistic effects to express their ideas and feelings, develop colour mixing techniques- explore colours
Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different patterns and textures. Build simple structures selecting materials and explain choices
Take part in simple pretend play, develop more complex storylines in their pretend play using small world animals, farm set, vets/pet shop objects, props and puppets based on stories
Charanga Big Bear Funk-learn about the interrelated dimensions of music through singing, improvising and playing instruments.
Listen and Respond. Explore and create using voices and instruments. Singing nursery rhymes and action songs. Share and Perform

BIG Question: BIG Question:

Who takes care of the animals in our world?

Practise at Home:

Letter formation
Reading books, letter sound recognition and key words

Physical Development

Revise and refine the fundamental movement skills following Arena progression. EYFS Striking and Fielding, and Fundamental Athletics Develop the overall body strength, co-ordination, balance and agility.
Develop small motor skills using a range of tools competently, safely and confidently. Begin to show accuracy and care when drawing and using scissors
Develop and refine a range of ball skills including throwing, catching, passing, batting and aiming.
Develop the foundations of a handwriting style which is fast, accurate and efficient following RWI script and daily practise of letter formation

Communication and Language

Understand how to listen carefully and why listening is important. Listen and respond to adults and peers. Start a conversation where you have to take turns. Model turn taking.
Articulate ideas and thoughts in well-formed sentences. Model accurate irregular grammar such as past tense, plurals and complex sentences.
Describe events in detail using sequencing words based on experiences and stories
Enjoy listening to longer stories and remember much of what happens. Retell The Little Red Hen and Tiger Who Came to Tea using pictures and puppets. Daily story time.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story. See activities planned around core books, practise the vocabulary and language from the books, join in with repetitive phrases, and use stories in their creativity and play.
Use a wide range of vocabulary. Extend children's vocabulary related to topics and books. Use of story book language and meaning of new words in stories.
Begin to understand 'why' and 'how' questions through investigations and stories. Relate to Banks questioning
Sing a large repertoire of songs and recite rhymes and simple poems relating to topic and stories.
Listen to and talk about non – fiction texts to develop a deep familiarity with new knowledge and vocabulary

Mathematics

Have a develop understanding of number to 10, including the composition of each number. Add by counting on. Take away by counting back.
Verbally count to and from 20, recognising the pattern of the counting system.
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Mini beast hunt- make environments for mini beasts to live in.
Making a natural environment of where animals can stay and be looked after.
Visit to Newquay to Zoo

Key texts

Mad about Minibeasts Mad about Dinosaurs
Dear Zoo
The Little Red Hen
The Tiger Who Came to Tea
Harry and the Bucketful of Dinosaurs.

Literacy

Understand the five key concepts about print

- Print has meaning
- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of the different parts of a book
- Page sequencing

Children experience a wide range of print, signs, instructions, lists, book fiction and non-fiction
Model the five principles when reading as above.
Engage in extended conversations about stories and learning new vocabulary related to our topics and texts.
Use some of their print and letter knowledge in early/pretend writing such as writing lists.
Form lower case and capital letters correctly
Start to write some letters accurately using the RWI model for letter formation.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

Knowledge and Understanding of the World

Explore the natural world around them, making observations and drawing pictures of plants and animals.
Understand the effect of changing seasons on the natural world around them moving into summer
Understand the need to respect and care for the natural environment and all living things
Know some similarities and differences between the natural world around them and contrasting environments.
Draw information from a simple map. i.e map of Newquay Zoo and own pictorial maps.