



Theme / Topic: Come outside!

Big Questions: How can we look after our wonderful world?

Year Group: Reception	
<p>Focus of Learning / linked to topics:</p> <p>General themes include: Plants and flowers, weather/seasons, planting seeds and caring for plants, mini beasts including the lifecycle of a butterfly, recycling, outside at night. Children will know how to care for plants and observe the changes over time(peas and beans) – there will be an opportunity to plant some vegetables. they will explore aspects linked to looking after the local area and the wider world. They can create their own drawings through careful observation and know an increasing range of plant-based vocabulary. Children will also have the opportunity to explore changes over time through observations of caterpillars changing into butterflies. They will explore light and shadows, investigating casting their own shadows and the shadows of objects. Children can explore the changes in their own bodies as they have grown and compare to when they were babies.</p>	<p>Prior Learning / linked to topics:</p> <p>Children have planted flowers in nursery and watched them grow from seed to flower. Children will have explored a range of different animals and their habitats Children enjoy the very hungry caterpillar story as part of reading for pleasure time in small and large groups. Children have encountered water freezing and melting naturally when looking at the seasons Children have thought about how they grow and change in RE and RSHE through growing and all about me topics.</p>
<p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p>	
<p>Prime Areas:</p>	
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • To control their emotions using a range of techniques. • To set a target and reflect on progress throughout. • To know that some foods are unhealthy. • To know the names of common fruits and vegetables. • To manage own basic needs independently. • To show a 'can do' attitude. • To work collaboratively as a group, responding to each other's ideas. • To begin to develop relationships with other adults around the school. <p>Walk to School week and Healthy Eating week WB 15th May</p>	<p>Key vocab / key questions:</p> <p>Kindness, considerate, thoughtful, feelings/emotions, planning, overcoming problems, adapt, develop, I can, challenging, staying safe, listening, compromise, conflict, resilience, collaborate, teamwork, target, goal, achieve, reflect, healthy, unhealthy, fruit, vegetables, vitamins, ,</p> <p>How am I feeling today? How does my body react to this feeling? How might my friend be feeling? Can I help? What did you think of their ideas? What did you want to do? What stopped you from doing that? How did you sort things out? Tell me about what went wrong? How can you overcome this and work things out? What could you do next? How would Mr. Bump solve this problem? Are you like Mr Clever, having your own ideas about what to do?</p>

<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> ● To understand questions such as why and how. ● To ask a variety of questions to find things out and clarify understanding. ● To link statements and stick to a main theme. ● To use talk to organise, sequence and clarify thinking, ideas, feelings and events. ● To answer 'why' questions linked to stories, non-fiction text and other areas of learning. 	<p><u>Key vocab / key questions:</u> Retell, Rhonda the Reteller, Charlie the Clarifier, sequence, story, problem, characters, setting, vocabulary, non-fiction, fiction, how, why, problem, I think... because, I agree... because, I disagree... because</p> <p>Do you agree / disagree with what _____ thinks? Why do we need to eat fruit and vegetables? Can you tell me more about how you made that? What did you need to do first, after that etc? Why do you think your model kept falling over? What could you do to sort that? Why did the character in our story feel sad? What did Jasper do to grow his beanstalk? What did the caterpillars do before they became butterflies? How does the story start? What do you think will happen next? Can you retell this story in your own words? Can you use our new, special vocabulary words throughout the day? Can you ask a question like Charlie the Clarifier?</p>
<p><u>Physical</u></p> <ul style="list-style-type: none"> ● To aim when throwing and practise keeping score. ● To learn to play against an opponent. ● To follow instructions and move safely when playing games. ● To work cooperatively as a team. ● To explore striking a ball and keeping score. ● To sit, run and glide using a balance bike when following a given pathway. ● To hold scissors correctly and cut out small shapes. ● To start positioning letters on a line. ● To paint using thinner paintbrushes ● Fill containers with narrow openings using sand and water 	<p><u>Key vocab / key questions:</u> Gymnastics, travel, pathway, body shape, wide, tall, small, safe, movement, control, rolling, jumping, sequence, repeat, copy, over, under, through, balance, run and glide, letter formation, lead in, position, grip.</p> <p>Can you think of another way of moving? What actions can we put together to make a sequence? Who do you think created the best sequence and why? How will you stay safe when using the apparatus? How does your body feel when you're doing exercise? Why is exercise important? Where does every letter start? What do you need to remember when you are holding your pencil?</p>
<p><u>Specific</u></p>	
<p><u>Literacy</u></p> <ul style="list-style-type: none"> ● To recognise the first 3 set 2 special friends – 'ay, ow and oo' ● To recognise, on sight, red words – 'want, what, all, call, small, tall.' ● To begin to practise reading and spelling two syllable words. ● To begin to read more complex four and five sound words (including CCVC/CVCC words) e.g. trunk, stamp, chimp, rocket ● To read books matching their phonics ability ● To begin to write longer words which are spelt phonetically. ● To practise holding a sentence in their head before writing it. 	<p><u>Key vocab / key questions:</u> Books, stories, Fred talk, Fred in your head, Fred fingers, special friends, red words (tricky words), caption, sentences, blend, segment, capital letters, full stops, Rhonda the reteller, Charlie the Clarifier, understand, characters, setting, finger spaces.</p> <p>How many Fred fingers do we need to write the word plant? Tell me the sounds. What special friends can you spot in the word grow? What do we need at the start/end of a sentence? What happened in the story? Where was the story set? Can you help me spell the word butterfly? What sounds can you here? What do you need to include at the start of writing your name?</p>

<ul style="list-style-type: none"> ● To begin to use capital letters at the start of a sentence. ● To begin to use finger spaces and full stops when writing a sentence. ● To begin to form letters in a consistent size. ● To <u>spell</u> some set 1 red words. ● To begin to read their work back. ● To begin to answer questions about what they have read. ● To use vocabulary that is influenced by their experiences of books. 	<p>How will you make all of your words separate in the sentence? Can you tell me what you want to say before writing it down? Can you hold the sentence in your head? Can you retell the story using your own words? How did the characters behave/feel? Describe the ----- character. Why was Jasper unhappy? What do you think will happen next? What words did we hear at the start of the story? Which stories have you heard that start the same way?</p>
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> ● Continue to develop their counting skills, counting larger sets as well as counting actions and sounds ● Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame ● Compare quantities and numbers, including sets of objects which have different attributes ● To recognise numbers to 20. ● To revise number bonds to 5. ● Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 ● To explore how to make numbers above ten using tens and ones. ● To match the number to quantity ● Find the total number of items in two groups by counting on from the biggest number. ● To recite numbers in order up to 25. ● To add and subtract numbers ● To order numbers to 20. ● To find the missing number. ● To order three given numbers e.g. 7, 15, 18 ● To find the missing number in an addition and subtraction sentence problems. ● To select and rotate shapes to recreate pictures and patterns. 	<p><u>Key vocab / key questions:</u></p> <p>number, digit, tens, ones, total, plus, add, and, altogether, count on, subtraction, subtract, take-away, minus, leaves, left, biggest, smallest, greatest, numerals, number bonds, estimate, compare, order, missing number, 5 frame, 10 frame, whole, part, shape, rotate, double, half, share, equal parts, equal groups, agree, disagree, prove it.</p> <p>How many cars are there altogether? Show me on your fingers the partner I need to make 5. Can you show me another way to make 5? How many ways can we make 10? How many more would I need to make 10? I think 7 plus 2 equals 10. Do you agree or disagree? How can you prove it? How will you order these numerals? Are they getting bigger or smaller? Where does this number go in our number track? How do you know? Which vase has the most/least flowers? Can you check this by counting? I have got 10 coins altogether but some are hidden inside my pot. How many coins are hidden? What is the missing number? Can you show me how to solve this using out part-whole model? What does double/half mean? How can I make sure we share the dinosaurs fairly between 2 children? What is half of 8? How can we find out? I think half of 10 is 6. Do you agree or disagree? Prove it. What happens when I double a number?</p>
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> ● To know about the past through settings, characters and events encountered in books read in class and storytelling. ● To talk about the life cycle of a butterfly and record the changes over time. ● To talk about how they have changed over time. Pupils will talk about how they have changed since they were a baby. 	<p><u>Key vocab / key questions:</u></p> <p>Past, present, month, year, Spring, Summer, changes, seasons, investigate, fair test, life cycle, chrysalis, cocoon, caterpillar, transformation, bean, pea, vegetables, grow, change, leaves, seeds, describe, sort, similar, different, rough, smooth, hard, soft, spiky, loud, quiet, freeze, melt, shadow, light, dark, country, family, brothers, sisters, Nan’s, Grandad’s, mums, dads.</p> <p>What season are we in and how do you know? How is the weather changing?</p>

<ul style="list-style-type: none"> ● To know that people in other countries may speak different languages. (Spanish) ● To explore examples of different families. ● Know that their own experiences differ to those of others. ● To observe the growth of seeds and talk about changes. ● To know how to care for growing plants. ● To recognise, name and describe the life-cycle of a plant. (linked to peas and beans.) ● To reflect what they observe through drawings of growing plants. ● Describe what they see, hear and feel whilst outside with a wider range of vocabulary e.g. hard, soft, spiky, quiet, loud. ● To explore an object casting a shadow when making shadow puppets linked to different stories. ● To sow peas, beans and other plants. ● To know that some animals are nocturnal. 	<p>Was everybody in our class born in England? Does everybody speak English? What other languages do you know? What language do they speak in Spain? Where is Spain? What would it be like to live there? How is it similar or different to England?</p> <p>What will our peas and beans need to begin to grow? Would they begin to grow if they weren't planted in soil? Which will grow to be the tallest/shortest?</p> <p>How could we investigate this? How could we make it a fair test?</p> <p>What have you noticed today about the plants? How many leaves has the bean plant got now?</p> <p>How does the butterfly start its life? How does it change?</p> <p>How can you record what has happened to tell everyone else?</p> <p>Who is part of your family? Does everyone have a mum and dad? Who has a big sister/brother?</p> <p>What does this object look like/feel like? What words can you use to describe it? Can you find anything else outside that is spiky/hard/smooth?</p> <p>What does the word nocturnal mean?</p> <p>What can we do to look after God's wonderful world?</p>
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ● To plan what they are going to make (cooking, construction, junk modelling) ● To draw more detailed pictures of people and objects. ● To manipulate materials. ● To create observational drawings. ● To experiment with mixing colours to match the colour they want to represent. ● To join in with year group singing time. ● To act out well known stories. ● To follow a musical pattern to play tuned instruments. ● To create narratives based around stories <p>Additional weekly music sessions with outside provider.</p>	<p><u>Key vocab / key questions:</u></p> <p>Plan, make, build, materials, creative, join, details, attach, mix, music, instruments, musical pattern, story, setting, character, colours, mixing, paint, change, lighter, darker, matching colour, role-play.</p> <p>What do you want to make? How will you start? What other resources will you need? How could you make your own Beanstalk? How will you attach the leaves? How could you make it even stronger?</p> <p>What happens when we mix colours together? How can we make a colour lighter/darker? Why have you picked this colour?</p> <p>Which character will you be when you act out your story? Can you remember what they say in our story? What sort of voice will you need? What instrument would you choose to show the Giant moving? What instruments can you hear? Which instrument would be good to represent Jack climbing up the beanstalk? Looking at the pictures, can you copy the musical pattern. Can you use different pictures to create your own musical pattern?</p>
<p><u>R.E</u></p> <p>Good News - What is Good News? Know and understand:</p> <ul style="list-style-type: none"> ● That everyone has Good News to share - Explore ● Pentecost: the celebration of the Good News of Jesus - Reveal <p>Acquire the skills of assimilation, celebration and application of the above - Respond</p>	

Friends - Is it good to have friends?

Know and understand:

- 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**

RSHE

Life to the full:

Created to Love Others: Module 2, Unit 3, Keeping Safe

Journey in Love:

Spiritual – children will be able to celebrate the joy of being a special person in God’s family

Children will be able to: Celebrate the joy of being a special person in God’s family.

To know how we celebrate each other (birthdays, christening, gifts...)

To talk about celebrations that happen in church

To know how we can celebrate being a special part of God’s family

To know how to celebrate the joys of being unique and special to God

Safe Messages

A1,2,3,6, 8 B1,2,4,6, 9 C4,5,6,10 D1,2 F7 H1,2,3,4 I1,2

Topic Resources:

Books to be used:

There’s a Tiger in the garden

On Sudden Hill

One Spring Day

The Very Hungry Caterpillar

Oliver’s Vegetables

The tiny Seed

Other suggested Books

Jack and the Beanstalk

Jasper's Beanstalk.

This way Little Badger.

When Grandma Came.

Harry's Garden (Non-fiction)

Flowers, Fruits and Seeds (non-fiction)

Looking at Light (non-fiction)

Making Sense of it All

Light and Dark (non-fiction)