

Year R Summer 1

It's a bugs life!

BIG QUESTION...

How do different living things grow and change?

Frogs, Butterflies and Ladybirds

In Reception this half term we will become garden detectives as we explore some of the varied habitats in our wonderful outdoor garden and find out about some of the different amazing creatures that live there. We will learn about the lifecycles of frogs, butterflies and ladybirds and notice how they change as they grow. We will be planting seeds and finding out where the fruits and vegetables we love come from.

The children will also take a look at themselves in the past as babies, how they have grown so far and what they might look like in the future.

We just know our team of young 'naturalists' will be *buzzing* with enthusiasm for this journey into the wonders of our wonderful world!



Characteristics of Effective Learning-

- Active Learning (motivation): Being involved and concentrating; enjoying achieving what they set out to do; keeping on trying.
- Playing and Exploring (engagement): Being willing to have a go; finding out and exploring; playing with what they know.
- Creating and Thinking Critically (thinking): having their own ideas; making links; choosing ways to do things.

In this topic we will....

Communication and Language <ul style="list-style-type: none">• Listening, Attention and UnderstandingSpeaking	<ul style="list-style-type: none">• We will listen to stories trying to anticipate key events and respond with relevant questions or comments• We will broaden our vocabulary learning new words linked to the topic• We will begin to develop our own ideas for stories connecting ideas and events• We will try to answer how and why questions in relation to class discussions.• We will begin to answer questions with complete sentences• We will give instructions to each other listening and responding appropriately.• We will use talk to work out problems and organise our thinking, to explain how things work and why they might happen
Physical Development <ul style="list-style-type: none">• Gross Motor SkillsFine Motor Skills	<ul style="list-style-type: none">• We will manage our risk and discuss ways of keeping ourselves and our friends safe when making choices in our play.• We will challenge ourselves physically and build our strength to try and cross the monkey bars or use the wall apparatus safely.• We will work on holding our pencil in a tripod grip• We will continue to develop our skills in dressing and undressing independently and folding our clothes (PE sessions)• We will successfully use zips and buttons when dressing and undressing independently.• We will practise throwing, catching with our hands and sending and receiving a ball with our feet.
Personal, Social and Emotional Development <ul style="list-style-type: none">• Self- Regulation• Managing Self Building Relationships	<ul style="list-style-type: none">• We will explore the theme of 'Healthy choices' in relation to food, sleep and personal hygiene.• We will learn about how we need exercise to keep us healthy• We will continue to work on naming our feelings when we are experiencing big emotions using the zones of regulation colour boards.• We will continue to learn about how we might feel in the different colour zones of regulation and begin to add to our Toolbox of strategies to enable us back to the green zone.• We will continue to develop resilience and perseverance in the face of challenge.
Literacy <ul style="list-style-type: none">• Comprehension• Word Reading Writing	<ul style="list-style-type: none">• We will practise reading all our phase 2 and 3 GPCs ensuring that we say the phoneme correctly and are confident in recognising our letter shapes (graphemes).• We will continue to practise reading and writing some tricky words• We will read short captions and sentences together using our phonic knowledge to blend the words.• We will write for a purpose, increasingly independently• We will embed our knowledge of our phase 3 GPCs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er.• We will read words with short vowels with adjacent consonants• We will read longer words, compound words and words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, - est• We will read and share a range of stories and non-fiction texts linked to life cycles.• We will read the tricky words: said so have like some come love do were here little says there when what one out today

	<ul style="list-style-type: none"> • We will practice forming our letter shapes correctly and begin to develop a consistent size we will explore letter formation families and begin to write with our letters sitting on a line. • We will write simple sentences in our own mini stories using our phonic knowledge.
Mathematics <ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • We will continue to develop our skills in recognising numbers to 20 and beyond. • We will develop our understanding of number bonds within 5 and 10. • We will begin to use a number track to solve addition and subtraction problems. • We will explore odd and even number patterns. • We will find out about doubles and halves linked to number and solve simple problems linked to sharing items equally. • We will explore symmetrical patterns. • We will continue to find 2D shapes and learn how to explain shape arrangements and manipulate them.
Understanding the World <ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World 	<ul style="list-style-type: none"> • We will observe pattern and change in the changing of the season from spring to summer. • We will observe change over time in the growing of potatoes and planting of flower seeds – specifically sunflower seeds. • We will observe how caterpillars change and grow into butterflies. • We will discuss different habitats in our garden and why different creatures live there. • We will observe change in ourselves from looking at baby photos and talking about how we have changed. • In our RE we will explore the theme of creation and listen to different creation stories. • In our RE We will consider why plants die
Expressive Arts and Design <ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive 	<ul style="list-style-type: none"> • We will learn simple poems and rhymes by heart related to our minibeast topic • We will observe living creatures and represent them through drawing, construction and painting. • We will explore joining items in different ways using tape, split pins, glue etc. • We will join in with role play activities acting out familiar stories and trying to use some story language. • We will explore and engage in music making and dance, performing solo or in groups.
<p>Early Years teaching is different to KS1 as our emphasis is on working practically and learning through play. We take into account the children’s interests often planning in the moment and adapting activities to follow their interests. All areas of the curriculum can always be found in our free flow resources and open-ended activities.</p> <p><i>Although the activities listed above have been planned at the beginning of this topic, the teaching team may tweak or change them in order to focus on engaging, enthusing and motivating the learners in their classes.</i></p>	

TOP 5 words to know by the end of this topic:

Grow

Lifecycle

Symmetry

Change

Creation

Useful websites to enhance learning:

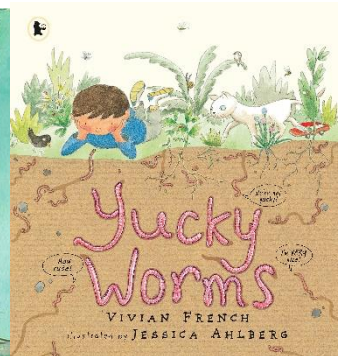
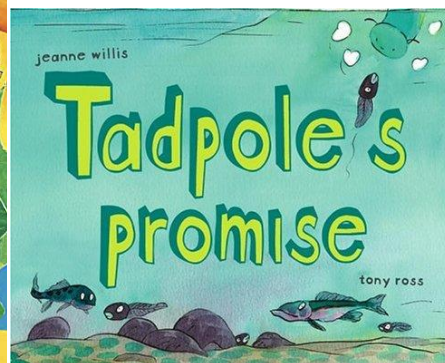
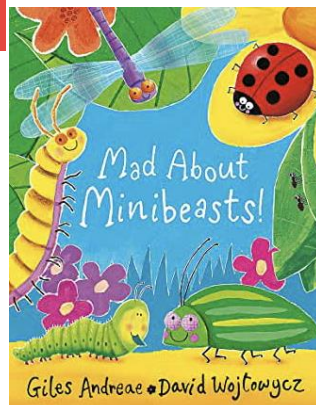
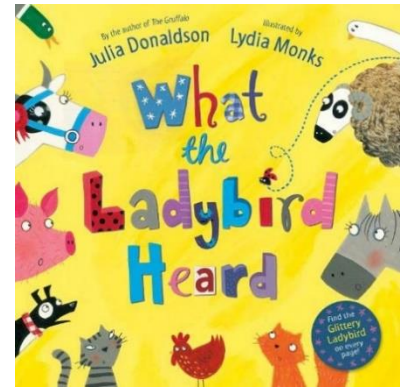
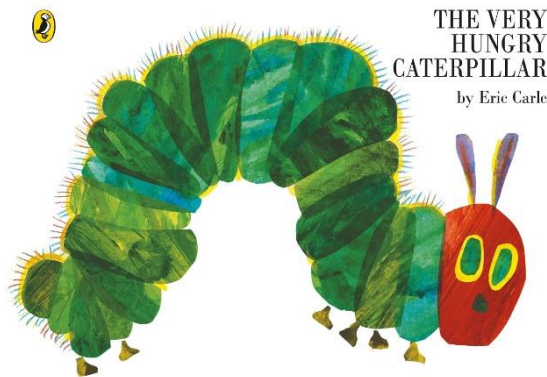
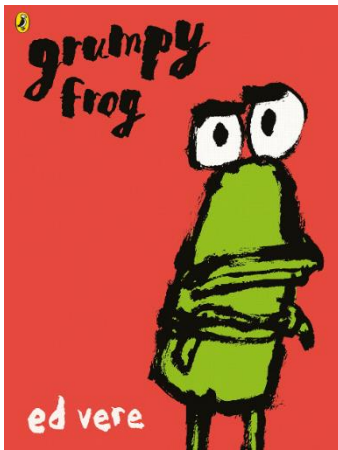
<https://www.ictgames.com>

<https://www.topmarks.co.uk>

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

<https://www.phonicsplay.co.uk/resources>

Great books you could read:



Enrichment opportunities:

- Minibeast hunting
- Observing caterpillars to butterflies
- Planting and growing our own sunflowers
- Planting and growing our own vegetables
- Making fruit kebabs with fruit from the Very Hungry Caterpillar

British Values

Individual liberty

We can make our own choice. Is it a good choice?

Behaviour for learning

Teamwork