



RECEPTION CURRICULUM NEWS - SUMMER TERM 1



KEY TEXTS

Oliver's Milkshake by Vivian French
What the Ladybird Heard by Julia Donaldson
Farmer Duck by Martin Waddell
Supertato and other Supertato stories by Paul Linnet and Sue Hendra
Runaway Pea by Kjartan Poskitt
Carrot Club by Twinkl
Farmyard Hullabaloo by Giles Andreae

OUR TOPIC BIG QUESTIONS

DOWN ON THE FARM
How do farms help us?

ENRICHMENT

- Trip to the Farm
- Continuing to grow and care for vegetables
- Milkshake/smoothie making
- Bikeability
- Parent Coronation Celebration event
- Eid

SMSC DEVELOPMENT

- Children learning about different faiths and festivals from a parent visitor
- Reception class assemblies
- School trip to the farm
- Picture news used to teach British Values
- Visits from parents linking to their professions
- 5 by 5 grid

GENERAL THEMES

These themes may be adapted at various points to allow for children's interests to flow through the provision

- Growing our own food linking to Get Griffe Growing
- Where does our food come from?
- What animals live on the farm?
- Farming past and Present working animals to vehicles
- Designing our own vehicles.

JIGSAW PSHE

RELATIONSHIPS

- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend

PRIME AREAS OF LEARNING

COMMUNICATION AND LANGUAGE

C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, and many more. We will support children by helping them to:

- Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events – making our learning sticky!

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We support children to regulate and manage their own behaviour and feelings each day. This includes helping children to develop their concentration, behave in positive 'pro-social' ways, thinking before acting, curbing their impulse behaviours and applying their own strategies to control their emotions. This term, we will focus on:

- How to be a good friend and know what makes a good relationship.
- Try to solve friendship problems when they occur
- Help others feel part of a group
- Show respect in how they treat others
- Know how to help themselves and others when they feel upset or hurt.

PHYSICAL DEVELOPMENT

GROSS MOTOR

- Obstacle activities
- children moving over, under, through and around equipment
- Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.
- Dance / moving to music

FINE MOTOR

- Threading, cutting, weaving, playdough, Fine Motor activities.
- Develop pencil grip and letter formation continually
- Use one hand consistently for fine motor tasks
- Cut along a straight line with scissors /
- Start to cut along a curved line, like a circle / Draw a cross

SPECIFIC AREAS OF LEARNING

ENGLISH

WORD READING

Short vowels with adjacent consonants
longer words and compound words

Tricky words: said so have like some come love do were here little says there when what one out today

Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.

READING COMPREHENSION

- Stories from other cultures and traditions
- Retell a story with actions and picture prompts as part of a group
- Use story language when acting out a narrative. Rhyming words.
- Can explain the main events of a story
- Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.
- Parents reading stories

WRITING

- Writing lists
- Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.
- Form lower-case and capital letters correctly.
- Recount of our trip to Packington Farm.

MATHEMATICS

NUMBERS TO 20 AND BEYOND

- Building numbers beyond 10
- Continuing patterns beyond 10
- Verbal counting up to and beyond 20
- Verbal counting patterns

ADDITION AND SUBTRACTION

- Adding more and taking away
- How many do I have?

EXPLORING SHAPE

- Selecting shapes for a purpose
- Rotating and manipulating shapes
- Explaining shape arrangements
- Composing and decomposing shapes
- Copying 2D shape pictures
- Finding 2D shapes within 3D shapes

UNDERSTANDING THE WORLD

- Discuss which food comes from our farms. Children to know that milk, vegetables, wheat, meat comes from British farms.
- To name farm animals and to know and the names of their young e.g cow and calf, pig and piglet, horse and foal
- Farms past and present—using animals or vehicles to help on the farm.
- Past and present shops, linked to Tiger who came to Tea, inc. milkman, green grocer, butcher, bakery
- Beginning to look at maps and features of a map, using 'What the Ladybird Heard' as a stimulus, and relating this to a map of our school.
- Parent come to share the celebration of Eid
- Continuing to discuss and learn about growing and plant life cycles
- Making milkshakes using milk from the farm and strawberries from our garden, linking farm to fork.
- To continue to look for seasonal change in our school environment, building on from previous terms learning. Also linking to sun safety and dressing for the weather
- Use bee-bots on simple maps, programming to move and turn in different directions. To plan a route around a set of obstacles. Encourage the children to use navigational language.

EXPRESSIVE ART AND DESIGN

- Map drawing of the school grounds and of farms
- Singing and songs linking to farms, animals and food
- Playing claves to accompany singing
- Encourage children to create their own music.
- Junk modelling resources enhanced to include split pins, treasury tags to promote new joining techniques
- Retelling familiar stories.
- Making props to support imaginative role play games
- Using wooden blocks to make farms
- Children independently mixing colours and shades to create their own artwork.