



RECEPTION CURRICULUM NEWS - SUMMER TERM 2



KEY TEXTS

Dinosaur Lady by Linda Skeers
Am I Yours? by Alex Latimer
The Dinosaur's Egg by N Christina Butler and Val Biro
Tyrannosaurus Drip by Julia Donaldson
Non-Fiction Texts linked to dinosaurs
Bumpus Jumpus Dinosaur Rumpus by Tony Mitton
Gumdrop and the Dinosaur by Val Biro

OUR TOPIC BIG QUESTIONS

**WALKING WITH
DINOSAURS!**
How can we find out
about the past?

ENRICHMENT

- Dinosaur visits school
- Fossil dig
- Eid
- Healthy Eating Week
- Father's Day
- World Environment Day
- Transition play leaders with FS1/Y1

SMSC DEVELOPMENT

- Reception class assemblies
- Picture news used to teach British Values
- Visits from parents linking to their professions
- 5 by 5 grid
- Transition events into Year 1

GENERAL THEMES

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

- Fossils – Mary Anning
- Dinosaurs – how do we learn about dinosaurs?
- Classifying dinosaurs (Carnivores, Herbivores, Omnivores)
- Life cycle linking to Changing Me PSHE unit (animals that come from eggs, how we change as we grow)

JIGSAW PSHE

CHANGING ME

- I can name parts of the body
- I can tell you some things I can do and foods I can eat to be healthy
- I understand that we all grow from babies to adults
- I can express how I feel about moving to Year 1
- I can talk about my worries and/or the things I am looking forward to about being in Year 1
- I can share my memories of the best bits of this year in Reception

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:

- Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.
- Select books containing photographs/pictures, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books.

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:

- I understand that everyone is unique and special
- I can express how I feel when change happens
- I understand and respect the changes that they see in themselves
- I understand and respect the changes that they see in other people
- I know who to ask for help if they are worried about change

PHYSICAL DEVELOPMENT

GROSS MOTOR

- Races / team games involving gross motor movements
- dance related activities
- Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
- Gymnastics
- Balance

FINE MOTOR

- Threading, cutting, weaving, playdough FMC activities
- Form letters correctly
- Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture
- Start to draw pictures that are recognisable
- Build things with smaller linking blocks, such as Duplo or Lego

SPECIFIC AREAS OF LEARNING

ENGLISH

WORD READING

Phase 3 long vowel graphemes with adjacent consonants words ending in suffixes: -ing, -ed / t/, -ed /id/ /ēd/, -ed /d/ -er, -est longer words and compound words

Tricky words: review all words taught this year

Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.

End of term assessments

READING COMPREHENSION

• Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.

- Make predictions
- Beginning to understand that a non-fiction gives information and fiction means story.
- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
- Sort books into categories.

WRITING

• Story writing, writing sentences using a range of tricky words that are spelt correctly.

- Beginning to use full stops, capital letters and finger spaces.
- Using familiar texts as a model for writing own stories.
- Character description through riddles
- Non fiction writing to inform.

MATHEMATICS

SHARING AND GROUPING

- Exploring sharing, including sharing sets of objects
- Exploring grouping and grouping objects together
- Sharing even and odd numbers
- Doubling

PATTERNS, POSITIONAL LANGUAGE AND VISUALISATION

- Identifying repeating patterns
- Creating and exploring own patterns

- Using construction to replicate and build scenes
- Visualising from different positions
- Describing position
- Exploring mapping and representing maps using objects
- Create maps from familiar places and story settings

DEEPENING UNDERSTANDING AND CONSOLIDATION OF LEARNING

UNDERSTANDING THE WORLD

- Can children talk about their homes and what there is to do near their homes?
- Look out for children drawing/painting or constructing their homes.
- Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.
- Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?
- To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.
- Learn about what a palaeontologist is and how they learn about

dinosaurs by looking at fossils. Introduce Mary Anning as the first female to find a fossil.

- Share non-fiction texts that offer an opportunity for children to pose their own questions and find the answers.
- To be able to group and classify dinosaurs based on diet and appearance.
- To understand that dinosaurs came from eggs and name other animals we know that come from eggs (Linking to sticky learning about animals)
- To draw using Mini Mash, selecting different colour, pen and thickness tools.
- To experiment with different effects and drawing software

EXPRESSIVE ART AND DESIGN

- Puppet shows: Provide a wide range of props for play which encourage imagination and retelling of stories.
- Clay impression fossils
- Using straws to create dinosaur skeletons, copying the shapes and sizes of bones
- Junk modelling houses linking to Derby project, using a range of collage materials for effect e.g. small snips for grass, layered paper for tiles, patterns for bricks etc
- Colour mixing, wax resistant painting – fossils
- Father's Day Crafts