

Topic: Minibeasts and MegaBeasts (Summer Term - Second Half)				Year Group: Reception		
	1	2	3	4	5	6
<b>Prime Areas</b>						
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<p>Play co-operatively, taking turns with others and resolving conflicts.                      Take account of one another’s ideas about how to organise their activity.                      Show sensitivity to others’ needs and feelings.                      Form positive relations with adults and peers.</p> <p>Confident to try new activities and say why they like some activities more than others.                      Confident to speak in a familiar group and will talk about their ideas.                      Choose the resources they need for their chosen activity.                      Will articulate when they do or don’t need help.</p> <p>Able to talk about how they and others show feelings.                      Talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.                      Work as part of a group or class and understand and follow the rules.                      Able to adjust their behaviour to different situations and take changes of routine in their stride.</p>					
<b>COMMUNICATION AND LANGUAGE</b>	<p>Listen to stories with increasing attention and recall.                      Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.                      Maintain attention, concentrate and sit quietly during appropriate activity.                      Listen to stories, predict events respond to what they hear with relevant comments.                      Pay attention to what others say and respond appropriately.                      Answer ‘why’ and ‘how’ questions about their own experiences in response to stories or events.                      Develop ability to follow instructions involving several ideas or actions.                      Use language to imagine and recreate roles and experiences through play.</p>					
	<ul style="list-style-type: none"> <li>-Circle times (speaking and listening activities/games)</li> <li>-‘Pic’ (picture) of the week (to develop vocabulary, inference, prediction, explanation and reasoning skills)</li> <li>- Words of the week</li> <li>-Topic talk sessions (linked to class topic/theme and current affairs/events)</li> <li>-Class texts and daily story time (repetitive texts with repeated words/phrases)</li> <li>- Role play corners/planned activities linked to personal experiences</li> <li>- Adults to join in with imaginative play and role play, encouraging children’s use of language to talk about what is happening and act out scenarios</li> <li>-Planned collaborative and turn taking games/activities</li> </ul>					
<b>PHYSICAL DEVELOPMENT</b>	<p>Experiment with different ways of moving.                      Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.                      Show increasing control over an object in pushing, patting, throwing, catching or kicking it.                      Show good control and co-ordination in large and small movements.                      Move confidently in a range of ways, safely negotiating space.                      Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.                      Handle equipment and tools effectively, including pencils for writing.</p>					

	<p><b>Use simple tools to effect changes to materials.</b>  <b>Handle tools, objects, construction and malleable materials safely and with increasing control.</b>  <b>Develop formation of recognisable letters. Continue to develop correct formation of cursive script letters.</b></p>					
	<p><b><u>The Very Hungry Caterpillar</u></b></p>			<p><b><u>Rex to the Rescue</u></b> (six dinosaur eggs have mysteriously disappeared and it is up to Rex the dinosaur the to find them!)</p>		
	<p><u>Warm up - Beans Game</u>  Children to respond accordingly as the adult calls out the following beans:  Chilly Bean – get warm by rubbing arms!  Jumping Bean – jump high in the air  Broad Bean – take huge steps and stomp around</p> <p><u>The Very Hungry Caterpillar</u>  -Roll a ball with hands in and out of obstacles e.g. cones like the caterpillar moving to each of the different fruits. Try dribbling the ball in and out of the obstacles with feet.  -Move a small ball from hand to hand (arms stretched up in the air). Start slowly and try to get faster like the Hungry Caterpillar wiggling inside the cocoon.</p>	<p><u>Warm up - Beans Game</u>  Children to respond accordingly as the adult calls out the following beans:  Runner Bean – run in different directions  Baked Bean – lie down in the sun and rest for five seconds  Jelly Bean – stand still and wiggle!  Include last weeks beans in today’s game as well.</p> <p><u>The Very Hungry Caterpillar</u>  -Sit on the floor and roll a ball along the floor and around your body like the butterfly circling in the air. Try with both hands and then one hand.  - Practise rolling the ball down your legs (whilst sitting with legs out straight) and around your body.</p>	<p>Relay Games</p> <p>- Divide children into teams. Teams to line up. First child to roll a ball with hands in and out of obstacles e.g. cones like the caterpillar moving to each of the different fruits. Run back, tag next child in line and repeat. Try dribbling the ball in and out of the obstacles with feet.</p> <p>- Divide children into teams. Teams to line up. First child to have a ball (caterpillar egg). Pass it over their head to the child behind them (taking care to not drop the egg!). Continue passing the ‘egg’ along the line until it reaches the last child. Last child to run to the front with the egg and repeat.</p>	<p>-Practise running to help save the eggs! (run forwards and backwards on a signal; stop quickly on a second signal).</p> <p>- Practise catching the eggs if they fall from a pterosaur’s claws (bounce and catch a big ball on the spot. Try with a small ball. How about clapping before catching the ball. Try throwing the ball up in front of you, letting it bounce and moving to catch it).</p>	<p>Continue to practise catching the dinosaur eggs (balls).</p> <p>Work with a partner for ‘back up’!  -Practise taking turns to drop a large ball for your partner to catch. Start off close together and gradually move back to challenge yourselves if successful.  - Try bouncing a small ball for your partner to catch.  - Practise reacting as soon as the ball is dropped by moving forward to catch it. Hold balance on one leg as you move forward and catch the ball.</p>	<p>Invasion Games</p> <p>-Rescue the dinosaur eggs from the pterosaur’s nests (pairs of children to have a hoop with several pieces of small equipment (eggs) inside e.g. bean bags, coits, small balls). One child to ‘guard’ the nest (hoop) whilst the other runs and ‘steals’ a piece of equipment from another nest to place in their own. Play for a set time. How many ‘eggs’ did you manage to rescue?</p> <p>-Repeat ideas but with dinosaurs only being allowed to hop/jump to another nest.</p>
<b>Specific Areas</b>						
<b>PHONICS</b>	<p><b>Hear and say the initial sound in words.</b>  <b>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</b>  <b>Link sounds to letters, naming and sounding the letters of the alphabet.</b></p> <p><b>Key vocabulary:</b> letter, sound, digraph, trigraph, ascender, descender, segment, blend, word</p>					
	Letters & Sounds Phase 4: ai & ee	Letters & Sounds Phase 4: igh & oa	Letters & Sounds Phase 4: oo & ar	Letters & Sounds Phase 4: or & ur	Letters & Sounds Phase 4: ow & oi	Letters & Sounds Phase 4: ear & air

<b>LITERACY – Reading (Skills)</b>	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Hear and say the initial sound in words.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>					
	<p><b>Key vocabulary:</b> word, sound, initial, final, digraph, trigraph, letter, line, left, right, top, bottom, segment, blend, capital letter, full stop, ‘sound right’, ‘look right’, self-correct, question mark, speech marks, exclamation mark, bold</p>					
	<p>-Whole class reading skills session</p> <p>-Individual reading</p> <p>-Daily phonics sessions</p>					
<b>LITERACY – Reading (Comprehension)</b>	<p>Describe main story setting, events and principal characters.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Listen to and join in with stories in small groups.</p> <p>Join in with repeated refrains and anticipate key events and phrases in stories.</p> <p>Begin to be aware of the way stories are structured.</p> <p>Suggest how the story might end.</p> <p>Know that information can be retrieved from books and computers.</p>					
	<p><b>Key vocabulary:</b> fiction, non-fiction, fact, author, illustrator, title, front cover, back cover, blurb, title page, setting, character(s), predict</p>					
<b>Key Texts</b>	The Very Hungry Caterpillar	The Very Hungry Caterpillar	What the Ladybird Heard	The Bad-Tempered Ladybird	If I Had A Dinosaur	Mad About Dinosaurs
<b>LITERACY - Writing</b>	<p>Attempt to write short sentences in meaningful contexts.</p> <p>Give meaning to marks they make as they write.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences which can be read by themselves and others (some words are spelt correctly and others are phonetically plausible).</p>					
	Writing a list: My favourite foods	Non-Fiction Information book about caterpillars & butterflies	Maps of the farmyard Speaking & Listening games	How to cheer up the Bad-Tempered Ladybird.	What would I do if I had a dinosaur?	Poetry Performance
<b>MATHEMATICS</b>	<p>Recognises numerals 17 to 20</p> <p>Rote counting 0-20</p>					
	<p>-Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</p> <p>-Selects a particular named shape.</p>	<p>-Children use quantities and objects to add two single-digit numbers and count on to find the answer.</p> <p>-Say which number is one more or one less than a given number</p>	<p>-Children use quantities and objects to subtract two single-digit numbers and count back to find the answer.</p> <p>-Say which number is one more or one less than a given number</p>	<p>-Solve problems involving doubling.</p> <p>- Children use quantities and objects to add two single-digit numbers and count on to find the answer.</p> <p>- Use everyday language related to time.</p>	<p>-Solve problems involving sharing.</p>	<p>-Solve problems involving sharing.</p> <p>- Can describe their relative position such as ‘behind’ or ‘next to’.</p>

	Number Focus: 17 Shape, Space & Measures Focus: 3D Shapes	Number Focus: 18 Addition (Problem Solving) One More/One Less	Number Focus: 19 Subtraction (Problem Solving) One More/One Less	Number Focus: 20 Shape, Space & Measures Focus: Time Number Focus: Doubling	Number Focus: Odd & Even Numbers Number Focus: Sharing	Number Focus: Odd & Even Numbers Shape, Space & Measures Focus: Positional Language
	<b>Key Vocabulary</b> shape, flat, solid, 2D, 3D, circle, square, rectangle, triangle, sphere, cone, cylinder, cuboid, cube, pyramid, edges, faces, vertice	<b>Key Vocabulary</b> total, same, equals, addition, add, plus, more, fewer, less, minus, subtraction, take-away, numbers (17- 20),		<b>Key Vocabulary</b> Time: days of the week, week, weekend, first, then, next, after that, finally, morning, afternoon, evening, lunchtime Doubling: double, twice, same, add, equals	<b>Key Vocabulary</b> share, equal, same, different, odd, even, exactly	<b>Key Vocabulary</b> in front of, behind, on top of, above, below, underneath, next to
<b>UNDERSTANDING THE WORLD</b>	<b>Children make observations of animals and explain why some things occur, and talk about changes. They look closely at similarities, differences, patterns and change.</b>	<b>Children make observations of animals and explain why some things occur, and talk about changes.</b>	<b>Children make observations and explain why some things occur, and talk about changes.</b>	<b>Children make observations of animals and explain why some things occur. They know about similarities and differences in relation to living things. They talk about the features of their own immediate environment and how environments might vary from one another.</b>	<b>Children make observations and explain why some things occur, and talk about changes.</b>	<b>Children make observations and explain why some things occur, and talk about changes.</b>
	-Life Cycle of a Butterfly Real-life caterpillars - Planting flowers & vegetables	-Exploring non-fiction texts about caterpillars & butterflies - Caterpillar fruit kebabs	Planting flowers & vegetables	Mini-Beast hunts on the field	Facts about dinosaurs. How do we know about them? (fossils)	Salt dough fossils
	<b>Key vocabulary</b> life-cycle, egg, caterpillar, butterfly, chrysalis, metamorphosis, change.	<b>Key vocabulary</b> life-cycle, egg, caterpillar, butterfly, chrysalis, metamorphosis, change.	<b>Key vocabulary</b> planting, growing, water, sun, roots, leaves, stem,	<b>Key vocabulary</b> mini-beast, minibeast names e.g. ladybird, bee, woodlouse, patterned, spotty, slimy, winged, delicate, colourful, spindly, habitat, damp, moist, dark.	<b>Key vocabulary</b> dinosaur names e.g. Tyrannosaurus Rex, pterodactyl, carnivore, herbivore, bones, scales, ginormous, huge, prehistoric, extinct, archaeologist, fossil, skeleton, predator, prey	<b>Key vocabulary</b> dinosaur names e.g. Tyrannosaurus Rex, pterodactyl, carnivore, herbivore, bones, scales, ginormous, huge, prehistoric, extinct, archaeologist, fossil, skeleton, predator, prey
<b>EXPRESSIVE ARTS</b>	<b>Understand that different media can be combined to create new effects.</b>					

<b>AND DESIGN</b>	<p><b>Use simple tools and techniques competently and appropriately.</b>  <b>Experiment to create different textures.</b>  <b>Manipulate materials to achieve a planned effect.</b>  <b>Construct with a purpose in mind, using a variety of resources.</b>  <b>Select appropriate resources and adapt work where necessary.</b>  <b>Select tools and techniques needed to shape, assemble and join materials they are using.</b>  <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>					
	Junk modelling (life cycle of a butterfly)	Symmetrical butterfly paintings	Henri Matisse inspired "snail" art	-How to draw an ant - Zentangle Worms	Dinosaur Skeleton Craft	How to draw a cartoon dinosaur
<b>Begins to build a repertoire of songs.</b>						
	Songs: Pitter, Patter, Caterpillar Caterpillar Out in the Garden	Songs: Pitter, Patter, Caterpillar Caterpillar Out in the Garden	Songs: Follow the Silver Trail Hey, Mister Bee Spider Spins Pleas Don't Squish Me	Songs: Follow the Silver Trail Hey, Mister Bee Spider Spins Pleas Don't Squish Me	Songs: Dizzy the Dinosaur The Dinosaur Song Andy's Raps	Songs: Dizzy the Dinosaur The Dinosaur Song Andy's Raps