

Planning Theme: **Growing and Changing** (Marvellous Minibeasts - Summer 1 2024).

Thinking about our local environment and the season of spring. How do plants and animals grow and change?

1. What is our local environment like? What changes have you noticed in the season of spring?  
**(PSHE, Communication and Language, Understanding the World)**
2. What is a minibeast? What different types of minibeasts are there? Why are they important? How can we look after them? **(PSHE, Literacy, Communication and Language, Understanding the World)**
3. How do plants grow? What do they need to grow? What are the different parts of a plant? Why are plants important?  
**(PSHE, Literacy, Communication and Language, Understanding the World)**



**Hook:** A pot of caterpillars is delivered to class. What are they? How will they grow and change?

**Areas of Learning.**

**Literacy and Communication and Language.**

The children will be using a variety of texts as a focus for our literacy work. This will involve listening to stories and discussing the story/text including settings and characters, sequencing the events of the story, making predictions or links and exploring vocabulary. The children will also be exploring non-fiction texts. Each text will be linked to focus activities led by an adult and independent continuous provision to further the children's learning.

Our texts will be:

One tiny seed. Eric Carle

The very hungry caterpillar. Eric Carle  
The very busy spider. Eric Carle  
The bad-tempered ladybird. Eric Carle  
Jack and the beanstalk. Traditional tale  
Jasper's beanstalk. Nick Butterworth  
Look inside the world of bees. Emily Bone  
Peep inside bug homes. Anna Milbourne

### **Phonics.**

Reception will continue to follow the Little Wandle phonics programme for Reception. This half term they will begin Phase 4 learning words with consonant clusters and short vowel sounds. The children will be using sound talk and blending the phonemes together to read words. They will also continue to practise reading longer and compound words using the "chunking" method. They will also be learning to read "root" words and endings (-ing, -ed /t/, -ed /id/ /ed/ -est). The children will continue to practise their letter formation for each grapheme and to segment sounds to spell words. They work on independently constructing their own phrases and sentences by linking words together with a capital letter at the start, finger spaces and a full stop at the end. They will also be introduced to the concept of editing by being encouraged to read and check their own work, making amendments as appropriate. They will be introduced to the first set of Phase 4 tricky (non-phonetic) words whilst also continuing to practise reading and writing Phase 2 and 3 tricky words. A phonics practice sheet will be sent home weekly detailing the sounds being focussed on in class.

Reception will continue to follow the Little Wandle reading scheme which involves reading a book linked to their phonics learning in school three times with an adult (fluency, prosody and comprehension). This book will be brought home to share as a celebration of the children's progress. The children will also bring home a school library book to share.

### **Maths (Mathematics).**

Reception will be following the White Rose Scheme of Learning. They will be studying the topics "To 20 and beyond", "How many now?", "Exploring 3D shapes", "Manipulate, compose and decompose".

They will be exploring numbers between 0 and 20 including representation of the numbers using numerals and objects and looking at patterns in the numbers. They will also be looking at verbal counting patterns and learn to verbally count beyond 20. They will be looking at addition and subtraction including recording their learning as a number sentence in "How many now?"

In "Exploring 3D shapes" the children will be identifying and naming 3D shapes and identifying 2D shapes within them. They will be looking at 3D shapes within the environment and exploring patterns.

In "Manipulate, compose and decompose" the children will be exploring shape through rotation, arrangement, and manipulation. They will be selecting 2D and 3D shapes for specific purposes and looking at how these can be composed and decomposed.

### **Understanding of the World.**

#### **Science**

In science the children will be looking at seasonal changes with a focus on the season of spring and observing changes in the environment and weather.

The children will be looking at plants and be able to name some common plants. They will carry out an experiment to see what conditions plants need to grow and talk about what they observe. They will be able to name the main parts of a plant.

The children will also be exploring different types of animals with a specific emphasis on minibeasts. They will be able to talk about and sort different types of animals through identification of unique features, for example mammals, birds, insects, reptiles, fish.

They will be investigating the life cycles of some animals e.g. caterpillars and tadpoles and talk about the changes they are observing. They will be able to discuss what an animal needs to keep healthy.

#### **Geography**

The children will be looking at their local environment and the plant and animal life that live there.

#### **RE**

##### **Understanding Christianity God/Creation. Why is the word God special to Christians?**

The children will learn the Christian story of creation and understand that Christians believe God created the world and all living things. They will understand that Christians believe God loves us. They will be able to talk about some Bible stories which teach us what God is like and they will be able to explain the meaning of the word Holy.

## **ICT**

Reception will be learning to program the Beebots. They will experiment with following a set of instructions to achieve a defined purpose and reviewing and debugging their progress.

Reception will also be exploring using technology for a purpose using hardware such as voice recorders, cameras and metal detectors.

## **Expressive Arts and Design.**

### **Music**

#### **Get Set for Music curriculum (Minibeasts)**

In this unit Reception will explore music through the topic of minibeasts. The children will be listening to music and responding through talking, movement and mark making. They will make comparisons about music. They will develop their singing voices and create simple actions to accompany a song. They will play percussion instruments to accompany a song, respond to written symbols and create simple rhythms and music based on a theme.

### **Art**

The children will be focusing on observational drawing. They will draw both man made and natural objects from observation and learn to complete their picture using other media for example water colours, pencils, pastels.

The children will also explore the art style of the author and illustrator Eric Carle and attempt to recreate some of his minibeast pictures using tissue paper and ink.

## **Personal, Social and Emotional.**

### **PSHE**

Jigsaw curriculum - Relationships.

The children will learn about families, identifying that all families are different and that within a family people have different responsibilities. They will know the characteristics of a healthy and safe friendship. They will explore the impact of unkind words, know that friends sometimes fall out and how friendships can be repaired. They will find out the reasons people sometimes feel angry and how to manage these emotions.

## **Physical Development.**

### **PE Get Set for PE Curriculum (Games)**

The children will be learning to play simple games for example, tagging games. They will develop the ability to move safely in space, demonstrate coordination and play by the rules. They will also learn to aim when throwing, strike the ball and keep score. They will learn to work cooperatively as a team.