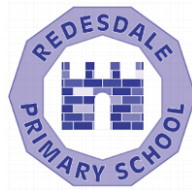


REDESDALE PRIMARY SCHOOL

CURRICULUM PLANNING WEB - RECEPTION

Summer 2



PRIME AREAS AND CHARACTERISTICS OF LEARNING

PLAYING & EXPLORING

I use my senses to explore the world around me.
I engage with open ended activities.

ACTIVE LEARNING

I bounce back after activities.

CREATING & THINKING CRITICALLY

I plan how I will solve problems and I make decisions.
I notice patterns and make links between experiences.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

- Discussion on will all children like mini-neasts. Why not? How can we help each other?
- Does everyone like spiders? Discussion and how we can help each other.
- Working together in role play and investigation areas with activities linked to mini-beasts. What should we do when we are finished with them? How should we look after them.
- Taking turns playing beetle drive game.
- Performing at talent show.
- Taking turns playing games.

LEARNING HOOK

Introduce new visitors to class – Butterflies. Read Bog Babies and how we will make our own,

Mini-beasts



PHYSICAL DEVELOPMENT

- PE Practise events for sports day.
- Moving like mini-beasts.
- How can we help ourselves to be strong and healthy like Super worm? Sorting healthy foods and non-healthy foods.
- Share ideas on how we can look after our bodies.



COMMUNICATION & LANGUAGE

- Reception's Got Talent – stage and performing solo, paired with dance, song, skill or activity of their choice.
- Writing work on 'Reach for the Stars' wall.
- Singing mini beast songs
 - Mr Tumble

<https://www.youtube.com/watch?v=jb1knkMKcSE>

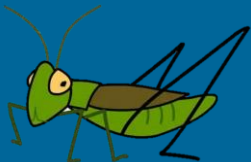
- There was an old lady song

<https://www.youtube.com/watch?v=8a13-JbxC98&list=PL8C835C128652999F&index=4>

- Sequencing cards from 'There was an old lady'.
- Song to sing and perform 'The ants go marching'

<https://www.youtube.com/watch?v=Pjw2A3QU8Qg>

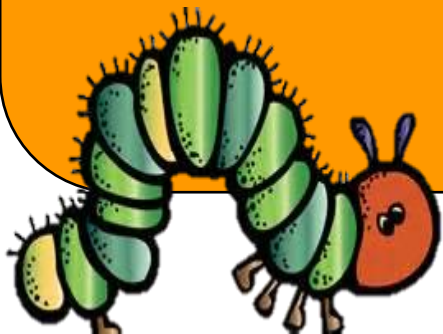
- Discussions on what makes a good home.
- Review Learning Journey's with children to talk about events during year and what they would like to do in the future.
- Movie afternoon – Bee Movie / A Bugs Life.



SPECIFIC AREAS OF LEARNING

MATHEMATICS

- Sorting insects by categories of their choosing.
- Adding two groups together on lady birds.
- Sequencing days of the week.
- To recognise coins and give change.
- Frog hopper scoring game.
- Lady bird matching games
- Mini-beast hunt using tally charts or finding own way to record findings.
- Ordering numbers 1-20
- Sorting a 100 square into order.
- Solving mathematical problems
- Beetle drive



LITERACY

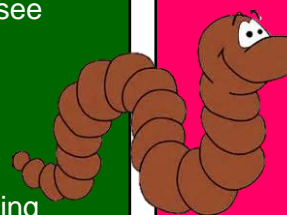
TTT – The Hungry Caterpillar
(power point and You tube version
<https://www.youtube.com/watch?v=4HI7q38VmQ>)

TTT – The Little Ginger Bread Man
Phase 4 Letters and Sounds – Yellow
Phase 3 Letters and Sounds revision – Blue
Making own booklets and version of the HC.
Books –

- Mad About Mini-beasts – Giles Andreae
- Superworm (Julia Donaldson)
- The Hungry Caterpillar (Eric Carle)
- The Bad Tempered Ladybird – Eric Carle
- What the Ladybird Heard (Julia Donaldson)
- The Crunching Munching Caterpillar (Sheridan Cain)
- The Very Lazy Ladybird (Izzobel Finn, Jack Tickle)
- Mad About Mini-beasts (Giles Andreae) - Poems
- The Bog Baby (Jeanne Willis) – see power point.
- Oi Frog – (Kes Gray)
- Non fiction books on Life Cycles
 - Butterflies / Frogs

Predicting what happens next / sequencing
Fact sheet on favourite mini-beasts
The Crawlies 'Caterpillar Shoe' animation
<https://www.youtube.com/watch?v=tYa6OLQHrEc>

+ follow up activities about shoes.
Life Cycle of a butterfly.



UNDERSTANDING THE WORLD

Using magnifying glasses to look at minibeasts.

Looking at different mini-beast homes and making our own,

Beebots - guide beasts to homes.

Are all homes the same in our area.

Nature visit to Rising Sun for Mini beast hunt and pond dipping.

Rain dance – predictions and reasoning.

3 eggs in saltwater experiment

4 eggs in liquids to observe – orange / coke / white vinegar and water.

Cooking mini beast cakes / cookies for Receptions Got Talent.

Watching a caterpillar grow and change.



EXPRESSIVE ARTS & DESIGN

- Mini-beast songs
- Make a Bog Baby and a home using different media.
- Painting rock mini-beasts.
- Creepy Crawlies Song
<https://www.youtube.com/watch?v=LoleeIEPGJ>
- Art sculptures at the Rising Sun using natural materials.
- Using musical instruments to represent movements of mini-beasts – fast, slow, long, short movements.
- Symmetrical butterfly printing
- Make minibeasts, spiders, bugs, etc – see pinterest.
- Spider web plates
- Make mini-beast homes

Personal, Social & Emotional Development

- To take steps to resolve conflicts. (MR 40-60)
- To show sensitivity to others' needs and feelings, and form positive relationships with adults and children. (MR ELG)
- To choose the resources they need for chosen activities. (SCSA ELG)
- To understand that how their own actions affect other people. (MFB 40-60)

Physical Development

- To use anticlockwise movement and retrace vertical lines. (MH 40-60)
- To form recognisable letters. (MW 40-60)
- To show good control and coordination in large and small movements. (MH ELG)
- To move confidently in a range of ways negotiating space. (MH ELG)
- To handle equipment and tools effectively, including a pencil for writing. (MH ELG)
- Is usually dry and clean during the day. (HSC 40-60)
- To show an understanding of the need for safety when tackling new challenges and considers and manages some risks. (HSC 40-60)
- To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (HSC ELG)

Communication and Language

- To listen attentively in a range of situations. (LA ELG)
- To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (LA ELG)
- To give their attention to what others say and respond appropriately, while engaged in another activity. (LA ELG)
- To follow instructions involving several ideas or actions. (U ELG)
- To answer 'how' and 'why' questions about their experiences and in response to stories or events. (U ELG)
- To express themselves effectively, showing awareness of listeners' needs. (S ELG)
- To use past, present and future forms correctly when talking about events that have happened or are to happen in the future. (S ELG)

Literacy

- To use vocabulary and forms speech that are increasingly influenced by their experiences of books. (R ELG)
- To demonstrate understanding when talking to others about what they have read. (R ELG)
- To write some irregular common words. (W ELG)
- To write simple sentences which can be read by themselves and others. (W ELG)
- To write with some words spelt correctly and others are phonetically plausible. (W ELG)

Mathematics

- To identify own mathematical problems based on interests and fascinations. (N 40-60)
- To order numbers 1-20 and to say which is one more or less than a given number. (N ELG)
- To solve doubling, sharing and halving problems. (N ELG)
- To use everyday language to talk about size, weight and capacity, position, distance, time and money to compare objects and to solve problems. (N ELG)
- To explore characteristics of everyday objects and shapes and use mathematical language to describe them. (SSM ELG)

Expressive Arts and Design

- To sing songs, make music and dance and experiment with different ways of changing them. (EUMM ELG)
- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EUMM ELG)
- To represent their own ideas, thought and feelings through design and technology, art, music, dance, role play and stories. (BI ELG)

Understanding the World

- To know about similarities and differences between themselves and others, and among families, communities and traditions. (PC ELG)
- To know about similarities and differences in relation to places, objects, materials and living things. (W ELG)
- To talk about features of their own immediate environment and how environments might vary from one another. (W ELG)
- To recognise that a range of technology is used in places such as homes and schools. (T ELG)