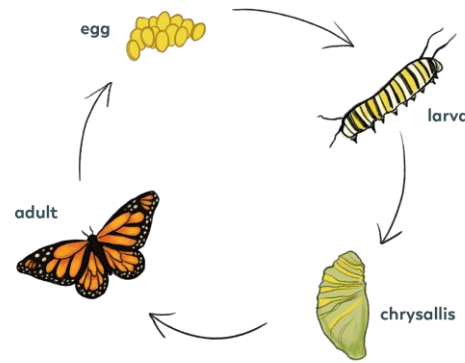


This half term we will be:

- Learning all about life cycles and changes within our environment
- Looking at how our local area of Birtley has changed over time
- Learning how to look after animals/plants in our environment
- Counting to 20 and beyond – learning about the counting system



Reception Summer 1 Life Cycles/Change Knowledge Organiser

Physical Development:

PE – To control small games equipment when transporting, collecting and throwing, understanding rules and games.

- To aim, roll, track and collect a ball when aiming at a target.

Fine motor– To further refine accuracy when utilising scissors.

-To develop wrist, arm and shoulder control when using large scale gardening tools including watering cans.



Focus songs/ hymns

If I were a butterfly

Rhymes

Frere Jacques
Ring, a ring, of roses
Hot cross buns
Are you sleeping?
Oranges and lemons
London bridge is falling down
The animals went in two by two
Jambo
Bobby Shaftoe's gone to sea



Reception

Religious Education: Pentecost - Serving



Vocabulary:

Good news,
Share,
Pentecost,
Promise,
Holy Spirit,
Easter,
Alleluia

Prior learning:

The ways in which we grow and that Lent is a time to grow more like Jesus and look forward to Easter.

Children will:

Know and Understand:

- That everyone has Good News to share (**Explore**)
- Pentecost: the celebration of the Good News of Jesus (**Reveal**)
- Acquire the skills of assimilation, celebration and application of the above (**Respond**)

Reception

Phonics

Summer 1

/ar/ as in **car**

/or/ as in **fork**

/ur/ as in **purse**

/ou/ as in **owl**

/oi/ as in **coin**

/eer/ as in **ear**

some, one, said, come, do, so, were, when, have, there, out, like, little, what

/air/ as in **chair**

/y+oor/ as in **manure**

schwa /uh/ as in **hammer**

Consolidation



In our phonics lessons, we will:

- Continue to consolidate previously taught sounds
- Show confidence in recognising digraph sounds
- Be able to confidently read simple words/phrases
- Read common exception words and become more confident in finding these in the books we read



Reception

Literacy

WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

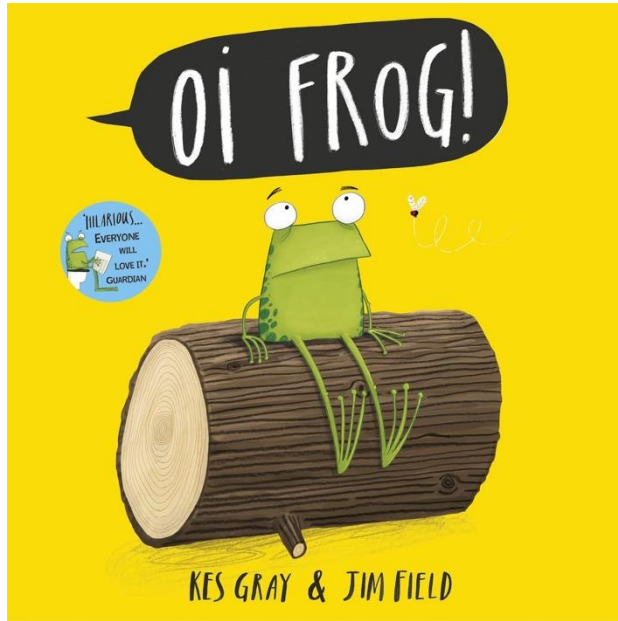
Vocabulary

Mischief, roared, staring,
terrible, tumbled, lonely,
blinking

Text	Reading	Writing	Grammar	Oracy
<p>“Where the Wild Things Are” by Maurice Sendak</p> <p>In this story, it follows the adventures of Max, a young boy who, after being sent to his room for misbehaving, imagines traveling to a fantastical land inhabited by the Wild Things. In this magical world, Max becomes the king of the Wild Things, leading them in wild and playful activities. However, he eventually feels lonely and decides to return home, where he finds his supper waiting for him, still hot.</p>	<p>The children will learn to:</p> <ul style="list-style-type: none">• Distinguish between fiction and non-fiction.• Describe a story setting in detail.	<p>Writing Outcomes:</p> <ul style="list-style-type: none">• To write a shopping list for a wild rumpus.• To write a sentence about a favourite illustration.• To write a description of a Wild Thing <p>The children will learn to:</p> <ul style="list-style-type: none">• Describe a Wild Thing using an image as a stimulus.	<p>The children will learn to:</p> <ul style="list-style-type: none">• Use an adjective when orally composing a sentence that describes.	<p>The children will learn to:</p> <ul style="list-style-type: none">• Use gestures to support their description• Use adjectives to assist description.

Reception

Literacy



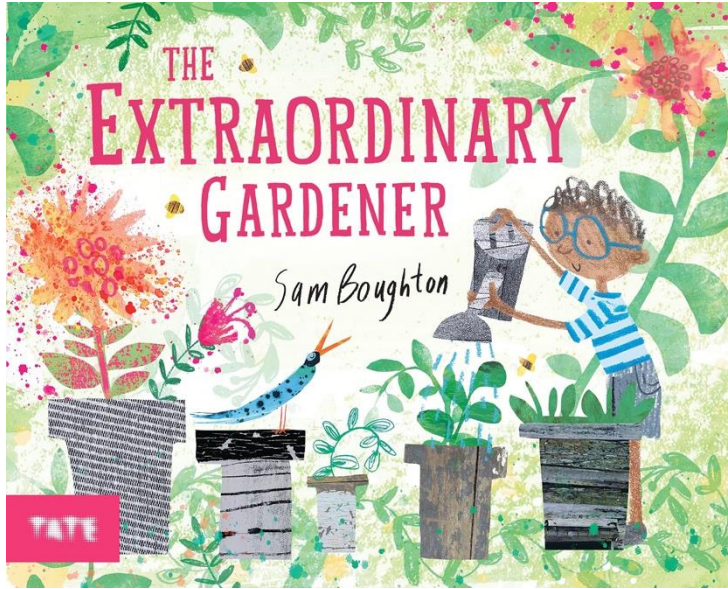
Vocabulary

Rhyme, knobbly, uncomfortable, splinter, perhaps, comfortable, simple

Text	Reading	Writing	Grammar	Oracy
<p>“Oi Frog” by Kes Gray & Jim Field</p> <p>Oi Frog is a funny book about a frog learning where different animals sit, like cats on mats and hares on chairs. Frog doesn’t want to sit on a log, leading to amusing rhymes and situations.</p>	<p>The children will learn to:</p> <ul style="list-style-type: none">Recognise rhyme in a text and identify words that rhyme.Read simple phonetically decodable words and simple sentences with some intonation and expression	<p>Writing Outcomes:</p> <ul style="list-style-type: none">To write a sentence with rhyming words in the style of the book.To write about an imageTo write a set of three rules based on the book. <p>The children will learn to:</p> <ul style="list-style-type: none">Understand the purpose of a rule.Follow the structure of the text.Write simple sentences that rhyme.Spell high frequency words correctly such as on, in dog and cat.	<p>The children will learn to:</p> <ul style="list-style-type: none">Orally compose a sentence with a subject and verb.	<p>The children will learn to:</p> <ul style="list-style-type: none">Speak clearly so that they can be understood.Speak loudly so that they can be heard.

Reception

Literacy



Text	Reading	Writing	Grammar	Oracy
<p>“The Extraordinary Gardener” by Sam Boughton</p> <p>The Extraordinary Gardener follows Joe, a boy who plants a seed in his grey, urban home. His garden grows, transforming his surroundings and inspiring his neighbours to join in.</p>	<p>The children will learn to:</p> <ul style="list-style-type: none">• Use contrasting illustrations to interpret the text.• Use recently acquired vocabulary to demonstrate an understanding of what has been read.	<p>Writing Outcomes:</p> <ul style="list-style-type: none">• To write labels.• To write messages.• To write a set of 3 instructions about how to plant a seed. <p>The children will learn to:</p> <ul style="list-style-type: none">• Write simple factual sentences that direct.• Spell some high frequency words correctly, such as in, get and up.• Understand that instructions must be written in the correct order.	<p>The children will learn to:</p> <ul style="list-style-type: none">• Organise their thoughts into a sequence of simple sentences.• Orally use verbs in a sentence.	<p>The children will learn to:</p> <ul style="list-style-type: none">• Speak clearly with appropriate volume.• Look at who they are instructing.• Practise the vocabulary learned.

Vocabulary

Imagination, wild, ordinary, roamed, soared, longed, discovered

Reception

Mathematics

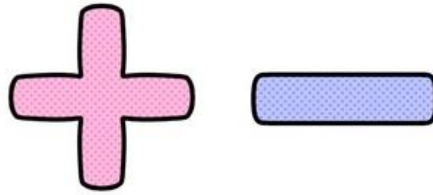
To 20 and beyond

- Build numbers beyond 10
- Continue patterns beyond 10
- Verbal counting beyond 20
- Verbal counting patterns



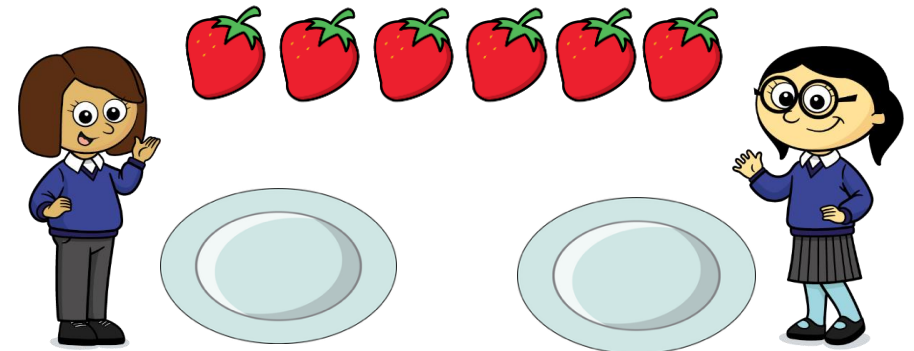
How many now?

- Add more
- How many did I add?
- Take away
- How many did I takeaway?



Sharing & Grouping

- Explore sharing
- Sharing
- Explore grouping
- Grouping
- Even and odd sharing
- Play with and build doubles



Reception

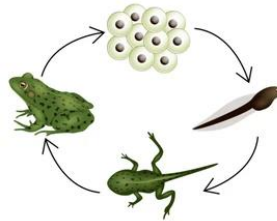
Understanding the World

- To understand the beginning of a life-cycles – through the development of a tadpole to a frog and a caterpillar to a butterfly as well as baby to an elderly person.
- To show children pictures of Birtley from 100 years ago to present day – what has changed and what is different?
- To begin to draw and create a map using real pictures/objects or symbols
- To understand and demonstrate how to care newly planted flowers - exploring the natural world around them.

Personal, Social and Emotional Development

- To know and talk about the different factors that support their overall wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- To understand about the importance of how to be responsible when caring for living creatures.
- To develop an appreciation of how we should treat one another e.g. rules of society

Expressive Arts and Design



Our focus this half term will be on the Artist, Alma Thomas, who is known for her mosaic-like paintings. We will be learning to:

- use a wide range of tools at a developmentally appropriate level, selecting the most appropriate tool for the job in question – demonstrating increasing control and confidence.
- use self-service paint bar mixing colours without fear ensuring that their colour product matches their chosen purpose