


<p><u>Personal Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge- prepping for sports day/within play • Think about the perspectives of others. In weekly story sessions see dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them • Build on last term's emotional intelligence learning to ensure children are able to moderate their own feelings socially and emotionally - give children strategies for staying calm and regulating emotions and how they can use this in challenging situations such as sports day saying goodbye on Jubilee day. • Understanding of healthy food choices and looking after our bodies (picnic choices) 	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Introduce news time to promote respectful listening to others and allowing others to share their good news with an understanding of how to listen carefully and why listening is important. • Use recall time for children to share their work and promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." • To engage in non fiction books - Read aloud non fiction books that will extend their knowledge of the world and illustrate a current topic. 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing- Whole class PE Sessions with Mr Hamilton and Physical development time. • Introduce New body positions from • To provide a choice of open ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. • To begin to participate in team events such as relays and sports day events with a team spirit and support. • To control and use equipment with the correct purpose for a desired effect (egg and spoon balance and coordination, jumping in a sack - balance and strength, balance beanbag on head (balance and agility). 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • T4W The Sleepy Bumblebee • Writing fact booklets about minibeast creatures. • Use playful situations to encourage children to revisit and develop known stories independently.. • Model inventing stories – through play, storytelling, mapping and writing. • Daily opportunities for children to 'play' at inventing stories and model making stories up through play • Set up a permanent writing area for children to draw, record or write stories independently with resources to support One or two children have their own story recorded and acted out. • Weekly session where a group, or class invent a story which is mapped or written down and made into a Big Book for future retelling and reading. Alternatively, daily, add another section to an ongoing story that stretches over a week. • Use new vocabulary through the day.
 <p>‘In the Garden’</p> <p>Reception Possible Areas of interest: Queen’s Jubilee, Mini-beasts, What is growing?, Healthy picnic, Summer time</p>			
<p><u>Experiences:</u></p> <ul style="list-style-type: none"> • Jubilee Garden Party • MiniBeasts • Minibeast man in with creatures • Sports Day 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Use different materials to make model mini -beasts e.g playdough, clay, paper - mache. • Look at the detail of one minibeast and the features. • Use different joining techniques - split pins etc • Paint pictures of minibeasts using photographs to help select the correct colour and use basic colour mixing techniques to achieve desired colours • Offer opportunities to sing songs and join in with rhymes and poems about the natural world through topic related songs in music sessions • After close observation, draw pictures of the natural world, including animals and plants • Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak- stage area. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Use equipment such as magnifiers, ipads and bug catchers to observe mini-beasts in our school environment. • Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside using identification charts and recording • Ask questions to find out more and to check they understand what has been said to them. • Exploration shed to encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. • Create opportunities to discuss how we care for the natural world around us. Observe changes to the environment- the growing seeds that we planted and have cared for across the term- tomato plants in the greenhouse • Children observe/care for and create labels for the new herb garden • Share non-fiction texts that offer an insight into contrasting environments 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Compare quantities up to 10 using language • more than, greater than, less than, fewer, the same as, equal to. • Automatically recall some number bonds for numbers 0 - 10 (including double facts) • Begin to explore and work out mathematical problems. (including + and -) • Use your own ideas to make models, solve problems and visualise what they will build. • Begin to use time to sequence events including positional language and relational terms. • Begin to experience specific time durations (including becoming familiar with measuring tools in everyday experiences and play e.g. a stopwatch) • Identify patterns around us (e.g. stories, songs, rhymes, wallpaper etc)

- Guide children's understanding by draw children's attention to the weather and seasonal features.- caps in the shed and sun safety discussions

Area of Learning	Enhancements for topic – to support child initiated opportunities	Stories & Texts	Vocabulary to introduce	Hooks to the topic
Communication & Language	<ul style="list-style-type: none"> • talking tins - record stories and rhyme of the weeks • talking whiteboards to support with writing their own ideas • Key vocabulary displayed on Writing and Topic wall with visual cues 	The Very Lazy Ladybird by Isobel Finn Aaaarrgghh, Spider! by Lydia Monks Incy Wincy Spider by Keith Chapman I Love Bugs! by Emma Dodd The Very Greedy Bee by Steve Smallman The Crunching, Munching Caterpillar by Sheridan Cain The Bugliest Bug by Carol Diggory Shields	Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.Record, replay, listening	<p>Minibeasts</p> <ul style="list-style-type: none"> • Minibeast workshop in with creatures • Letters from Queen Bee • New food Fridays - honey delivered from Sleepy Bumblebee <p>Parent engagement</p> <ul style="list-style-type: none"> • News from home • Tapestry - experiences from home and school • Sports Day • Jubilee Day
Personal, Social & Emotional Development	<ul style="list-style-type: none"> • Circle time/preparation for sports day in relation to self regulation/resilience • Talking chair in class - talking about our personal achievements, self reflect on our work and goals 	Giraffes Can't Dance by Giles Andreae- supporting being yourself and resilience	happiness, sadness, anger, fear, worry, calm, love, feelings, goals, challenges, problem solving, mistakes, proud, calming techniques	
Physical Development	<ul style="list-style-type: none"> • Weekly P.E sessions with P.E coach to develop key skills • Daily active time on the trim trail, climbing equipment and park to develop core muscles and upper body strength • Daily use of our outdoor development shed 	The Sports Day by Nick Butterworth and Mick Inkpen	Animal positions displayed on writing wall to support physical development to preparation for writing and posture: Strong bear, Strong penguin, Strong stone lion, Strong lizard, Strong meerkat	
Literacy	<ul style="list-style-type: none"> • Honeycomb/beeswax candles to show children in relation to info on bees • Places from the story for small world - pond/poppy etc • bee small word • stories to support in reading area 	The Bee Book Charlotte Milner Hardback Mad About Minibeasts by Giles Andreas and David Wojtowycz	Hive, After that, unfortunately, but, because, barking,singing, munching, willow, pond, hive, Mrs, stand	
Maths	<ul style="list-style-type: none"> • Add scales • 100 square • different counting apparatus • problem solving games • matching - dominos • numberlines 	Ten Wiggly, Wiggly Caterpillars by Debbie Tarbett Pete the cat series Eric Litwin. Pete the Cat and His Four Groovy Buttons : Pete the Cat: I Love My White Shoes	sharing, equally, fair, odd, even, pairs, doubles, flat, round, straight, solid, hollow, corner, side, cube, cuboid, pyramid, cone, sphere, bigger, larger, smaller, compare, size, estimate. accurate, predict, pattern, spaces.Take away, add and equals.	
Understanding of the World	<ul style="list-style-type: none"> • spot-it-minibeasts-2.pdf (rspb.org.uk) • Identification charts • bug hotel large scale for observations • insect viewers- mindful of what is used further up in school • magnifying glasses 	Edward Goes Exploring by David Pace Billy's Beetle by Mick Inkpen Snail Trail by Ruth Brown The Bee Book Charlotte Milner Hardback Mad About Minibeasts by Giles Andreas and David Wojtowycz Non Fiction Texts Relating to Minibeasts	Identification, bug viewers, nets, prepositions, insects, arachnids, minibeast names, catch, habitat,details, patterns, hive, land, sky, damp, dry, dark.	
Expressive Arts & Design	<ul style="list-style-type: none"> • Make flags to wave at our Garden party. - card, glue, art straws • Design decorations for our garden- bunting themed with the Royal Family • Role Play - kings/queens props. • Teddy bears healthy picnic 	Eric Carle illustrations - link to Y1 looking at his images	Layering , collage, joining, flexible, symmetry, patterns, decoration	

