

COMMUNICATION & LANGUAGE / LITERACY

ACTIVITIES

- Sharing baby photographs – Super sentence writing ‘When I was a baby...Now I can...’
- Floorbooks during ‘Minibeast’ topic – children researching and answering own questions.
- Sequencing the story of the ‘The Hungry Caterpillar’ /reading days of the week and ordering.
- Story mapping the Very Hungry Caterpillar.
- Shopping list writing for the Very Hungry Caterpillar.
- Instructional writing to take care of the live caterpillars – link to ‘Christopher’s caterpillar’s’ by Charlotte Middleton.
- Labelling mini-beast diagrams (Yucky worms)
- Minibeast poetry – ‘Mad about Minibeasts’ by Giles Andreae.
- Extending vocab. during discussions e.g. ‘newborn’, ‘toddler’ ‘infant’ ‘teenager’; ‘egg’, ‘larva’, ‘pupa’
- Making life-cycle posters and labelling different parts.

OBJECTIVES 40-60M

- Listens and responds to ideas expressed by others in conversation or discussion.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Begins to read words and simple sentences.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers
- ELG** - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.
- ELG** - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- ELG** - They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions.
- ELG** - They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

RECEPTION Voyagers and Discoverers Summer 2 (4 weeks) W/B: 4th June 2018



UNDERSTANDING THE WORLD

ACTIVITIES

- Seasonal opportunities and discussion (21st June) – Summer.
- Using the children’s baby photographs – Lots of discussion about growth - ‘How have we grown since we were a baby?’
- Live caterpillars in the classroom – Making observations daily. (Link to ‘Christopher’s caterpillars’ by Charlotte Middleton.
- Using magnifying glasses to Investigating the bug hotel outdoors and identify creatures.
- Introduction to Bee-Bot – Simple algorithms.

OBJECTIVES 40-60M

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.
- Enjoys joining in with family traditions and routines.
- Looks closely at similarities, differences, patterns and change.
- ELG** - Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.
- ELG** - Children recognise that a range of technology is used in places such as homes and schools.
- ELG** - They know about similarities and differences between themselves and others, and among families, communities and traditions.

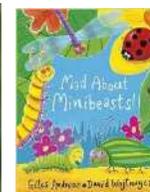
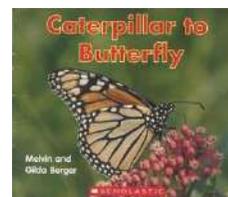
MATHS

ACTIVITIES

- Recap Baking Bear and introduce doubling – Ladybird/Butterfly spots.
- Introduce sharing bears and halving.
- Maths starters counting in 2s, 5s and 10s.
- Tallying minibeasts found in the bug hotel – counting in 5s.
- Measuring height and growth since the beginning of the year.
- Measuring worms and caterpillars and recording.
- Designing different mini-beasts using 2D shapes – labelling names.

OBJECTIVES 40-60M

- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Orders two items by length or height.
- ELG** - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- ELG** - Children use everyday language to talk about size weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.



PHYSICAL DEVELOPMENT

ACTIVITIES

- JANCY PE – FRIDAY AM
- Tasting different fruits from ‘The Very Hungry Caterpillar story’ – discussing healthy choices.
- Healthy Eating week (12-16th June)
- Represent life stages of humans and butterflies through body movements. E.g. curling in a tight ball (egg), crawling (caterpillar), spinning round and round (forming a chrysalis) etc.

OBJECTIVES 40-60M

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- ELG** - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- ELG** - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

PERSONAL SOCIAL & EMOTIONAL DEVELOPMENT

ACTIVITIES

- Sharing WOW slips/News books from the half term break
- Discuss ‘Baby Brains’ by Simon James – Children to share things they are good at and have learnt since they started in reception.
- Learning to look after and take care of live caterpillars.
- Father’s day (17th June)

OBJECTIVES 40-60M

- ELG** - Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children
- ELG** - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.
- ELG** - Children 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.

Children’s questions

Adult-led challenges
Can you explain and write about how you have changed since you were a baby?

Can you recognise the changes from caterpillar to butterfly and order the life-cycle pictures?

Can you describe the taste of fruits from Very Hungry Caterpillar and discuss healthy and unhealthy choices?

Can you design and build a bug hotel for the minibeasts?

Can you share the biscuits between the sharing bears and record how many is the same as half?

EXPRESSIVE ARTS & DESIGN

- Role-Play – Props in the ‘House’ from different stages of life e.g. walking stick, dummy.
- Summer self-portraits - make comparison with Autumn drawings.
- Junk model – Mini Bug Hotels
- Playdough mini-beasts with enhancements e.g. googly eyes, pipe cleaners etc.
- Symmetrical butterfly painting.
- Paper chain caterpillars.
- Threading spider webs – paper plates.
- Minibeast collage – grass, sticks etc.
- ‘All About Me’ books for Year 1 Transition

OBJECTIVES 40-60M

- Create simple representations of events, people and objects.
- Chooses particular colours to use for a purpose.
- Understands that different media can be combined to create new effects.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects tools and techniques needed to shape, assemble and join materials they are using.
- Plays cooperatively as part of a group to develop and act out a narrative.
- ELG** - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories
- ELG** - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.