

WOW moments A beanstalk appears in the classroom!
Caterpillars to butterflies!

Communication and Language

- *Use new vocabulary through the day (R)
- *Ask questions to find out more and to check they understand what has been said to them (R)
- *Articulate their ideas and thoughts in well-formed sentences (R)
- *Connect one idea or action to another using a range of connectives (R)
- *Describe events in some detail (R)
- *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)
- *Make comments about what they have heard and ask questions to clarify their understanding (ELG)

Literacy

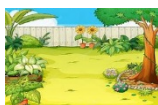
- *Spell words by identifying the sounds and then writing the sound with letter/s (R)
- *Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (R)
- *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)
- *Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play (ELG)
- *Write simple phrases and sentences that can be read by others (ELG)

Expressive Art and Design

- *Explore, use and refine a variety of artistic effects to express their ideas and feelings (R)
- *Create collaboratively, sharing ideas, resources and skills (R)
- *Listen attentively, move to and talk about music, expressing their feelings and responses (R)
- *Sing in a group or on their own, increasingly matching the pitch and following the melody (R)
- *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)
- *Share their creations, explaining the process they have used (ELG)
- *Make use of props and materials when role playing characters in narratives and stories (ELG)

Personal Social Emotional Development

- *Build constructive and respectful relationships (R)
- *Express their feelings and consider the feelings of others (R)
- *Identify and moderate their own feelings socially and emotionally (R)
- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)
- *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG)
- *Work and play cooperatively and take turns with others (ELG)
- *Form positive attachments to adults and friendships with peers (ELG)



Reception
How does your garden grow?

Summer 1

Links in Learning.

In Preschool as part of their, 'What changes' topic children visited the nature garden in school, the school pond, had a visit from some African snails, went on a mini beast hunt and made bug catchers.
In Year 1, as part of their 'New Beginnings' topic children will identify and name a variety of common wild and garden plants and observe changes across the four seasons.

Key Texts

Fiction

- Jack and the beanstalk
- Jasper's beanstalk
- What the ladybird heard
- Superworm
- Oliver's vegetables
- The Hungry Caterpillar

Non fiction

- Minibeasts
- Growing
- Planting
- Healthy eating
- Summer

Real Life Experiences

Growing beans

A beanstalk appears in the classroom

Vincent Van Gogh
Sunflowers

Caterpillar lifecycle

ART week (afternoons)

Assembly transition

Eid-al-Fitr

Physical Development

- *Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming (R)
- *Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (R)
- *Develop the foundations of a handwriting style which is fast, accurate and efficient (R)
- *Negotiate space and obstacles safely, with consideration for themselves and others (ELG)
- *Demonstrate strength, balance and coordination when playing (ELG)
- *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)
- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)
- *Use a range of small tools, including scissors, paintbrushes and cutlery (ELG)
- *Begin to show accuracy and care when drawing (ELG)

Mathematics

- *Count beyond ten (R)
- *Understand the 'one more than/one less than' relationship between consecutive numbers (R)
- *Explore the composition of numbers to 10 (R)
- *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)
- *Have a deep understanding of number to 10, including the composition of each number (ELG)
- *Subitise (recognise quantities without counting) up to 5 (ELG)
- *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and

Understanding the World

- *Recognise that people have different beliefs and celebrate special times in different ways (R)
- *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)
- *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (ELG)
- *Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)
- *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG)