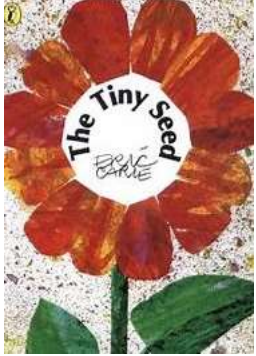
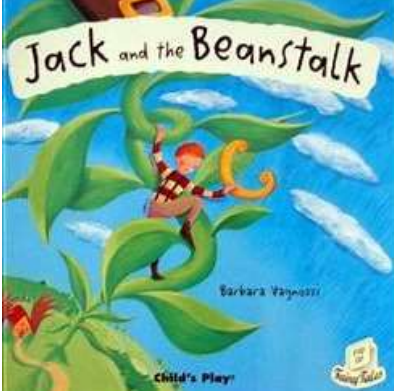
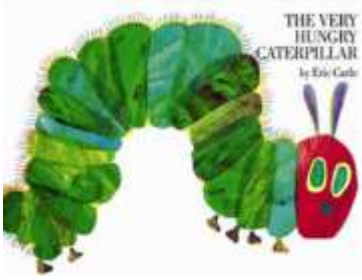
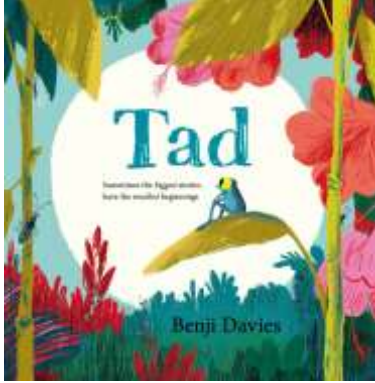
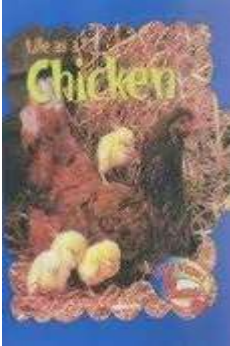
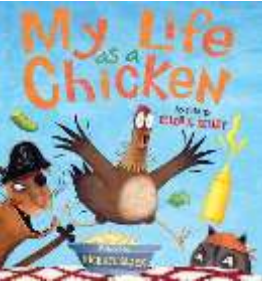


Dog Kennel Hill Primary School Half Termly Curriculum Plan 2023-24
Reception Summer 1
Theme – Creepy Crawlies & Growing



Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Communication , Language & Literacy	<p>Core Stories: The tiny seed by Eric Carle Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ○ To learn about how to care for plants ○ Learning about the different parts of a flower ○ To follow Instructions for how to plant a magic bean ○ Writing instructions for planting beans ○ To write a bean diary <p>Rhyme Time: The Farmer Plants the Seeds https://www.youtube.com/watch?v=cRhGOdqWllo</p>	<p>Core Stories: Jack and the Beanstalk Traditional Tale Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ○ To listen to and respond to the story Jack and the beanstalk ○ To begin to use language related to measure ○ To retell the story using storybook language ○ To draw and write a character description for the giant ○ To write a letter to the giant ○ To change the ending of the story <p>Rhyme Time: Baby Bumblebee song</p>	<p>Core Stories: The very Hungry Caterpillar by Eric Carle Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ○ To begin to understand why and how questions ○ To retell the story using props ○ To learn, draw and label the life cycle of a caterpillar ○ To learn about metamorphosis <p>Genre: Fiction Rhyme Time: There's a tiny caterpillar on a leaf</p>	<p>Core Stories: Core Stories: Tad by Benji Davies Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ○ To learn, draw and label the lifecycle of a tadpole ○ To learn more about the habitat of frogs and think about what makes our forest an ideal habitat for frogs and newts etc ○ To use the story 'Tad' to help us compare the lifecycle of frogs with our own lifecycle e.g. What can a tadpole do that a frog can't? What can a frog or froglet do that a tadpole can't? What can a grown up do that a reception child can't? ○ Writing our own lifecycle book on frogs to live in our forest cabin. <p>Rhyme Time: Frogspawn growing, frogspawn growing. Under water, under water. Tadpole. Tadpole. See it swimming, see it swimming.</p> <p>Legs are growing, legs are growing. Tail shrinking, tail shrinking. Frog, frog, Frog, frog. See it jumping, see it jumping</p>	<p>Core Stories: Life as a Chicken by Barbara Hunter Core Stories: fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ○ To learn, draw and label the lifecycle of a chicken ○ To learn more about the habitat of chicks. ○ To use the story 'to find out the life cycle of a chicken . ○ To label different stages of the life cycle of a chicken. ○ Writing our own lifecycle book and describing each stages. 	<p>Core Stories: To experience the egg changing into a chick in our nursery. Genre: My life as a Chicken by Ellen A. Kelley</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ○ To keep a diary book for the life cycle of the chicken. ○ To observe the eggs in an incubator and the changes of the eggs to hatch. ○ To experience how quickly the chicks grow in size. ○ To label different stages of the life cycle of a chicken and after each change keep a record of it in the dairy. ○ Writing our own lifecycle detailed description of each stages.

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Communication & Language	Key Vocabulary: Stem Leaf Roots Seeds flower Grow soil	Key Vocabulary: Beanstalk, Beans Harp giant Cottage Fee Fi Fo Fum Taller, shorter Empathy	Key Vocabulary: Life cycle Metamorphosis Chrysalis, cocoon	Key Vocabulary: Life cycle Metamorphosis Larvae Ladybird Growing Changing	Key Vocabulary: Life cycle Metamorphosis Frog spawn, tadpole, Frog Jelly Spring	Key Vocabulary: Insects Onomatopoeia Chant Cheer Long
Core Stories	<i>Slug in Love</i> by Nadia Shireen <i>Mad About Minibeasts!</i> by Giles Andrae <i>Twist and Hop, the Minibeast Bop</i> by Tony Mitton <i>I Love You Stick insect</i> by Chris Naylor-Ballesteros <i>The Ugly Bug Club</i> by Gail Abbitt					
Maths	U14: Securing Addition and Subtraction Facts	U15: Number Patterns within 20	U15: Number Patterns within 20	U15: Number Patterns within 20	U16: Number Patterns beyond 20	U17: Money

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<p>Personal Social and Emotional Development Skills Builder</p> <p>School Values Ambition, Creativity, Courage, Empathy, Resilience, and Respect.</p> <p>MindUp! Gratitude, Brain Breaks</p>	<p>Understanding emotions Updating our class charter Zones of regulation- discussing tools we can use to get ourselves into the green zone when conflicts occur.</p>	<p>Making relationships Discuss the Giant in Jack and the Beanstalk how is he feeling? Listen to the story being retold from the Giant's perspective.</p>	<p>Jigsaw! <i>Relationships</i> How to keep and maintain positive relationships with others.</p>	<p>Understanding emotions Explore the blue zone. Expand on vocabulary for the blue zone. Talk about times children were sad and lonely. What can help? When you feel this way.</p>	<p>Making relationships Use the story "Meeshia Makes Friends" to explore the theme of friendship</p>	<p>Sense of self Explore the story "Along came a different" to discuss difference between us all. Learn the song "We are Amazing" talk about differences.</p>
<p>Understanding of the World</p>	<p>Important figures: Learn about the Royal Family</p> <p>Planting Experiment- growing vegetables. What do they need to grow? Plant cress and store in three different places to assess.</p> <p>Children plant their own Magic beans</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> - Birthdays - Kings Coronation - Ramadan & Eid <p>Planting and Growing Plant a variety of seeds and vegetables in the garden area. Learn the different parts of the plants e.g. stem, flower etc.</p>	<p>Cooking Cook some traditional foods for Eid celebration</p> <p>Minibeasts Learn about life cycles</p> <p>Science- Life Cycle Butterfly: observe caterpillars in class</p>	<p>Minibeasts Making our own bug hotels</p>	<p>Mini-beasts Compare different minibeasts. Observe them in their natural habitat.</p>	<p>Mini-beasts To use non-fiction books and iPads to research mini-beasts.</p>
<p>Forest School</p>	<p>Children to have the opportunity to cook a meal on a bonfire - cooking pizza wrap on the fire</p>	<p>Planting in the forest school - caring for our existing plants and pruning</p>	<p>Planting in the forest school - caring for our existing plants and pruning</p>	<p>Hunting for minibeasts</p>	<p>Hunting for minibeasts</p>	<p>Making paints using leaves, flowers etc and creating large scale art on a white sheet to display</p>
<p>Expressive Art and Design</p>	<p>Drawing Observational drawings of plants and flowers.</p>	<p>Painting and colour Investigate using natural materials for painting e.g. tea bags, flowers and spices.</p>	<p>Pattern</p> <p>Simple symmetry of butterflies</p>	<p>Textiles and Texture The life of Eric Carle Learn about the techniques Eric Carle used to make a collage of your favourite mini-beast.</p>	<p>Pattern</p> <p>snail pictures</p> <p>Explore the spiral patterns on a snail's shell and the work of Henri Matisse. Use various tools to create</p>	<p>Textiles and texture Leaf and flower mosaics and collages.</p>

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Physical development	<p>Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>	<p>Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>	<p>Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>	<p>Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>	<p>Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>	<p>Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>
Music	<p>Picture the Scene Handle and control small percussion instruments to start and stop; play loud and soft; play fast and slow. Learn to use instruments to make sound effects in poems, songs and stories. Listen to my peers sing and play instruments. Explore vocabulary used to describe what I can hear</p> <p>'Know my instrument' Name all it's parts, know the typical musical genre and it's place in musical history Refer to video library.</p>					

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