



Dog Kennel Primary School Half Termly Curriculum Plan 2023-24  
Reception Summer 2  
Theme – Creatures Now and Long Ago/Transition



Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication, Language & Literacy	<p><b>Core Stories: Rainbow Fish by Marcus Pfister</b></p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Children to read Rainbow Fish. Talk about issues that the story is concerned with ie, Friendship, sharing, giving. Ch. in TP to talk about a time when they have shared, given something to someone else. How do they think the other person felt</li> <li>- Discuss what made rainbow fish feel sad in the story. Discuss what made him feel happy. Ch. to think of own experiences when they have felt either sad/happy. In circle pass round fish signifying child's opportunity to talk.</li> <li>- Show ch. a large picture of under sea scene. Talk about all the different places that can be seen. Rocks, coral reef, seaweed etc. Explain that we are a friend of rainbow fish. We can pretend to be any sea creature we like – octopus, crab, lobster.</li> </ul>	<p><b>Core Stories: Monkey Puzzle by Julia Donaldson</b> <b>Genre: Fiction</b></p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Children to read and follow clues to guess which animal we might have described - this should lead into a focus where children write their own clues for a 'secret animal'</li> <li>- Work together to write a detailed description of the monkey's mum to help the butterfly find its mum straight away!</li> <li>- Blow up a page from the story and encourage children to spot the 'punctuation' in the text - Why do we have punctuation? What is it used for? Can we use it in a piece of writing of our own?</li> <li>- Talk to children about our own families. Do we look like our mums/dads/siblings? How do we look the same and how do we look different? Children to orally rehearse a sentence describing their own chosen family member.</li> </ul>	<p><b>Core Stories: The Ugly Five by Julia Donaldson</b> <b>Genre: Fiction</b></p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Talk about the different creatures in the story - have we seen them before? Do they live in London? Why/Why not? Use this as an opportunity to learn about habitats - What is a habitat? Why is it important?. What other animals might live on the African plain?</li> <li>- Using our knowledge on the African plain, write a new page for the story to make the text <i>The Ugly Six!</i></li> <li>- Watching a clip from 'Animals of Africa' - David Attenborough documentary children to listen to how he is describing the scene. Children to have a go at 'being David Attenborough' and narrating natural scenes</li> <li>- Learning about David Attenborough and writing a fact file on him</li> </ul>	<p><b>Core Stories: Boogie Bear by David Walliams</b> <b>Genre: Fiction</b></p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Through this story begin to explore the idea of global warming and endangered animals. Discuss the effects of our actions on the environment.</li> <li>- Make our own posters about how we can look after the environment - what can we do to help in our classrooms or at home?</li> <li>- Write a letter in character of the polar bear explaining to her polar bear friends what has happened</li> <li>- Learn about the differences between grizzly bears and polar bears and record new facts .</li> </ul>	<p><b>Core Stories: Night Monkey Day Monkey by Julia Donaldson</b> <b>Genre: Fiction</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Research 'nocturnal animals' and talk about how they are adapted for the night time</li> <li>- Together make up a new story about a 'Night' animal and a 'Day' animal - picking a nocturnal animal we learnt about yesterday</li> <li>- Make a list of the similarities / differences between the daytime and nighttime</li> <li>- Night Monkey and Day Monkey are very different. Why is it good to learn about each other's differences? Why are people sometimes afraid of things that are different?</li> </ul>	<p><b>Core Stories: Dinosaur Bones by Bob Barner</b> <b>Genre: Non-Fiction</b></p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Writing instructions for how to hatch a dinosaur egg</li> <li>- Learning about different kinds of dinosaurs and writing dinosaur facts</li> <li>- Children to discover fossils outside in playground - write a letter informing the whole school about what we have found</li> <li>- Looking at animals now and making comparisons to dinosaurs e.g. birds and dinosaurs</li> </ul>	<p><b>Core Stories: The Koala Who Could by Rachel Bright and Jim Field</b> <b>Genre: Fiction</b></p>  <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Talk about Kevin's bravery and examine how he might be feeling at different points of the story. Use the story to think about our own journey in the EYFS - Children to have the opportunity to share their own worries/concerns.</li> <li>- Brainstorming our big questions for our new teacher for Ms Hulse to find out the answers to</li> <li>- Making a box of 'things you need to know about us' including our favourite stories, pictures of us, things we like to do, our favourite song etc</li> <li>- Making cards/writing to our our new teachers</li> </ul>



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	We are having a party and would like to invite rainbow fish. Show ch. various party invitations and what needs to be included – to, date, time, place, from.						
Rhyme Time	- 1,2,3,4,5 once I caught a fish alive	- Three cheeky monkeys - No more monkeys jumping on the bed - Pick banana, pick pick banana	- The Ugly Five song	- Teddy bears picnic	- Three cheeky monkeys - No more monkeys jumping on the bed - Pick banana, pick pick banana	- Dinosaur songs: <a href="https://www.youtube.com/watch?v=SzZPLdAWKO">https://www.youtube.com/watch?v=SzZPLdAWKO</a> E	- I'm a koala-la-la-la
Communication & Language	<b>Key Vocabulary</b> - Scale - Sharing - Friendship	<b>Key Vocabulary:</b> - family - similar - different	<b>Key Vocabulary:</b> - Habitats - Environment - Wildlife - African plane	<b>Key Vocabulary:</b> - Habitats - Environment - Endangered - Wildlife - Extinct	<b>Key Vocabulary:</b> - light - dark - Nocturnal	<b>Key Vocabulary:</b> - palaeontologist - fossil - Omnivore - Herbivore - Carnivore - Dinosaur names	<b>Key Vocabulary:</b> - change - growing - resilience
Maths	<b>U15 Consolidation - Number patterns within 20</b>	<b>U18 Measures</b>	<b>U18 Measures</b>	<b>Unit 19: Exploration of patterns within number</b>	<b>U19: Exploration of patterns within number</b>	<b>Consolidation</b>	<b>Consolidation</b>



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<p>Personal Social and Emotional Development <b>Skills Builder</b></p> <p><b>School Values</b> Ambition, Creativity, Courage, Empathy, Resilience, and Respect. <b>MindUp!</b> Gratitude Brain Breaks</p>	<p><b>Sense of self</b> <b>Jigsaw!</b> <i>Changing me</i></p> <p>Reflect on changes children have gone through and discuss upcoming changes moving to year one. Share and talk about feelings and support this transition.</p>	<p><b>Making relationships</b> Talk about Acts of Kindness Doing something kind for someone else. How can we help our friends? How can we help our school? How can we help our wider community and wider world (adopting an endangered animal)</p>	<p><b>Making relationships</b> Work collaboratively with a group to create their habitat box, sharing ideas and taking turns</p>	<p><b>Understanding emotions</b></p> <p>Explore the story of <i>Beegu</i>. Children to have the opportunity to 'hot seat' as the character of Beegu. <i>How might he be feeling? What was it like suddenly being on earth? Do you have any advice for us as we get ready for a big change - the transition to year 1?</i></p>	<p><b>Understanding emotions</b></p> <p>Explore the yellow zone and develop vocabulary for emotions within the yellow zone. Explore the story "Ruby's Worry" and create a class worry box for children.</p>	<p><b>Making relationships</b> Begin to do activities with their new teacher to build up a relationship with new staff - e.g. writing letters to our new teachers</p>	<p><b>Making relationships</b> Begin to do activities with their new teacher to build up a relationship with new staff</p>
<p><b>Understanding of the World</b></p>	<p><b>Forest School:</b> Cooking on a campfire - children to have the opportunity to make pizzas on a fire</p> <p><b>Trip Safety</b> Talking about how we will stay safe on our school trip next week</p>	<p><b>Forest School:</b> Children to make their own flower dairy crowns using grass and daisies</p> <p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors. - Father's Day</p> <p><b>Important figures:</b> Learn about the work of David Attenborough. Learn about other jobs that are related to animal conservation and protection.</p> <p><b>Children to go on a trip to the Horniman Museum - Butterfly House and Aqaurium</b></p>	<p><b>Forest School:</b> Children to make their own forest school 'perfumes'</p> <p><b>Science skill focus: classifying</b> Investigating magnets. Classify objects as magnetic or non-magnetic</p>	<p><b>Forest School:</b> Children have the opportunity to make paints using flowers, mud etc.</p>	<p><b>Forest School:</b> Children to harvest fruit from our cherry tree and collect other things we have grown to make special dishes together - e.g. rhubarb crumble</p> <p><b>Human Growth</b> How humans grow and change.</p> <p><b>Light and Dark</b> Learn about different types of light sources. Experiment with lenses and creating shadows.</p>	<p><b>Forest School:</b> Children to make their own giant den for us to sit under - learning different knots and lashings to secure their structure</p> <p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors. - Sports Day</p> <p><b>Creatures long ago</b> Investigate extinct animals eg. Dinosaurs Focus on oral hygiene.</p>	<p><b>Forest School:</b> Cooking on a campfire - children to have the opportunity to sit around a fire and toast marshmallows - a farewell to our year in the forest</p>
<p><b>Expressive Art and Design</b></p>	<p><b>Drawing</b> Underwater pictures</p>	<p><b>Painting</b> Making fathers day cards</p>	<p><b>3D work</b> Making our own musical instruments ahead of the whole school parade</p>	<p><b>3D work</b> Creating shoe box habitats for animals around the world.</p>	<p><b>Textiles and texture</b> Look at animal patterns and textures to create a model of your own chosen animal.</p>	<p><b>3D work</b> Moulding clay to make our own dinosaurs dinosaurs</p>	<p><b>Drawing</b> Making cards for our new teacher</p>





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<p>Music</p>	<p><b>Road to Rio</b>          Develop and keep a steady pulse. Learn to use rhythm phrases to clap rhythm patterns. Learn to accelerate and decelerate in a pulse.</p>						
<p>Physical development</p>	<p><b>Multi skills and Athletics</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><b>Health &amp; Self Care</b>          To know a range of ways to keep healthy, to develop language through the hospital role play          Children to learn the names of different organs in the body and learn more about human growth, change and development          For children to learn about the importance of oral</p>						