

# Reception 2024/25



## Communication and Language

**Topic: Beans and Butterflies**  
Discuss Jack and the Beanstalk and learn new vocabulary and phrases linked with the book.

Offer explanations for why things might happen when you eat unhealthy foods, making use of recently introduced vocabulary from science lessons.

Children to generate questions about the topic and begin to understand why and how questions

Blanks Levels of Language questioning for Jack climbing the beanstalk scene

## Personal, Social Emotional Development

**Healthy Me** - Sorting healthy and unhealthy choices. Discussing importance of exercise and healthy eating.

**Understanding emotions** – Build on their toolbox of techniques and strategies that help them to be calm. Explore the zones of regulation and develop children's vocabulary. Discuss Giant's character, what zone is he in?

## Math Mastery

**Doubling and Halving U12** - Solve problems and explore the relationship between doubling and halving

**Shape and Pattern U13** - Describe 2D shapes and create patterns. Begin to describe 3D shapes.

**Securing addition and subtraction facts U14** – to explore addition by combining two groups and to explore subtraction by portioning and taking away.

## Music, Art and Design Technology

**Music** - Develop children's ability to tap, play and recognise high and low pitches and move to a pulse.

**Art table** – Every day we have a different art task related to our literacy or science topic. We will be creating beanstalks, designing bug hotels, printing, painting and more!

**DT** – use of junk modelling and lego to build houses, supermarkets, beanstalks

## Understanding of the World

**Plants** - Discover that plants are living things. Learn about plants and where they come from. Explore how to look after plants.

**Forest School** – Exploring our forest school, using spades, bug houses, binocular glasses etc.

**Food** – begin to think about where the food they eat comes from and what forms a healthy diet. Begin thinking about how animals are used in production

**Science Week** - Selection of experiments chosen with the children.

## Physical Development

**Dance Gymnastics** – Jumps off an object and lands appropriately. Showing increase control over an object.

**Health and Self Care** – Talk about healthy range of food

## Literacy

### **Writing Outcomes – Beans and Butterflies**

Week 1 LO: To create a list

Week 2 LO: To plant a bean and to create a bean diary.

Week 3: LO: To create character speech bubbles for 'Jack and the Beanstalk'.

Week 4: LO: To create a butterfly diary.

Week 5: LO: To write a butterfly description.

Week 6: LO: To create an alternate story for The Very Hungry Caterpillar.

## Stories

*Jack and the Beanstalk* by Richard Walker, *The Hungry Caterpillar* by Eric Carle J & the B Penguin illus. by C.Gledhill, *Superworm* by Julia Donaldson, *The tiny seed* by Eric Carle, *Egg Drop* by Mini Grey, *The Odd Egg*

## Phonics

RWI phonics – phonics learning linked to outcomes from phonics half termly assessments. Small group phonics – learning new sounds and orally blending

## Reading

Take home banded books  
Read Write Inc phonics  
Story time at the end of the day  
Readers listened to daily

## Role Play: Groceries/Supermarkets

Children will have opportunities to sort dairy, fruit, vegetables. Cash register to pay for foods and shopping list to write before going to the supermarket.

**Key Vocabulary:** freezer, supermarket, groceries, cashier, trolley, fruits, vegetables, card machine,

Alongside using the Early Years Curriculum, we will also take into consideration the children's interests and abilities. Part of our planning cycle is based on the children's interests during their free flow play.