



Summer 1: Creatures big and small

Key Texts: Superworm, What the ladybird heard,
Farmyard Hullabaloo.



Why this? Why now?

This half term we are going to be finding out about small minibeasts and much larger farm animals! We will be learning about worms and ladybirds particularly, finding out facts about them and how to take care of them. This year, we will also be taking part in celebrations to mark the coronation of King Charles 3rd. We will be learning more about our new King and the royal family. We will be then thinking about different farm animals, writing our own riddles and finding out much more about different animals. We will be creating our own maps, like the map in the story 'What the ladybird heard'. We will go on a short walk and then draw our own map.

Over the Summer term the children will begin a smooth transition programme to help them prepare for starting Year 1. They will be slowly introduced to a more formal and structured curriculum. The EYFS curriculum has equipped the children to have a broad range of knowledge and skills that provide the right foundation to start the National curriculum. The Foundation Stage Profile will be completed, during the summer term, where children will be assessed against each of the 17 Early Learning Goals

Key Vocabulary –

Worms, wormery, habitat, ladybirds, farm animals, coronation, King Charles, Royal Family

These are some of the opportunities that will be offered for the children. Some of these opportunities will be taught as a focused teaching activity and others offered through continuous provision, both inside and outside. We will be responding to child-led interests to lead our learning further and also respond to spontaneous learning opportunities.

Area of Learning and Development – Communication and Language

- Listen to and talk about stories to build familiarity and understanding and retell using repetition and their own words.
- Continue to learn and use new vocabulary.
- Ask questions to find out more and to check their understanding.
- Articulate their ideas and thoughts in well- formed sentences.
- Use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen.

Overview

- To listen carefully to and talk about stories including Superworm, Yucky Worms, What the ladybird heard and Farmyard Hullabaloo.
- To observe, learn new vocabulary and articulate their thoughts.

Area of Learning and Development – Personal, Social and Emotional Development

Overview



- See themselves as a valuable individual.
- Show resilience and perseverance.
- Think about the perspectives of others.
- Manage their own needs.

RSHE – Keeping safe and looking after myself

- Continuing to work with children continually to develop their PSE skills.

Area of Learning and Development – Physical Development

Overview

- Continue to develop the overall body strength, co-ordination, balance and agility.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors.
- Continue to develop the foundations of a handwriting style.

- Daily use of outdoor area, to focus on their fundamental movement skills.
- Daily practise of writing name / HFW / numbers to 10.
- Focused handwriting groups to continue to develop handwriting style.
- Using large apparatus in the hall.
- Hold pencils, scissors, brushes, cutlery correctly and with good control.
- Play games involving different skills and varying equipment of different properties and sizes. Bean bags, balls, quoits, other equipment. Team games involving problem solving. Make up own games and rules

Area of Learning and Development – Literacy

Overview

Phonics: Little Wandle Summer 1

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Reading

Develop a love of sharing books.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Model re-reading words ongoing as the sentence is read.

Read sentences and books independently, with some fluency.

Read with understanding , talk about what has been read and answer questions.

Practise writing full name.



<p>Writing</p> <p>Write and recognise their names. Form lower-case and capital letters correctly. Segment (spell short words) using these sounds. Write simple phrases and sentences that can be read by others. Use a capital at the beginning, and for names and a full stop at the end. Re-read what they have written to check that it makes sense. Write for different purposes and audiences.</p> <p>Know the front and back cover.</p> <ul style="list-style-type: none">• Talk about the main characters and events.• Blend sounds into words (CVC).• Continue to become more confident reading simple sentences.	<p>Letter formation Spell cvc, ccvc, cvcc words orally and using letters. Spell tricky words. Write simple sentences with known sounds and words and with a full stop. Some of the writing opportunities we will complete:</p> <ul style="list-style-type: none">• Write facts about different minibeasts.• Write a description about Superworm• Look for treasure like Superworm and write down what we can find.• To complete simple comprehension activities about the books read.• Write riddles about farm animals• Write instructions about planting seeds.
<p>Area of Learning and Development – Mathematics</p>	<p>Overview</p>
<p>Number</p> <ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system.• Have a deep understanding of number to 10, including the composition of each number.• Automatically recall number bonds for numbers 0–5 and some to 10.• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.• Know what one more/one is less between consecutive numbers up to 10. <p>Shape, space, measures</p> <ul style="list-style-type: none">• Use positional and directional language to describe objects and people.• Solve real world mathematical problems with shapes, space and measures.• Compare length, weight and capacity using comparative language, e.g, smaller, heavier, lighter.• Use positional and directional language to describe objects and people.	<ul style="list-style-type: none">• Count in different situations, count children, how long it takes to do an action, activity.• Count along number tracks.• Counting minibeasts• Problem solving activities for composition of each number to 10.• Number bonds to 10: numicon, tens frame.• Problem solving: 1 more/less.• Doubling, sharing. <ul style="list-style-type: none">• Measure the length of worms and different plants and compare between them.• Draw a map• Positional language to move around farm animals.
<p>Area of Learning and Development – Understanding the World</p>	<p>Overview</p>
<ul style="list-style-type: none">• Recognise some similarities and differences between life in this country and life in other countries.• Describe what they can see, hear and feel whilst outside.• Recognise some environments are different to the one we live in.• Draw information from a simple map and draw own map.• Recognise that people have different beliefs.	<ul style="list-style-type: none">• RE – special places – visit St Peter’s Church – explore important features of the Church.• Find out about King Charles III and the royal family.• To understand how we can look after minibeasts and shows care and concern towards them.• To understand what plants need to grow and how minibeasts need flowers. Make our own seed bombs to plant in the EYFS garden.



	<ul style="list-style-type: none">• To draw a simple map after reading the story 'We're going on a bear hunt'• To draw our own maps after going on a short walk.• To explore magnetic and non-magnetic materials when looking for treasure like Superworm.
Area of Learning and Development – Expressive Arts and Design	Overview
<ul style="list-style-type: none">• To develop storylines in pretend play.• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Create collaboratively, sharing ideas, resources and skills.	<ul style="list-style-type: none">• Artists – Vincent Van Gogh Look at the painting Sunflowers and create our own observational paintings. Create a collage inspired by the painting. Explore colour mixing. Use the whiteboard paint programme to create a painting.• When using construction areas, plan out what we are going to make and draw first.• Music – Charanga.
Home – School Links <ul style="list-style-type: none">• Continuing to share 'wow' learning moments from school on Seesaw and asking parents to share moments from home too.	



MEDIUM TERM PLANNING | FOUNDATION STAGE
Zetland Primary School

Year Group: Reception