

Reception : Beautiful Beasts.

1. Key Vocabulary

Communication, Language and Literacy:

the - used to refer a person

be- occur take place

of- expressing a relationship between a part and a whole.

a- one single any

have- posses own hold

for- on this ground because

Personal, Social and Emotional Development:

Company- commercial businesses

Opportunity - a time of set of circumstances that makes something possible

Skill-the ability to do something

Thank- express gratitude to someone

Expect- regard someone as likely to do something

Hope- a person or thing that might help someone

Mathematics:

Estimate- approximate calculation

Plus- with the addition of

Check- examine

Equals- be equivalent to

Symmetrical - made of exact similar parts

Subtract -take away

Understanding the World:

Insect- small arthropod

Shelter- an animal sanctuary

Minibeast- a small invertebrae

Brain- organ of nervous tissue

Antenna- sensory appendages in the head of insects.

Shell -the hard protective outer caste of a molluscous or crustacean.

Expressive Arts and Design:

Artist-a person who practices or performs creative arts

Photo- related to photography

Imagine- form a mental concept of

Original- created personally

Reveal- cause or allow

Remove-take off

2. Curriculum Knowledge

Our topic this half term is "Beautiful Beast"

The children will be exploring different life cycles such as the frog life cycle or the human life cycle, they will also learn facts about plants and insects and the habitats where they live.

We will continue to learn how to think about the perspective of others and show sensitivity to our own and others needs. We will continue to learn vocabulary that allow us to express our own feelings and emotions.

We will explore books such as " The tiny weeny tadpole" by Sherida Cain or " The big book of bugs" by Yuval Zommer.



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	We will continue to engage in gardening activities.	We will learn how to use the vocabulary we are learning in different contexts.	We will think about how to understand the perspective of others and our own feelings.	We will look at different ways of preserving and taking care of biodiversity.	We will learn how to preserve and take care of different insects and their habitats.

3. Communication and Language

Through partner talk, small groups and whole class interactions, children will be encouraged to speak confidently with one another, presenting work they are proud of and sharing their topic learning, expressing their ideas and feelings in full sentences. Children will continue to learn a range of topic based vocabulary in all curriculum areas and will use these words in context throughout their learning to express their ideas.

Children will be encouraged to ask questions about their learning to help deepen their topic understanding when listening to stories or looking at non-fiction texts about minibeasts. Good listening skills will continue to be practiced by children inferring information from texts, thinking about how characters may be feeling and giving reasons for their ideas with examples from the text.



4. Personal, Social and Emotional Development

Children will continue to use our books of the week as a stimulus for identifying the feelings of the characters, expressing how they feel in different situations and the importance of considering how their own actions can affect the feelings of others.

During these circle-time sessions, the children will role-play various scenarios to support them in regulating their own behaviour with grace and independence.

There will also be a key focus on children building up the confidence, resilience and perseverance to try out new or unfamiliar activities and challenges as well as to focus on achieving both their own personal targets as well as those set by the class teachers.

We will also encourage the children to reflect on their friendships that they have built, the importance of building strong and trustworthy friendships and how having friend's makes us feel.



5. Physical Development

Gross motor skills

We will concentrate on moving energetically such as running, jumping, dancing, hopping, skipping and climbing. We will also be focusing on our 'minibeasts' theme; can they creep like a spider? slither like a worm? fly like a butterfly? crawl like a caterpillar? The children can also practice moving like other insects and animals. We will be teaching the children to negotiate space and obstacles safely, with consideration for themselves and others. Demonstrating strength, balance and coordination when playing. Children will get to go to the woods and negotiate space around them, observing minibeasts. There will also be an obstacle set where children can navigate and demonstrate coordination, balance and strength. Children will explore their gross motor movement more during a "Caterpillar to butterfly transformation" dance..

Fine motor skills

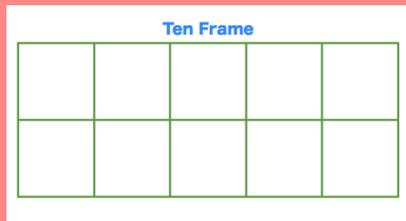
Linking to EAD, the children will explore the use of tools and techniques whilst creating a minibeast life-cycle. put them in containers. eyes.

6. Mathematics

This term in maths children will work on securing their knowledge and understanding of numbers to 10 and the counting patterns within them. This will be extended to explore numbers beyond 10.

Children will also use vocabulary to talk about and compare height, length, weight and capacity. Children will continue to develop their understanding of time and how time is measured in days, weeks and months.

Children will be given opportunities to develop their spatial reasoning skills and use positional language. Children will also be practising bigger addition and subtraction.



7. Literacy

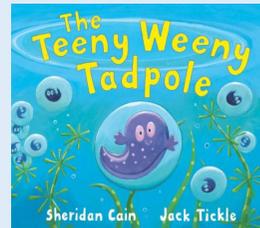
Each week the children will be introduced to a focus text that will be used to introduce different activities during the week.

The books we will be exploring this term are: "The tiny Weeny Tadpole", "The big book of bugs", "The Gruffalo", "Superworm" Or "The Crunchy Munchy caterpillar"

Children will continue to use their phonic knowledge to write captions and sentences. They will also be encouraged to use the new vocabulary they are learning in different contexts, to encourage this we will introduce different role play activities where children will be able to explore all this new vocabulary.

Children will be encouraged to write descriptions about their favorite insects and their habitats.

Children will continue to learn how to retell a story using their own words and talk for writing actions and vocabulary such as, First, Next, After that and Finally.



8. Understanding the World

Through our topic children will explore the natural world around them, making observations and drawing pictures of minibeasts around them. They will learn about the features of a minibeast and the role they play in the environment. The children will also learn about habitats and how each are adapted for different animals/minibeasts. They will be able to compare habitats and recognise different surroundings.

The texts we read will support the children's understanding of lifecycles and explore the different stages of a metamorphosis. By looking at life cycles, the children will consolidate their understanding of past and present.



9. Expressive Art and Design

For the Summer term, the children will be performing songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. The children will be safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to create their own insect and their habitats as well as the life cycle of a frog. They will share their creations, explaining the process they have used.