

# Year Reception – Summer 1 – 'The Living World'

**Week 1:** Growing 1 Plants **Week 2:** Growing 2 Fruit and Vegetables **Week 3:** Life cycle 1 Pond-Life **Week 4:** Life-cycle 2 Butterflies **Week 5:** Minibeasts 1 – Slugs and Snails **Week 6:** Minibeast 2 – Bees and Wasps

Weekly Topics ensure coverage of Development Matters but holistic learning will naturally cover multiple AOL throughout the Term during Child Initiated Play and Teaching in the Moment.

## Communication and Language (Prime)

- Week 1:** To speak in a familiar group, explain their knowledge (plant growth).
- Week 2:** Explain their own knowledge answer how and why questions (About fruit and vegetables).
- Week 3:** Children listen to stories and respond with relevant comments.
- Week 4:** They develop explanations when discussing theirs and others work.
- Week 5:** Explain their own knowledge and develop explanations.
- Week 6:** Recount experiences, connecting ideas.

## Personal, Social and Emotional Development (Prime)

- Week 1:** Taking turns and sharing resources.
- Week 2:** Discuss their opinions (about fruit and vegetables).
- Week 3:** Discuss other behaviour and consequences (ugly duckling story).
- Week 4:** Try new activities and discuss their ideas about their artwork.
- Week 5:** Listening to others suggestions, taking turns.
- Week 6:** Discussing sharing and feelings.

## Physical Development (Prime)

- Week 1:** Showing control in large and small movements (throwing and catching).
- Week 2:** Negotiating space.
- Week 3:** Moving in a range of ways and negotiating space.
- Week 4:** Moving in a range of ways/transporting and using equipment safely.
- Week 5:** Showing control in large movements, moving in a range of ways.
- Week 6:** Showing control and coordination/safety.

## Literacy (Specific) Including PD FMS

- Week 1:** 'The Tiny Seed' (captions, simple sentences, narrative retell).
- Week 2:** 'Oliver's Vegetables' (captions, simple sentences, narrative retell).
- Week 3:** 'The Teeny, Tiny Tadpole' (captions, sentences, narrative retell).
- Week 4:** 'A Butterfly's Lifecycle' (captions, sentences, life-cycle retell).
- Week 5:** Norman the Slug with the Silly shell (captions, sentences, narrative).
- Week 6:** The Very Greedy Bee (captions, sentences, narrative retell).



## Maths (Specific)

- Week 1:** Ordering numbers.
- Week 2:** One more and one less.
- Week 3:** Counting on using a number line.
- Week 4:** Counting backwards using a number line.
- Week 5:** Distance – using language of far and near.
- Week 6:** Repeating Patterns problem solving.

## Understanding the World (Specific)

- Week 1:** Comparing seeds and bulbs/investigate materials for seeds to grow in.
- Week 2:** How fruit and vegetables grow differences between cooked/raw.
- Week 3:** Using ICT programme to create a pond-life animal.
- Week 4:** Discussing the changes that occur from caterpillar to butterfly.
- Week 5:** Discussing the differences between snails and slugs.
- Week 6:** Categorising minibeasts.

## Dates of Interest for Topics

## Teaching in the Moment

All of these areas will be covered during daily Continuous Provision, and learning will be led by the children's own different interests.

## Expressive Arts and Design (Specific) Including PD FMS

- Week 1:** Creating a flower garden using a range of techniques and materials.
- Week 2:** Printing with fruit and vegetables creating patterns.
- Week 3:** Creating pond-life pictures.
- Week 4:** Butterfly splash/drip painting.
- Week 5:** Matisse Snail using collage shaped pieces.
- Week 6:** Class beehive using different printing resources.



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Development Matters: Understanding of the World (People & Communities, The World 4-0-60/ELG)

- Looks closely at similarities, differences, patterns and change.
- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary.
- They make observations of animals and plants, explain why some things occur, and talk about changes.
- Children talk about the past and present events in their own lives.
- Uses ICT hardware to interact with age-appropriate computer software.
- Children recognise that a range of technology is used in places such as homes and schools.

**Pose** Can seeds grow/germinate in other materials?

**Plan** soil, paper towel, cotton wool, coffee, flour, water

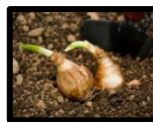
**Predict** – what do you think will happen germinate/not germinate?

**Provide** – Children to test materials and observe over a few days. Provide the results by placing the materials in to 2 groups **Germinate/grow**.

**Not Germinate/grow**.

## Growing 1 Plants

Look at a range of bulbs and seeds what differences can they see? Will they grow in to the same plants? What other items will we need to grow our seeds and bulbs? Do seeds need soil to grow? Children to plant seeds in soil and on tissue paper/cotton wool to see what happens.



Flower art by Eric Carle



Children to print their own designs on paper using a range of resources rollers/objects to create a texture. Then to cut out petals for their flowers. Can make own pom poms and add other materials to create their own individual flowers to create a class flower garden.

## Growing 2 Fruit and Vegetables

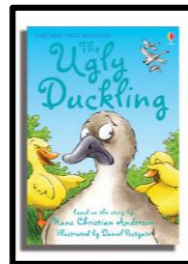
Children to look at a range of fruit and vegetables and discuss how they grow above/below the ground. Children to use their senses to taste/feel/touch/look and smell the fruits. Children then can compare cooked and raw fruit and vegetables looking at the similarities and differences. Which fruit/vegetable did they like best?



Children to use fruits/vegetables and paint to create their own printed repeating patterns.

## Life cycle 1 Pond-life

Read or listen to the story of the Ugly Duckling. Children to discuss the behaviour of the other birds and animals. Was their behaviour acceptable? What would happen if you behaved in the same way?



Discuss have they ever visited a pond? What did they see? Whom did they go with? Can you draw a picture of an animal that lives in or on a pond using an iPad?



Frogs Living World

## Life-cycle 2 Butterflies

Discuss the life cycle of the butterfly about the changes that occurred. Children to create their own butterfly using the technique of Jackson Pollock. Use different types of brushes/pipettes/drip methods to create a splash effect on paper. Children then to compare each other's work saying what they like about each other's work.



**Pose:** What will, happen when we mix the ingredients together, will the ingredients change?

**Plan:** Milk, chocolate angel delight mix, Oreo biscuits, bowl

**Predict:** Children to make their predictions  
**Provide** Children to mix ingredients and verbally say what has happened also record results using photographic evidence.

## Mini-beasts 1 Slugs & Snails

Look and discuss some pictures of slugs and snails what is different/similar about them? Slugs and snails both live in the soil so we are going to make some edible compost and look at the changes that occur.



Children to look at Matisse's snail picture. Using shaped pieces children to create their own snail pictures.



## Mini-beasts 2 Bees & Wasps

In our literacy story this week the greedy bee would not share the nectar/pollen how did this make the other bees feel? Discuss with the children what their favourite mini-beasts are and why? Do they dislike/frightened of any mini-beasts why?

Children to look at pictures of mini-beasts we are going to categorise the mini-beasts by sorting them for number of legs/wings/pattern/shape/antennae.



Use hexagonal shaped paper and bubble wrap to make a class beehive. Use other printing resources potato masher to create bees.



Development Matters: Expressive Arts & Design (Exploring and using Media and Materials, Being Imaginative 4-0-60/ELG)

- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.
- Safely explore a variety of materials, tools, techniques, experimenting with colour, design, texture, and function.
- Create simple representations of events, people and objects.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture.
- Create simple representations of events, people and objects.
- Initiates new combinations of movement to express ideas.
- Choose particular colours for a purpose.
- They represent their own ideas, thoughts and feelings through art and stories.





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## Summer 1 Challenges

Maths	
W1	Can you order the numbered flowers? Can you find the missing number?
W2	Can you find one more and one less using the fruit and vegetables? Can you estimate how many vegetables you can see?
W3	Can you use the number line to count forwards and find the answer? Can you write, work out your own addition sums?
W4	Can you use the number line to count back and find the answer? Can you write you write and answer your own subtraction sums?
W5	Can you describe where the object is using the language of distance? Can you play the near and far distance game?
W6	Can you complete the pattern? Can you find the missing shape/colour/object that will complete the pattern?
Writing	
W1	Can you draw a plant and label it? Can you write about what it needs to grow?
W2	Can you retell the story of Oliver’s vegetables? Can you draw your own vegetable patch and write a sentence about it?
W3	Can you order the pictures of the lifecycle of a frog? Can you write a word/captions/sentence about each of the pictures?
W4	What do you know about butterflies? Can you write about them? Can you write sentences about the butterfly lifecycle?
W5	Can you write about one of the minibeast pictures? Can you find out more information about your chosen minibeast?
W6	Can you draw a picture of your favourite part of the story and write a caption/sentence/narrative about it?
Reading	
W1	Can you read the planting sentence cards? Can you find information in a book about plants and flowers?
W2	Can you read the irregular word/red word spotter story? Can you write a sentence/story using irregular/red words?
W3	Can you find information about pond-life in the school library or on the internet? Can you record your information?
W4	Can you read the sentences and match them to the pictures? How many special friends can you find in the words?
W5	Can you find any information books about minibeasts? Where else could you look?
W6	Can you play and read the sentences on the Interactive Minibeast game (twinkl)? Can you guess what the minibeast?
Craft	
W1	Can you make a sycamore seed helicopter? Can you test your design to see if it spins?
W2	Can you use different craft materials to make a flower collage? Can you label the different parts of a flower?
W3	Can you make a paper plate frog life-cycle collage? Can you take a photograph of your completed work?
W4	Can you make a handprint butterfly? Can you make a symmetrical pattern on both wings?
W5	Can you use the resources to make a collage of a slug/snail and its silvery trail? Can you say the position of the snail/slug?
W6	Using the junk box modelling can you build a model of a bee? Can you say what you like about your friends model?
Construction Area	
W1	Can you make a repeating pattern with construction materials? Can you introduce more than 2 colours into your pattern?
W2	Can you use the 3D shapes to make one of the buildings? Can you discuss the shapes you have used?
W3	Can you build a boat using the construction materials? Can you write a sentence about where you would go in your boat?
W4	Can you make a block butterfly? Can you use maths language to describe the shapes you used?
W5	Can you make a flower for the minibeasts to visit? Can you write and describe your flower?
W6	Can you use the lollipop sticks to make a bumble bee? Can you write a sentence about your bee?
Small World Area	
W1	Can you make a repeating pattern with construction materials? Can you introduce more than 2 colours into your pattern?
W2	Can you use the different construction pieces to make a vegetable patch? Can you discuss the vegetables you have made?
W3	Can you make a pond with the shapes? Can you name the shapes and properties – faces, edges, vertices?
W4	Can you create an adventure story with the small world figures? Can you include your friends in the adventure?
W5	Can you think of a narrative using the minibeast puppets? Can you draw/write your story?
W6	Can you use the wooden blocks to measure items in the classroom? Can you record your measurements?
Home Corner	
W1	Do you know about these different types of technology? Can you discuss which are used at home, at school, or both?
W2	Can you sort the fruit and vegetables? Which fruit or vegetables do your friends like best? Can you make a chart?
W3	Can you discuss any differences or similarities between you and your friends? Can you write them down?
W4	Can you draw a picture of your family? Can you share it with your friends? Do their families look the same?
W5	Can you discuss which pictures are showing safe or unsafe activities? Can you write a sentence about how to keep safe?
W6	Can you sequence the hand washing cards? Then make a poster how to wash your hands and the importance of hygiene?

Investigation Area	
W1	Can you discuss the seasonal pictures and order them? How has the weather changed from before your holidays?
W2	Can you play the junkbox recycling game? Can you sort the recycling in to different types of materials?
W3	Can you go on a materials hunt around the classroom? Can you discuss the similarities and differences between the materials?
W4	Can you complete the butterfly lifecycle? Can you find the lifecycle on an Ipad or computer?
W5	Can you match the minibeast to its home? Can you think of a different minibeast and say where they live?
W6	Can you use an ipad to find facts about bees and wasps. Can you write down your information?
Zone 1	
W1	Can you create a tree blossom paint picture? Can you describe the technique that you used for the picture?
W2	Can you make a scarecrow to add to Oliver’s vegetable patch? Can you make a no standing sign to go on the patch?
W3	Can you use the resources to make your own flower? Can you label the flower and explain what a plant needs to grow?
W4	Can you follow the instructions to make a paper plate butterfly? What other minibeasts could you make?
W5	Can you create a two coloured repeating pattern slug? Can you say which colour will come next?
W6	Can you put on a given amount of stripes on to your bee? What if you add one more/one less?
Zone 2	
W1	Can you work together to make a giant sunflower model? What materials will you use? How will you fasten it together?
W2	Can you make a bird kite? Can you test your kite to see if it will fly?
W3	Can you work together to make a class pond? Can you share your ideas with your friends about what you are going to create?
W4	Using bubble art can you create a colourful butterfly? Have you made any new colours?
W5	Using salt dough or playdough can you create your own snail? What other minibeasts could you make?
W6	Can you work together to create a class beehive using hexagonal paper/bubble wrap? Discuss the properties of the shapes used?
Zone 3	
W1	Can you move a figure through the guttering, only using water? Can you move them from one side of the area to the other?
W2	Can you make a sandcastle stack? How many sandcastles did you stack? What if you add one more or one less?
W3	Can you test the objects in the water to see if they will float or sink? Can you explain your findings with an adult?
W4	Can you fill a bucket with water using a sponge? Who came 1 <sup>st</sup> /2 <sup>nd</sup> ? Discuss the differences between a wet and dry sponge?
W5	Which do you prefer sand or water? Can you tell an adult which you prefer and why?
W6	Can you estimate how many bees are in the sand? Can you place them in groups of 2 and count to check?
Zone 4	
W1	Can you find any of these flowers and plants outdoors? Did you find anything not on the list? Can you describe it?
W2	Can you make a journey stick? Can you write a list of items on your stick or write a sentence and take a photo?
W3	Can you follow instructions to complete physical actions? Can you give your friend a series of actions to carry out?
W4	There is a mess in the forest can you tidy it up? Can you describe the materials you have found?
W5	Can you see silvery slug/snail trails? Can you find any silver spider webs? Can you take a photo of silvery trails and webs?
W6	Can you find all the minibeasts on the check list? Can you take photographs of what you find?
Zone 5	
W1	How many times can you throw a ball to your partner and back? How far can you throw and catch to each other?
W2	Can you race with your friends on the bikes and scooters? How could we time to see who finished the quickest?
W3	Can you work together to play some relay games? Using a stopwatch can you find out who was the fastest/slowest?
W4	Can you travel over, under, around and through the obstacles? Can you time how fast you were?
W5	Can you make a snail/slug trail with chalk? Can you balance along the trail, move along the trail in a different way?
W6	Can you make up an exercise routine with your friends 10 star jumps, 5 hops, 3 rollovers? Think of rules to keep you safe?
Zone 6	
W1	Can you tidy the garden now we are back after the holiday? Can you transport the equipment safely?
W2	Can you make your own mud pie recipe? Can you read and share your mud pie recipe with your friends?
W3	Can you explore and keep yourself safe around the school pond area? Can you draw and write about what you found in the pond?
W4	Can you make a mud pie with different ingredients? Can you add water how does it change the mud?
W5	Can you tidy up the garden area? What tools will you need? Can you explain to an adult how to use the tools safely?
W6	Can you look in the garden/sky and find other creatures that fly? Can you create a picture and label the flying creatures?

