



## Half term plan 2024

Teacher: Mrs Taylor

Year group: Reception

Topic: Gardeners' World

Date: Summer 1

### Personal, social and emotional development

The children will:

- Continue to care for and look after resources and equipment.
- Continue to take turns and share with others.
- Play games with an adult involving taking turns, waiting for others to have a go and understanding the rules of a game.
- Continue to follow the class and school rules including our behaviour policy and Class Dojo.
- Continue to work on the behaviour required for different situations e.g. carpet time, dinner time, play time.
- Continue to explore emotions and understand how to deal with and what to do if someone upsets us or makes us angry.
- Be confident to speak and share their ideas with others in the class or in a small group.
- Start to prepare and understand the transition to Year 1.

### Physical Development

The children will:

- Show good control and co ordination in their movements.
- Move confidently in a range of ways and safely negotiating the space around them.
- Handles tools and equipment effectively including scissors and a pencil.
- Understand the need for exercise and a balanced diet.
- Start to use correct letter formation for all set 1 sounds.
- Continue to put on coat and shoes independently.
- Continue to use equipment and tools safely including tidying up and putting them away.

### Communication and Language

The children will:

- Be given opportunities to speak and express their views.
- Continue to listen attentively to other children's ideas.
- Continue to listen appropriately during carpet times.
- Follow an adult's instruction first time involving several ideas or actions.
- Answer how and why questions in response to stories or events in their life.
- Use topic specific vocabulary and vocabulary from stories to build up their language.
- Continue to use narrative and story language in their play.

### Mathematics

The children will:

- Continue to work on subitising counting on and back, comparing and ordering and exploring the composition of numbers to 10 including bonds to 5.
- Build numbers and count patterns beyond 10 (up to 20).
- Change quantities by adding more or taking away.
- Use 'first', 'then' and 'now' to read mathematical stories.
- Explore spatial reasoning through matching, manipulating and rotating shapes.
- Explore how shapes can be combined and separated to make new shapes.

<p><b><u>Literacy</u></b></p> <p><b>Reading</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Use puppets/masks or objects to retell stories they have heard.</li> <li>• Discuss characters and settings and answer simple retrieval questions.</li> <li>• Continue to develop ‘reading for pleasure’ through listening to stories at story time and during continuous provision.</li> </ul> <p>In phonics, some children will:</p> <ul style="list-style-type: none"> <li>• Continue to learn set 2 sounds and read set 1 words more at speed to build up fluency.</li> <li>• Read green books and build up their sentence level reading.</li> </ul> <p>Other children will</p> <ul style="list-style-type: none"> <li>• Continue to learn set 1 sounds and start to read words more independently using Fred talk.</li> <li>• Read sound blending books or red ditty books to read simple words and short sentences or captions.</li> </ul>	<p><b><u>Writing</u></b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• Continue to write their name from memory.</li> <li>• Continue to write set 1 sounds using correct letter formation.</li> <li>• Use sensory resources to form letters e.g. sand and rice.</li> <li>• Continue to write simple CVC words with support and start to write some words independently.</li> <li>• Write names and labels for plants.</li> <li>• Be supported to write instructions for planting.</li> <li>• Understand writing for a purpose e.g. a shopping list for fruit and vegetables.</li> <li>• Be supported to write a non-fiction sentence about a bug of their choice.</li> <li>• Be supported to write more within continuous provision so they can access it independently when an adult isn’t there.</li> </ul>
<p><b><u>Understanding the World</u></b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• Discuss and look at particular events during this time including Eid.</li> <li>• Explore and observe changes that happen in spring.</li> <li>• Discuss where some of our food comes from and look at the food that we grow.</li> <li>• Explore ways to keep healthy including a balanced diet.</li> <li>• Observe the effect of plants and flowers growing.</li> <li>• Name parts of plants, flowers and trees.</li> <li>• Explore and look for minibeasts in our environment and talk about how we can care and look after them.</li> <li>• Compare animal and human growth and change including looking at life cycles of some animals and bugs.</li> </ul>	<p><b><u>Expressive Art and Design</u></b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• Paint flowers using different mediums including nature brushes, forks and celery stalks.</li> <li>• Make repeating pattern prints using fruit and vegetables.</li> <li>• Make faces using vegetables.</li> <li>• Paint a lily pond scene like the artist <b>Monet</b>.</li> <li>• Make observational paintings and drawings of flowers, plants and trees.</li> <li>• Make their own mini beast using salt dough or painting rocks.</li> <li>• Use resources available to plan, make and do and be able to tell an adult what they have made.</li> <li>• Engage in role play and small world opportunities to develop imagination and vocabulary.</li> <li>• Explore music through planned sessions.</li> </ul>

**Books to explore in lessons and in continuous provision:**

- Oliver's Fruit Salad
- Oliver's Vegetables
- The Little Gardener
- Supertato book series
- What the Ladybird Heard
- Jack and the Beanstalk
- The Very Hungry Caterpillar
- Spring
- Aaaarrggghhh Spider
- Spinderella
- Mad about Minibeasts

Vocabulary:

- Seed/bean
- Roots
- Stem
- Leaves
- Flower
- Petal
- Grow
- Soil
- Minibeasts
- Antennae
- Habitat
- Life-cycle
- Chrysalis
- Healthy/unhealthy
- Balanced diet
- Exercise