



## Reception Summer Term 2

**What does a plant need to help it grow?**



## Books:

Listening to and learning the following stories through Talk for Writing:

- The Hungry Caterpillar
- Superworm
- What the Ladybird Heard

## Communication and Language:

Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.

\*Children will be familiar with talking in complete sentences using correct tenses where appropriate.

\*Children will be able to engage in conversations with their peers and adults.

\*We will be talking about transitions to Year One.

\*Asking how and why questions about recycling in the classroom.

## Personal, Social and Emotional Development:

\* To take part in routines the form part of Jigsaw – Changing Me

\*Taking part in Sports Day – winning and losing.

\*Look how far I've come!

\*Model positive behaviour and highlight exemplary behaviour to children in class, narrating what was kind and considerate about the behaviour.

## Physical Development:

\*Fine Motor Activities: Threading, Cutting, Weaving, playdough. Form letters correctly. Copy a square Begin to draw diagonal lines, like a triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks – such as lego.

\*Gross Motor Activities: races / team games involving gross motor movements. Dance related activities. Allow less competent and confident children to spend time initially observing and listening without feeling pressured to join in.

## Literacy:

Phonics will be the focus of the morning Literacy Lessons, developing phonic ability and reading.

\*Learning Floppy's Phonics routines and Level 3 sounds.

\*Forming recognisable letters

\*Segmenting and beginning to write a CVC word using known sounds.

\*Starting to join words together to read and write a simple sentence.

\*Learning through stories, the Talk for Writing 'imitation' and 'innovation' phase – through acting it out, drawing the text map and writing it.

\*Writing for a purpose in the role play/construction areas using phonetically plausible attempts at words, beginning to use finger spaces.

\*Using a range of 'helpful words' that are spelt correctly.

## Maths:

Learning is split into Number and Numerical Pattern.

\*Recognising doubles to 10.

\*Learning number bonds to 5 and then 10.

\*Counting out counters beyond 10.

\*Recognising 3D shapes – cube, cone, sphere, cylinder and cuboid.

\*Counting beyond 10.

\*Recognise and extend patterns.

\*Count forwards and backwards.

## Understanding the World:

\*Observe closely the life cycle of a caterpillar.

\*Observe closely the life cycle of a plant.

\*RE Focus: Eid Al Adha (Muslim), Sports Day, Fathers Day

\*Introduce the children to recycling and how it can take care of our world.

\*Look at what rubbish can do to our environment and animals.

\*Create opportunities to discuss how we care for the natural world around us.

## Expressive Arts and Design:

\*Textiles- making a mini-beast of choice

\*Painting minibeasts- shading

\*Puppet shows: provide a wide range of props for play which encourage imagination

\* Plant observational drawings

\* Colour Mixing

Reception		Summer 2											
Summary (Why learn about this.....)	The project aims to provide opportunities for your child to learn about how a plant grows. The learning focuses on where different foods originate from and how we can grow food, what makes a healthy meal and provide opportunities for children to learn about the life cycle of a Caterpillar.												
Prior Learning (previous topics)	This topic builds on what children have learnt in Nursery And the concepts of <ul style="list-style-type: none"><li>Growing and trying new foods</li><li>Looking and exploring the environment for minibeasts.</li></ul>												
Launch Activity	The children in both Nursery and Reception Classes will arrive into school to find caterpillars have arrived alongside a copy of ‘The Hungry Caterpillar’ story.												
Vocabulary	<table><tr><td>cocoon</td><td>root</td></tr><tr><td>caterpillar</td><td>flower</td></tr><tr><td>butterfly</td><td>petal</td></tr><tr><td>plant</td><td>stem</td></tr><tr><td>leaf</td><td>seed</td></tr></table>	cocoon	root	caterpillar	flower	butterfly	petal	plant	stem	leaf	seed		
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Possible activities for home learning	<ul style="list-style-type: none"><li>Can you grow a sunflower or cress at home?</li><li>Go on a walk, how many different minibeasts can you see?</li></ul>												
Assessment	<p><b>Most children will:</b> name a plant and what it needs to grow? Name a mini-beast and describe its features.</p> <p><b>Some children will not have made so much progress and will:</b> name a plant and mini-beast and describe its features with support.</p> <p><b>Some children will have progressed further and will also:</b> name, describe and compare plants and mini-beasts.</p>												

Adult Input	Key Concept / Learning Intention	Activities	Assessment
Input 1	AFL- What is a plant, what do we already know about plant? What would we like to find out about plants?	<ul style="list-style-type: none"> <li>• Creating a list of plants</li> <li>• Discussing features of a plant and what need to grow.</li> </ul>	
Input 2	Learn about sunflowers and how they grow.	<ul style="list-style-type: none"> <li>• A list of the features needed to grow plants</li> <li>• Observational drawing of plants</li> </ul>	
Input 3	Explore the life cycle of a Caterpillar	<ul style="list-style-type: none"> <li>• Discuss the life cycle of a Caterpillar</li> <li>• Watch a video and act out the cycle using T4W drama actions.</li> <li>• Draw the life cycle of a Caterpillar</li> </ul>	
Input 4	Explore the food groups, what makes a balanced diet?	<ul style="list-style-type: none"> <li>• What is a fruit and vegetable?</li> <li>• What is dairy?</li> </ul>	
Input 5	Explore the food groups, what makes a balanced diet?	<ul style="list-style-type: none"> <li>• What is a carbohydrate?</li> <li>• What is a protein?</li> <li>• What is a fat?</li> </ul>	