

# Summer 1 – Reception

**I wonder what's  
beneath my feet...**

**School Value:  
Service**

## Sticky Knowledge

- To know what a minibeast is
- To know what minibeasts look like and talk about similarities and differences between them
- To show care and compassion for minibeasts and know how to treat them kindly
- To know where minibeasts live
- To talk about life cycles of minibeasts and how they grow
- To know how minibeasts move



### Things I Will Learn

I can name some minibeasts.

spider



bee



butterfly



caterpillar



ladybird



snail



I can name the body parts of some minibeasts.

antennae



wing



shell



leg



I can talk about some different places that I might find minibeasts.

log



leaf



web



soil



nest



flower



# Literacy



## What will I learn?

- To use non-fiction texts to find out about a range of Minibeasts
- To learn different sounds that letters make and learn how to form these. (phonics)
- To continue to learn HRS words
- To orally blend and segment words when reading and writing
- To be able to start to write simple captions
- To be able to say a simple sentence for writing
- To be able to start to blend sounds together
- To be able to segment and blend CVC words
- To recount what happened in a range of stories
- To label a diagram
- To begin to explore a range of adjectives
- To use their imagination



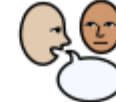
phonics



label



sentence



say



a word



write



hear



blend



segment



non-fiction



facts



caption

adjective



diagram








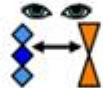



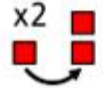





imagination

# Maths



## What will I learn?

- To be able to count to ten using different mathematical resources
- To represent/build numbers beyond 10.
- To be able to match numeral and quantity to ten
- To be able to subitise to 5 (dice patterns and random patterns)
- To be able to start to show how numbers are made up eg. 1 and 3 is 4 and know there is more than one way of doing this
- To explore the concept of doubling
- To explore the concept of sharing and halving
- To explore odd and even numbers
- To count beyond 20 by rote
- To use 5 frames and 10 frames
- To know and recall number bonds to 5 including some subtraction facts eg 4 and 1 makes 5 or 5 take away 1 equals 4
- To find one more and one less
- To compare manipulatives
- To explore and compare mass and capacity
- To make more complex patterns.
- To compare lengths.

 count	1 one	2 two	3 three	4 four	5 five	6 six
7 seven	8 eight	9 nine	10 ten	 quantity	 match	
 represent	 subitise	 compare	 more	 fewer		
 less	 double	 share	 half	 add		
 plus	3+1+2= addition	 equals	 make	3-1-2= take away		

# Understanding the World



## What will I learn?

- To talk about the change in seasons
- To sort items into man made and natural objects
- To find out about the habitats of different minibeasts
- To learn facts about snails and Bumblebees
- To look after and care for a variety of plants
- To explore our school grounds
- To know how to look after our surrounding area
- To draw and use a simple map
- To discuss growth and change
- To take photos of the natural world around us



Minibeasts



insect



antennae



wing



bugs



legs



feelers



creepy crawlies



woodlouse



slug



snail



ladybird



butterfly



spider



moth



bee



fly



wasp



caterpillar



eggs



habitat



life cycle



summer



map



beetle



ant



millipede
















worm

# Expressive Arts and Design



## What will I learn?

- To use a range of media to represent objects
- To combine a range of media together
- To use a range of equipment
- To explore a range of materials.
- To choose a material for different purposes and discuss why.
- To use creative skills to express feelings and emotions.
- To look at an artists work and talk about the technique used for them to recreate
- To use their imagination to create their own Bog Baby.
- To use clay to make a sculpture of a snail.

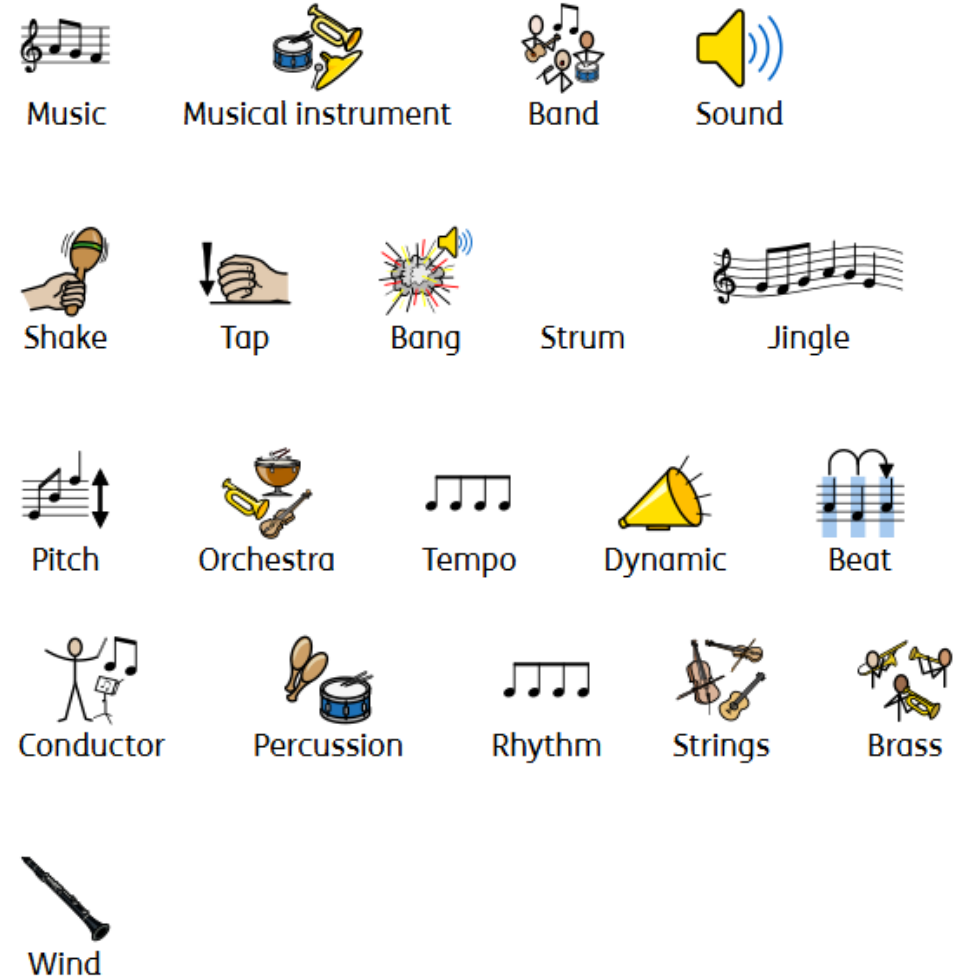
 paint	 draw	 collage	 cut	 stick
 join	 make	 create	 combine	
 represent	 idea	 problem	 construct	

# Music Big Band



## What will I learn?

- To discuss what makes a musical instrument
- To use recyclable materials to create a simple representation of a musical instrument
- To learn what an orchestra is
- To learn about the four different groups of musical instruments
- To copy and follow a beat
- To follow a beat using an untuned instrument
- To experiment with playing tuned and untuned instruments
- To play in time to familiar songs
- To choose appropriate instruments to represent different parts of a song.
- To perform a practised song to a small audience.



# P.E.



## What will I learn?

To develop movement using age appropriate equipment eg, bikes, scooters etc.

To create short sequences using shapes, balances and travelling actions.

To develop balancing and safely using apparatus.

To develop jumping and landing safely from a height.

To develop rocking and rolling.

To explore travelling around, over and through apparatus.

To learn the skills to take part effectively in our school sports day.

To learn to play and cooperate in a team.

To continue to strengthen my hand muscles to help with pencil grip during dough disco sessions.

To improve my gross motor skills during squiggle while you wiggle sessions.



jump



run



jog



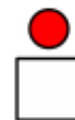
walk



climb



safe



over



under



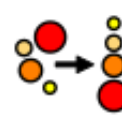
move



explore



balance



sequence



travel



apparatus



cooperate



team



play

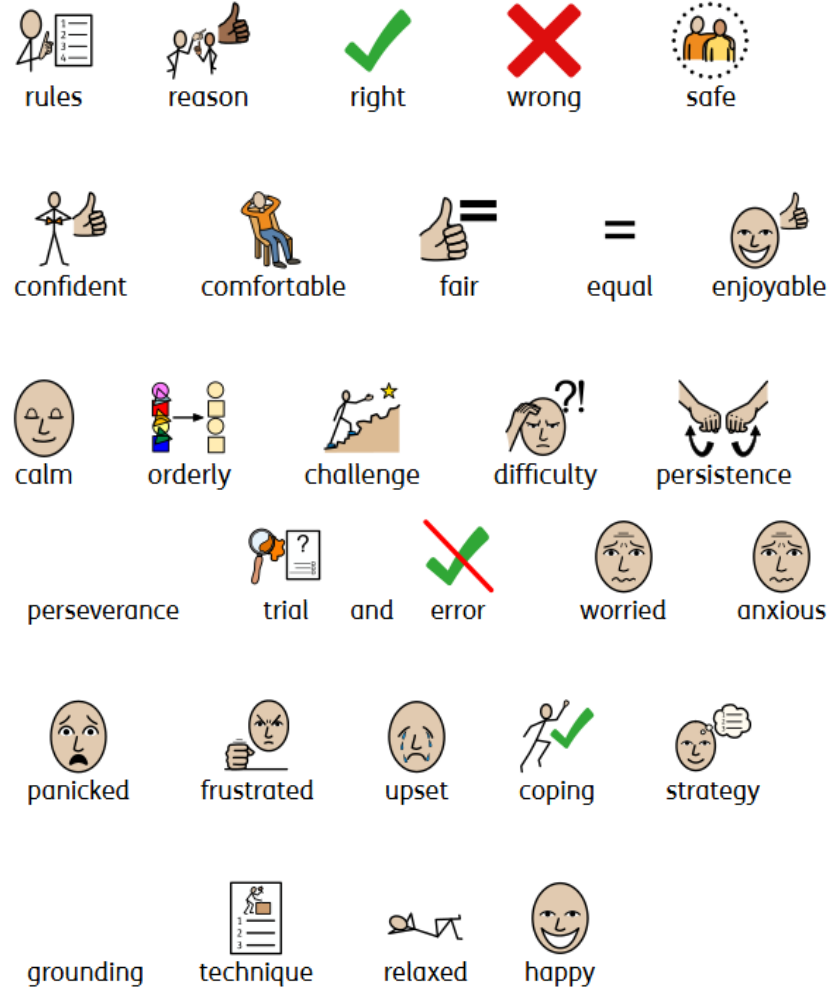
# PSED

## Taking on Challenges



### What will I learn?

- To understand why we have rules.
- To understand the importance of persistence in the face of challenges.
- To develop confidence in their own ability to solve problems.
- To work together as a group to overcome challenges.
- To communicate effectively with others.
- To work together as a group to overcome challenges.
- To communicate effectively with others.
- To learn and practise 'grounding' coping strategies.
- To understand the importance of perseverance in the face of challenge.
- To learn what goals are.
- To learn how to set goals.
- To learn what to do when goals are tricky.



RE

CREATION/GOD Why is the word 'God' so important to Christians?



## What will I learn?

To understand what it means to make or create something.

To know that Christians see God as a creator.

To understand that Christians believe that God is the giver of life.

To know that Christians believe that God asked Humans to look after the world.

To know that Christians believe that God is special and is creator of all.

To talk about why God is special to Christians

To understand that we need to take care of our planet

To know that our planet is precious and we need to take care of it.



God



create



creation



special



Christians



universe



planet



precious



humans



same



different



world



worship

### Ways to support children at home:

- Read stories and discuss new words talk about what they mean. Talk about the story/characters/setting.
- Count, Count, Count!
- Please practise and recall number bonds to five.
- Ask the children to hunt for certain objects at home but instead of saying the word sound it out e.g. c-a-t.
- Find the numbers 1-15 in the environment on your travels.
- Give your child a certain amount of objects, ask them to count them and then ask them what is one more? What is one less?
- Our help sheet for activities to support at home can be found on the Class Story page on Class Dojo and the school website.

**READING BOOKS** – We will continue sending home reading books, captions or words to support your children’s learning. We will also send home information and tips on how to support your child with learning to read.. Please continue to sign and keep us updated with how your child is doing at home. Don’t forget to keep practising phonics and harder to read and spell words.

### Key Texts:

- *Snail Trail* by Ruth Brown
- *Bog Baby* by Jeanne Willis



I	the	no	put	of
is	to	go	into	pull
as	his	he	she	buses
we	me	be	push	was
her	my	you	they	all
are	ball	tall	when	what
said	so	have	were	out
like	some	come	there	little
one	do	children	love	oh
their	people	Mr	Mrs	your
ask	should	would	could	asked
house	mouse	water	want	very