

## Vocabulary

Egg	Centipede
Chrysalis	Worm
Larvae	Insect
Exoskeleton	Tadpole
Minibeast	Frog
Leg	Frogspawn
Antenna	Habitat
Thorax	Cocoon
Head	Caterpillar
Eye	Slug
Lava	Snail
Pupa	Spider
Adult	Beetles
Bee	Ladybird
Wings	
Transport	
Travel	

## Communication and Language

Communication and Language is developed throughout the year and is a fundamental for supporting the EYFS curriculum. We develop C&L through daily discussions, high quality interactions, well planned provision linking to children's interests, story time, Talk Through Stories, nursery rhymes, small group and whole class discussions. We also provide opportunities for members of the local community, parents and professionals to visit us in school.

## Where our Learning Might Take Us:

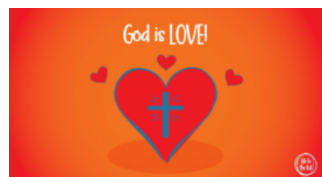
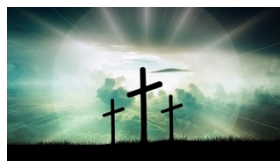
(Personal Social, Emotional and people, Culture and Communities)

### TenTen

Created to Love Others  
Safe Inside and Out  
My Body, My Rules  
Feeling Poorly  
People Who Help Us

### RE

To The Ends of The Earth



## Physical Development

**Gross and fine motor skills**

PE- Games (Get Set 4 PE)

Daily fine or gross motor skills activities

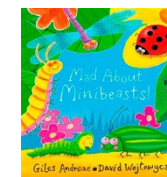
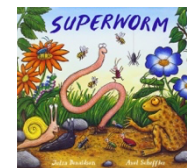
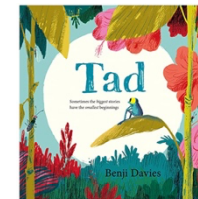
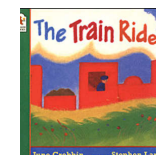
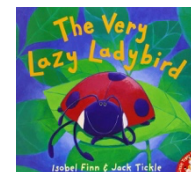
Planned provision activities to enhance skills

Getting dressed for PE

Learning about personal hygiene

Lining up and queuing at lunch times and other times in the school day.

## Books we might read



## Expressive Arts and Design:

Fruit Kebabs

Painting and Mixed Media

Boats

Junk Modelling

Fruit tasting

# I Wonder How Things Move / Minibeasts

Summer 1

## Understanding the World

- What is a minibeast?
- Why do ladybugs have spots?
- Where do ants live?
- How do butterflies change from caterpillars?
- Can spiders talk?
- Why do bees buzz?
- What do worms do underground?
- How do caterpillars turn into butterflies?
- Why do snails have shells?
- What minibeasts have 8 legs?
- Which minibeasts have wings?

## Past and Present

Looking back on the year - growth and changes that have happened over their time in Reception.

## Maths

### Master The Curriculum

- Length, Height and Time
- Building 9 and 10
- Explore 3D Shapes
- TO 20 and Beyond
- How Many?
- Manipulate, Compose and Decompose
- Sharing and Grouping
- Visualise, Build and Make
- Make Connections



## Enhancements:

- Stocks Wood Visit
- Minibeasts visitors
- Wormery
- Caterpillars / butterflies

## Literacy

### Reading

We follow RWI in Reception. Children will continue to learn Set 1 sounds.

Children will be heard read once a week in school. To help their learning, it would be beneficial to listen to them read their schoolbook every night. To enhance their imagination, language and understanding, it is recommended to read a book with your child each night.

Speed Sound Chart - Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
nk				

Some children will bring a 'book bag' book home, a phonics blending/ reading book or sheet and all children will have a library book. Book bags will be collected on a Thursday and children will receive their new reading/phonics book(s) and library on a Friday

### Writing

We follow Oak Academy for our Literacy units. This term, we will begin to write sentences independently. We will also write our own postcards, retelling a story, labelling, and writing facts. The children will have opportunities to continue to develop their letter formations, CVC word writing, name writing, labelling, story mapping, sentence building/writing, and retelling stories.



The children can also develop their vocabulary through Talk Through Stories.

## Learning at Home

Encouraging conversation about what has been learnt at school and helping support their knowledge and development.

Children can count confidently to 10. When out and about, asking them to count objects like cars, trees, and flowers or when at home count and sort items like socks, cutlery etc.

Children can write independently and should be supported to write words and phrases using their phonics knowledge by sounding out and remembering red words.

Continue to recap phonics sounds and manipulate them to create CVC words. For example, 'p - i - g' or 'd - o - g'.