

# Growth and Change

<b>Reception</b> <b>Summer 1</b>	<b>Book Focus</b> <i>The Very Hungry Caterpillar by Eric Carle</i>	<b>Songs and Rhymes</b> <i>I'm a little seed, 5 little caterpillars sitting on a leaf, The Little Green Frog</i>	<b>Enhancement</b> <i>Visit Hermitage Garden in Wickham</i> <i>Insect Lore caterpillars</i>
<p><b>Communication and Language</b></p> <p><b>Listening and Attention:</b>  <i>Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</i>  <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</i></p> <p><b>Understanding:</b>  <i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><b>Speaking:</b>  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i>  <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i>  <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Making Relationships:</b>  <i>Work and play cooperatively and take turns with others.</i>  <i>Form positive attachments to adults and friendships with peers.</i>  <i>Show sensitivity to their own and to others' needs.</i></p> <p><b>Sense of Self:</b>  <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i>  <i>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</i></p> <p><b>Understanding Emotions:</b>  <i>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</i></p>	<p><b>Physical Development</b></p> <p><b>Moving and Handling:</b>  <i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</i>  <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</i>  <i>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</i>  <i>Use a range of small tools including scissors, paint brushes and cutlery.</i>  <i>Begin to show accuracy and care when drawing.</i></p> <p><b>Health and Self Care:</b>  <i>Practices some appropriate safety measures without direct supervision.</i>  <i>Manage their own basic hygiene and personal needs and understanding the importance of healthy food choices.</i></p>	<p><b>Characteristics of Effective Teaching and Learning:</b></p> <p><b>Playing and Exploring</b>            ENGAGEMENT            Finding out and exploring            Playing with what they know            Being willing to 'have a go'  <b>Active Learning</b>            MOTIVATION            Being involved and concentrating            Keep Trying            Enjoying and achieving what they set out to do  <b>Creative and Critical Thinking</b>            THINKING            Having their own ideas            Making Links            Working with ideas</p>
<p>Listen for longer periods during adult activities.            Attend weekly Key Stage assembly.            Explain the four different stages of the life cycle of a frog and a butterfly.            Ask questions related to our current topic. When observing the natural world describe what they see. Listen to others during discussions to support vocabulary extension.            Converse with others during plan, do and review, and respond accordingly.</p>	<p><b>Physical Health and Mental Wellbeing</b>  <b>Growing and Changing</b>  <b>Keeping Safe</b></p> <p>Create a friendship tree and display in the classroom. Add names to the tree and describe why they are a good friend. Continue to celebrate examples of positive friendships by using the class happy face.            Encourage a 'can do' attitude and try new activities such as tennis.</p>	<p>Developing ball skills within tennis. Roll a ball back and forth to a partner. Begin by stopping and hitting back using hands and then transfer to using a racket. Try to create a rally.</p> <p>Develop confidence using large gymnastic equipment. Create a sequence using a travel, balance, roll and jump.</p> <p>Read 'Oliver's Vegetables' and use as a discussion prompt for the importance of a healthy diet.            Arrange for a dentist to visit the class to discuss foods/drinks that are good for our teeth.</p>	

<p><b>Literacy</b></p> <p><b>Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b>Mathematics</b></p> <p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p><b>Understanding the World</b></p> <p><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries.</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Technology:</b> Confidently use a range of technologies, both digital and non-digital during their play.</p>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives.</p> <p><b>Being Imaginative and Expressive:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p>
<p>Little Wandle Summer 1. Continuation of library visits and paired reading. Read our school reading book to our buddy. Read books with increasing fluency and prosody. Write a set of instructions. How to grow a bean. Read traditional stories of The Frog Prince, The Enormous Turnip and Jack and the Beanstalk. Write an explanation of the four stages of the frog and caterpillar lifecycle. Deepen understanding of a sentence by using a capital letter, finger spaces and a full stop. Encourage the children to read back their writing to ensure it makes sense.</p>	<p>Counting 1-20 and beginning to count beyond this, discussing the pattern of number. 1 more than/ 1 less than within 1-10, developing to 20. Counting in steps of 2 to 24, recapping odd and even numbers. Number bonds to 10. Work practically using numicon and cubes to find different ways to make 10. Recap doubling and introduce halving. Money 1p 2p and 5p. Adding amounts and giving change. Use of café and garden centre role play areas to support this. Comparing heights. Measure using nonstandard units. Symmetrical patterns linked to butterflies. Use a range of loose parts to create patterns.</p>	<p>Make egg cressheads by growing cress on cotton wool inside a washed-out eggshell. Observe how the seeds germinate quickly on cotton wool. Create their timeline and discuss how they have grown and changed. Ask parents to provide photographs for this. Learning different life cycles. Human life cycle of baby, child, older child, parent and then grandparent. Caterpillar life cycle. Observe how they grow, change, and turn into butterflies. Frog life cycle, link to The Frog Prince story. Go pond dipping in the school grounds to see if tadpoles are living there. Planting beans, link to Jack and the Beanstalk. Observe how they change and grow and discuss their life cycle. Discuss seasonal change from Spring to Summer. Walk to Hermitage Garden to observe plants and flowers growing there. Prayer and time to reflect during circle time.</p>	<p>Our role play areas will be a Garden Centre shop and café. Create mix media blossom pictures. Painting butterflies. Creating junk model caterpillars and butterflies. Symmetrical patterns using a range of media.</p> <p>Follow Charanga Music Scheme Summer 1 – Big Bear Funk. In this unit we will listen and appraise funk music, play instruments within a song and develop our improvisation.</p> <p>Sing a range of our favourite songs and rhymes, including 5 speckled frogs.</p> <p>Participate in Hedge Dance, a dance based upon a hedgehog.</p>