

Reception Summer One Curriculum Overview 2024

Topic: Growing and Farming

Key Texts: *The Runaway Pea* by Kjartan Poskitt and Alex Wilmore and *Farmyard Hullabaloo* by Giles Andreae and David Wojtowycz

Additional Texts:

Pig in the Pond by Martin Waddell and Jill Barton

Spot Goes to the Farm by Eric Hill

Key Curriculum Drivers: • Growing Food • Farm animals • Looking after animals • World Earth Day • Science week

	The Runaway Pea			Farmyard Hullabaloo		
	Week 1 15 th April Feelings. How does the pea feel?	Week 2 22nd World Earth day St Georges Day	Week 3 29 th Science Week	Week 4 6th May Bank holiday Monday	Week 5 16 th May Trip to Aldenham Park	Week 6
Personal Social and Emotional	Self – Regulation: To continue to learn how to manage and control their emotions using a range of techniques To talk about their problems and their feelings Managing Self: To learn the importance of respecting animals and other people (during visit to the farm) To learn to be safe around animals To show a good level of independence in their ability to manage their own basic needs To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support Building Relationships: To communicate with a range of people within school					
	To continue to learn how to manage and control their emotions using a range of techniques	To explore pictures of different facial expressions. Ask the class to identify the different emotions.	To be able to talk about all the different emotions the Pea feels	To learn to be safe around animals	To learn the importance of respecting animals and other people (during visit to the farm).	To communicate with a range of people within school

Communication and Language	ELG for this half term Listening Attention and Understanding To use talk to help to work out problems and organise thinking and activities To understand questions beginning with who, what, where, when, why and how Speaking: To engage in non-fiction books To link statements and stick to a main theme To use 'talk' to organise, sequence and clarify their thinking, ideas, feelings and events				
	To be able to repeat phrases from the story.	To be able to construct full sentences orally. To link statements to the story. To be able to retell the story.	To recognise rhyming words in the story. To think about the noises animals make	To share their experiences and verbalise how they are feeling and what they are expecting to see whilst on the trip.	To be able to share with friends and adults what they know about the animals we have been looking at. To speak with growing confidence. To speak in more complete sentences
Literacy	Comprehension To begin to answer questions about what they have read To use vocabulary that is influenced by their experience of books Word Reading: To begin to read longer captions and sentences using taught sounds and longer words Writing: To form lower and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use a capital letter at the start of a sentence To begin to read their written work back and check for meaning				
	Handwriting: Griffin Occupational Therapy Handwriting Scheme				
	Stage 2: Week 2	Stage 2: Week 3	Stage 2: Week 4	Stage 2: Week 5	Stage 3: Week 1
	To use a phoneme frame to write key words from the story and tricky words e.g. <i>the</i> , <i>went</i>	To write a caption with tricky words and finger spaces. To be confident and happy when writing	To explore the animals they see on the farm. To write words using new taught sounds to label pictures or write a caption using phoneme frames		To write about what they did on the trip - draw a map of where we went and write captions
	Little Wandle Summer 1 Phase 4 graphemes				
Physical Development	Gross motor: Get Set 4 PE Dance- Unit 1				

	Fine motor:					
Mathematics White Rose	<p>Early Learning Goal: Number</p> <p>Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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>Early Learning Goal: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
	To 20 and beyond Number patterns to 20, Ordering numerals to 20, Ten frame fill beyond 20, Estimating, missing numbers, shapes, tangrams			First, Then, Now Adding and taking away one, adding and taking away 2, adding and taking away more. Making new shapes with triangles and squares and tangrams, making pattern blocks		
Understanding the World	<p>Past and Present:</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling (growing food and farming)</p> <p>People, Culture and Communities:</p> <p>To know that simple symbols are used to identify features on a map</p> <p>To know and talk about places that are special to them</p> <p>The Natural World:</p> <p>To talk about a simple map and draw information on it</p> <p>To know and compare habitats (farm and woodland)</p> <p>Science Week</p> <p>Computing:</p> <p>To explore how the Beebots/code a pillars work</p>					
	Foods grown at home and locally	Cultural foods To explore with a map to see where pineapples, bananas, olives, coco beans are grown	To be able to sequence the story of The Run Away Pea To observe and describe how shadow changes at	How is a farm different to the woodlands and the animals there?	Go on a walk around the farm Use the farm map provided.	To draw a map of our walk around the farm

			different times of the day. To explore and make observations and drawing pictures of different plants. To observe seasonal changes			
Expressive Arts	<p>Creating with Materials</p> <p>Drawing Animals: To continue to draw shapes that are closed and join different shapes e.g. drawing a horse/duck/sheep To fill a drawn space with colour using chalk/oil pastels</p> <p>Collages of torn paper animals: To experiment with tearing paper into simple shapes To explore arranging + overlapping chosen collage pieces To use cooking techniques (fruit salad and lemonade)</p> <p>Being imaginative and Expressive</p> <p>Composing animal music & Noah's ark To explore combinations of different percussion instruments To explore combinations of sounds To compose soundscapes</p>					
	Explore the work of the artist Arcimboldo. Create a picture of a face/person in his style	To make pea soup		To fill a drawn space with a colour using chalk pastels To experiment with tearing paper into simple shapes To explore arranging + overlapping chosen collage pieces		To compose an animal soundscape.