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| Summer – Fun on the Farm Image result for little people big dreams david attenbourgh  Reception – David Attenborough | | Experiences:  This term, the children will learn about different types of living things such as farm animals and mini-beasts and explore different types of plants and flowers. The children will learn about different types of pets, what makes a good pet, which animals live on a farm, how farms run, animal lifecycles and compare and sort animals. The children will understand the world around them by making observations of a butterfly’s lifecycle and have hands on experiences such as planting fruit and vegetables. The children will go on a trip to a farm where they have the opportunity to ask questions, feed animals and discuss real life experiences. | |
| Books | | | |
| **Key Vocabulary**  **Pets/Animals:**  dog, cat, animal, snake, mouse, lion, tiger, sheep, bark, bird, domestic, donkey, horse, fish, hedgehog, groomer, kitten, kennel, fole, lizard, parrot, rabbit, rat, reptile, scales  **Planting/Weather:**  sun, water, seed, soil, leaf, mud, weather conditions, planting, plant, stem, rain  **Farm:**  farm, animals, crops, tractor, farmer, field, shovel, vegetable, scarecrow, bale of hay, chicken, sheep, cow, duck, horse, pig, chick, lamb, calf, duckling, piglet, udder, wheat grains, hen, duck  **Minibeasts:**  lifecycle, butterfly, bee caterpillar, beetle, ladybird, minibeast, eggs, chrysalis, tadpole, froglets, frogs, spider  **PSED:**  emotion, feelings, happy, sad, angry, afraid, excited, disappointed, surprised, tired, friendly, unfriendly, kind, sorry, proud, jealous, worried, ashamed, embarrassed, confused, anxious, joyful | | | |
| **Communication and Language**  Skills:  Listening, attention and understanding:   * Have a back-and-forth conversation with a group about the same topic * Ask relevant why/how questions * Make relevant comments about a topic they have recently learnt with a small group/whole class * Make relevant comments on the characters and the plot of the story and justify reasons with the whole class/small group   Speaking:   * To express their ideas and feelings in the present, future and past tense * To use participate in whole class discussions offering own ideas (I think...) | **Expressive Arts and Design**  Skills:  Creating with Materials:   * To recognise, name, draw and categorise 2D shapes * To construct a form with a purpose in mind * To identify differences between textiles, such as see-through and opaque/light and heavy * 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 and stories.   Being Imaginative and Expressive:   * Charanga Music: Our World * To understand how to hold and play an instrument with care * To express feelings in music by responding to different moods in a music score * To choose different instruments, including the voice, to create sound effects in play * To choose an instrument to make a specific sound  To play a instrument to a steady beat   **Exploring Habitats:**  Leaf and grass rubbings - put leaf under paper and rub over top using crayons on their side.  **Minibeasts**  Creating minibeasts using nature, drawing minibeasts.  **Underwater Creatures**  Paintings using water, inks and watercolour.  **Animal Masks**  Making painted animal masks using poster or acrylic paints.  **Max Ernst**  Frottage landscapes for habitat drawings.  **Clare Youngs**  Animal collages.  **Collage**  Creating animal collages using a range of found papers.  **3D**  Assemblages of natural found objects to create bugs and minibeasts.  **Printing**  Printing from leaves to explore natural habitats- could be used within collage as papers. | **Physical Development**  Skills:  Gross Motor Skills:   * Fun and Games * Working with others   Fine Motor Skills:   * Can cut with accuracy * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases * Use a range of small tools, including scissors, paint brushes and cutlery * Begin to show accuracy and care when drawing. | **Personal, Social and Emotional Development**  Skills:  Self-Regulation:   * Modify your plan during play * Participate in turn taking games with a group * To regulate behaviour using a technique * To stop play and conversation when asked by an adult and follow instructions involving several ideas and actions * To regulate behaviour using a range of techniques   Managing Self:   * Try to follow class and game rules * To show independence, resilience and perseverance in the face of a challenge   Building Relationships:   * To listen to the ideas of other child and agree on a solution and compromise |
| **Understanding the World**  Skills:  Past and Present:   * To use everyday language related to time (present, future and past) * To talk about the past and present events in my life and my family for example, *comment on images and familiar situations in the past such as going for a local walk and pictures of themselves around the classroom from throughout the year* * To use past, present and future forms accurately when talking about events that have happened or are about to happen * To answer why questions about my experiences and responses to stories * Compare farms in Clayton past/present * To answer how questions about my experiences and responses to stories * To recount an event verbally and written (labels and pictures) * Make a whole class timeline of the school year   People, Culture and Communities:   * Our World:Understand that some places are special to members of their community. * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. *For example, explore maps of Thornton Hall farm before the visit and draw out information, create a map of the farm from memory/pictures*   The Natural World:   * To observe the growth of seeds and talk about the changes * To learn and know the lifecycle of a butterfly * To learn and know the lifecycle of a frog (observe frog spawn in the top garden) * To know that weather can change from day to day and know the vocabulary to describe weather precisely, windy, breezy, cloudy, dry, rainy, foggy, sunny, hot, warm, cold, cool * To match what clothing to wear in different weather conditions * To record weather over a week or month * To know some signs of summer | | | |
| Trips / Visitors: Thornton Hall Farm, looking after guinea pigs for a week, May Day Parade | | | |