**Shipley CE Primary School Curriculum Overview Summer Term 2024 - Willows- Reception**

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| **Topic** | **Commotion in the Ocean** | |
| **Texts** | Non-fiction sea creatures That’s Not my Daffodil The Odd Egg by Emily Gravett Read me first Poems Hen’s Song by Rose Fyleman, from Puffin Fantastic First Poems The Egg Drop by Mini Grey The Ugly Duckling  Commotion in the Ocean | Lighthouse keepers lunch Whale Boy  Tiddler by Julia Donaldson The Sharing Shell by Julia Donaldson Non-fiction sea creatures |
| **Termly value** | Truthfulness | Truthfulness |
| **Visits/ Visitors** | Shipley Walk – Lucy’s Garden | Shipley Walk – Lucy’s Garden – Knepp Stork Visit |
| **Literacy/Phonics** | **Read, Write, Inc** – re-tell stories using their own words and new vocabulary, anticipate key events in stories, understand new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Red Ditty Books, Green Books  Phonics – Speed sounds 1, blending and digraphs  Speed sounds 2 – ay ow oo ee oo (book) igh or ou air oy ar ir  I can read words using phonic knowledge.  I can connect my ideas to explain why young are born in spring.  I can identify key parts of a cygnet’s body.  I can use phonic knowledge to write words.  I can write simple labels for a duckling  I can write (descriptive) colour labels for eggs  I can read colour labels. I can use story language.  I can retell a story in detail. I can use my phonic knowledge to write words. I can suggest things that I am looking forward to.  I can connect my ideas to share my thinking.  I can use phonic knowledge to write words.  I can write simple sentences. | **Read, Write, Inc** – re-tell stories using their own words and new vocabulary, anticipate key events in stories, understand new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Red Books, Green Books, Purple books  Phonics – Speed sounds 1, blending and digraphs  Speed sounds 2 – consolidation   * Use new vocabulary to describe and identify sea creatures * Write a list of the sea creatures that are hiding in the environment * Write a description of a sea habitat   Read and follow instructions to make sea slime |
| **Communication & Language** | **Read, Write, Inc** – develop Children’s language by back and forth interactions in partner phonics. Turn to your partner activities in phonics and reading. Feedback methods in groups, pairs and individually. Talking through stories and finding events in stories.  I can develop storylines for animals based on my knowledge and observations of them – creating animal pens and sorting animals  I can speak confidently when playing with others in my animal games and stories I’ve read. I can read using my phonic knowledge.  I can read simple sentences.  I can sequence a story.  I can connect my ideas to explain my opinion of a story.  - Learning the names of sea creatures and plants and talking about their features: fins, tentacles etc.  - Small world play and exploration table  - Describing under the sea scenes: colours, sea plants, creatures, positions | **Read, Write, Inc** – develop Children’s language by back and forth interactions in partner phonics. Turn to your partner activities in phonics and reading. Feedback methods in groups, pairs and individually. Talking through stories and finding events in stories.   * Describe different sea creatures * Offer explanations as to why things happen * Use new vocabulary using non fiction books * Create stories in the role play area   Pictures of shipwrecks and predicting what happened  Discussing the colours of the sea  - What sounds would we hear in the sea? |
| **Understanding the World** | I can suggest how the life cycle of a swan looks.  I can look closely at changes in a swan’s life cycle.  I can spot features of animals.  I can connect my ideas to explain similarities and differences.  I can spot similarities and differences between the way birds care for their young. I can identify changes that happen in spring | **The Natural World**  Use world maps to look at the what the blue areas and green areas represent. Put this into context of where we live  Look at how some sea creatures use camouflage and why  Explore the concept of floating and sinking  Look at food chains of sea creatures  **Past and Present**  Make posters to remind people how to look after the environment  **People, Culture and Communities**  Create an under the sea map and describe it to a friend |
| **RE** | I can connect my ideas to explain my thoughts.  I can understand the background and key elements of the Holi Festival. I can link bright colours to the festival of Holi.  I can use paints to create a bright coloured piece of art on cloth.  I can find out about key religious figures | Islam  The five Pillars of Islam  Mosque  Islamic festivals |
| **Mathematics Number and Numerical Patterns** | Building numbers beyond 10  No bonds to 10, Number Patterns to 20, Matching picture to numeral, 10 frame – fill beyond 10, number line to 10, estimating, 10 frame subtraction, 11-20 ordering, measures, tangrams, adding more, taking away, spatial reasoning | Doubling, sharing and grouping, even and odd, spatial reasoning, deepening understanding, problem solving, patterns and relationships, making maps |
| **Personal, Social and Emotional Development** | I can play on a small scale.  I can develop storylines based on my knowledge and observations of plants.  I can talk about springtime and things people might do using my own springtime garden.  Listening to water music and talking about how it makes us feel (meditation and yoga) If you were a sea creature, which would you choose to be? Why? | * Talk about belonging * Discuss ways to solve problems with friends * Understand how unkind words can make others feel   Use ‘Calm Me’ time to help manage feelings  Transition to Year 1  How can we care for the sea and animals in it?  - Sharing experiences of visiting beaches & aquariums  - Recycling and plastic damage to our oceans |
| **Expressive Arts & Design** | I can use construction with increasing control to make changes. Clay duckling – woolly peg lamb -  I can adapt my work to improve it.  I can talk about changes in animals.  I can make a pop-up card. I can use different paint techniques to paint a blossom tree  I can compose a springtime greeting.  Role play – spring garden  Role play – rock pools  Role play – seaside shop | I can use construction with increasing control to make changes. Make a lighthouse.   * Role play: rock pool outside * Use painting techniques to create a background * Use shaving foam and paint to explore marbling techniques * Use art materials to express feelings whilst listening to whale music * Create musical instruments * Create different shades of blue for settings * Use large construction materials to create a submarine   Create a submarine using junk modelling  CD fish craft  - Finger painting an underwater scene  - Creating under the sea sensory bottles  Sewing felt fish |
| **Physical Development** | Athletics – running, jumping, throwing, team games  Gymnastics  Manipulate clay to make a duckling  Pencil control and grip  Scissor control | * Explore wax resist painting techniques * Create filter paper fish using pipettes for fine motor skills * Move in a variety of ways as different sea creatures * Create salt dough star fish using tools to create texture and pattern * Circle games * Athletics – running, jumping, throwing, team games * Use playdough to create sea creatures and decorate using sequins and tweezers * Move in a variety of ways in under the sea relay races   Throwing and catching different sized ‘pearl’ balloons |
| **Computing** | **Log on with class username/ password**  **Keyseeker - YR**  **Tizzy’s First Tools - Write**  Picture bank. Resize, rotate. Name/sentence. Save  **Maths games** – Ten Frame | **Sorting and classifying**  Sort and group objects.  Tizzy’s First Tools – Chart Level 1 |