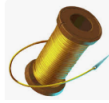


# RECEPTION – SUMMER TERM 2023 Big Wide World and Toys

## Golden Threads

- Sustainability
- Diversity
- Religion



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

## Cultural Capital

- Broader understanding of the world.
  - Vocabulary
  - Cultural experiences
  - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

## British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect



We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

## Communication and Language

- Learn new vocabulary and begin to explore how to use it in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Retell stories in some detail using new vocabulary and repetitive words or phrases from the text.
- Compare and contrast characters in fiction.
- Ask questions to find out more and to check they understand what has been said to them.



*Learn about water, it's importance and sources for different communities.*

## Literacy

- Form lower-case and capital letters with accuracy.
- To hear, say and write sounds using the Little Wandle scheme.
- Begin to look at how words are made, through their sounds and to begin to read and spell them, segmenting and blending CVC words.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- To practice writing our full name accurately.
- To read my own work and check that it makes sense.



*Learning vocabulary and sharing experiences through key texts.*

## Personal, Social and Emotional Development

- Understand the importance of looking after our bodies – food, exercise, sleep.
- Growth Mindset.
- Understand change in seasons.
- Explore life cycles of humans, plants and animals.
- Know the different stages in childhood and growing up.
- Know that some parts of our bodies are private.
- Understand that they need to tell an adult if they feel unsafe.



*Understanding how diverse the world is and how we should be accepting of others.*



*Mutual respect and team work, understanding people's views through class discussions.*



*Study different communities and the importance of personal safety and trust in the adults who care for us. Links to be made through discussing events and relationships .*

## Physical Development

- Use overall body strength and coordination to develop and refine skills such as rolling, crawling, jumping, running, climbing, walking etc.
- Gain control and fluency in movements when moving around the inside and outside environment mimicking characters.
- Demonstrate manipulation and control when using a ball showcasing skills such as sending and receiving, throwing and catching.
- Continue to develop fine motor skills by using scissors, holding a pencil correctly and using a paintbrush effectively.
- Develop the foundations of a handwriting style.



*Gain physical skills which will enable them to use their core muscle strength to achieve a good posture when sitting.*

## Mathematics

- Consolidate their counting skills.
- Secure number facts through varied practice.
- Explore representations of number using a tens frame.
- Become secure in doubling numbers.
- Develop a sense of magnitude – for example 9 is more than 3, but 5 is only a bit more than 3.
- Identify 'one more' and 'one less' than a given number within 10.
- Automatically recall number bonds to 5, and then to 10.
- Know that sets can be subitised and counted if necessary.
- Begin to use a rekenrek to develop subitising skills.
- Recognise, continue and create repeating patterns using natural materials.
- Use sand and water to measure and explore capacity.
- Rotate and manipulate shapes to complete jigsaws and develop spatial reasoning skills.



*To use mathematical vocabulary accurately when discussing problem solving and their understanding of number and calculation.*

## Focus Texts

### Big Wide World:

- Seasons – Hannah Pang
- This is London – (Miroslav Sasek)
- Journey – Aaron Becker
- Penguin on holiday – Salina Yoon
- Fatou fetch the water – Neil Griffiths

### Toys:

- Toys around the world – Joanna Brundle
- Corduroy - Don Freeman
- Whatever next! – Jill Murphy
- Stanley Stick – John Hegley
- Toys and Games – Sally Hewitt
- Kippers Toybox – Mick Inkpen

Key  
 Geography  
 History  
 Science  
 Art  
 Design Technology  
 Music

## Expressive Arts and Design

- Explore landscape through tactile mark making and collage.
- Make a prop for a toy.
- Collaging with wax crayons – exploring the natural environment.
- Use cardboard to represent their own ideas and creations.
- Learn and perform nursery rhymes and familiar songs.
- Use instruments to represent different types of weather.
- Explore African drumming.
- Develop storylines using the influence of texts and props in their independent play.
- Use junk modelling to design a habitat for characters from a story.
- Observe and draw insects, plants and trees in our outdoor environment.



*Respond to Music creating their own movement and fluidity. Manipulate materials and revisit skills to represent and express their own ideas.*

## RE

- To understand about others and about our own beliefs.
- Children will talk about what we use water for.
- Recognise the significance of water.
- Understand why water is so important to Christians, Hindus and Muslims.



*Consider why water is important in different religions. Celebrate and discuss how their beliefs might be the same or different others.*



*Show respect by listening and learning about others who may have different beliefs or faiths to themselves.*

## Understanding the World

- Compare and contrast photographs of different places in the past until now.
- To compare and contrast characters from stories, including figures from the past. As part of the Coronation and work on London - talk about our previous monarch and our current monarch.
- Observe, by using their senses and understand the effect of changing seasons on the natural world around them.
- To recognise some environments that are different from the one in which they live such as comparing London to their own local area.
- Be able to compare and contrast different environments such as a beach, wood, city and countryside.
- To draw a map of their immediate environment or a well known text.
- Reflecting on how we can care for and look after our own environment. Consider how we can attract insects and birds to our outdoor environment.
- Explore which materials float and sink.



*Comparing the similarities and differences of children's immediate environment to places in the story such as Fatou, fetch the water and link it to previous texts we have read.*



*Visit to Twycross Zoo – Consolidate and build on knowledge about animals and their habitats in other parts of the world . (*

## Computing

- To be able to understand how to follow instructions and link this to programming.
- To program various toys including Bee Bots.
- To log in to a computer using their username and password.
- To practise using a keyboard in order to type their name.
- To talk about how to reduce screen time as part of their health and well-being.



*Children have a right to stay safe whilst online. Appropriate rules when using technology responsibly.*