

Reception : Curious Critters

1. Key Vocabulary

Communication, Language and Literacy:

the - used to refer a person

of- expressing a relationship between a part and a whole.

a- one single any

have- posses own hold

for- on this ground because

Personal, Social and Emotional Development:

Company- commercial businesses

Opportunity - a time of set of circumstances that makes something possible

Thank- express gratitude to someone

Expect- regard someone as likely to do something

Hope- a person or thing that might help someone

Mathematics:

Estimate- approximate calculation

Take Away- to take a number from another, making the answer less

Subtract -take away

Addition - combining groups to make a number that is more

Between- the area separating two objects

Understanding the World:

Insect- small arthropod

Minibeast- a small invertebrate

Brain- organ of nervous tissue

Antenna- sensory appendages in the head of insects.

Shell -the hard protective outer caste of a molluscous or crustacean.

Expressive Arts and Design:

Artist-a person who practices or performs creative arts

Imagine- form a mental concept of

Original- created personally

Reveal- cause or allow

Remove-take off

2. Curriculum Knowledge

Our topic this half term is "Curious Critters".

The children will be exploring different life cycles such as the frog life cycle and the caterpillar life cycle, they will also learn facts about insects and the habitats where they live.

We will continue to learn how to think about the perspective of others and show sensitivity to our own and others needs. We will continue to learn vocabulary that allow us to express our own feelings and emotions.

We will explore fiction books such as "The tiny weeny tadpole" by Sheridan Cain and non fiction books such as "The big book of bugs" by Yuval Zommer.



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	We will continue to engage in gardening activities.	We will learn how to use the vocabulary we are learning in different contexts.	We will think about how to understand the perspective of others and our own feelings.	We will look at different ways of preserving and taking care of biodiversity.	We will learn how to preserve and take care of different insects and their habitats.

3. Communication and Language

Through partner talk, small groups and whole class interactions, children will be encouraged to speak confidently with one another, presenting work they are proud of and sharing their topic learning, expressing their ideas and feelings in full sentences. Children will continue to learn a range of topic based vocabulary in all curriculum areas and will use these words in context throughout their learning to express their ideas.



Children will be encouraged to ask questions about their learning to help deepen their topic understanding when listening to stories or looking at non-fiction texts about minibeasts. Good listening skills will continue to be practiced by children inferring information from texts, thinking about how characters may be feeling and giving reasons for their ideas with examples from the text.



4. Personal, Social and Emotional Development

Children will continue to use our books of the week as a stimulus for identifying the feelings of the characters, expressing how they feel in different situations and the importance of considering how their own actions can affect the feelings of others.

During these circle-time sessions, the children will role-play various scenarios to support them in regulating their own behaviour with grace and independence.

There will also be a key focus on children building up the confidence, resilience and perseverance to try out new or unfamiliar activities and challenges as well as to focus on achieving both their own personal targets as well as those set by the class teachers.

We will also encourage the children to reflect on their friendships that they have built, the importance of building strong and trustworthy friendships and how having friends makes us feel.



5. Physical Development

Gross motor skills

We will concentrate on moving energetically such as running, jumping, dancing, hopping, skipping and climbing. We will also be focusing on our 'minibeasts' theme; can they creep like a spider? Slither like a worm? Children can also practice moving like other insects and animals. We will be teaching children to negotiate space and obstacles safely, with consideration for themselves and others. Demonstrating strength, balance and coordination when playing the children will get to go to the woods and negotiate space around them, observing minibeasts. Children will explore their gross motor movement more during a "Caterpillar to butterfly transformation" dance.

Fine motor skills

Linking to EAD, children will explore the use of tools and techniques whilst creating a minibeast life-cycles.



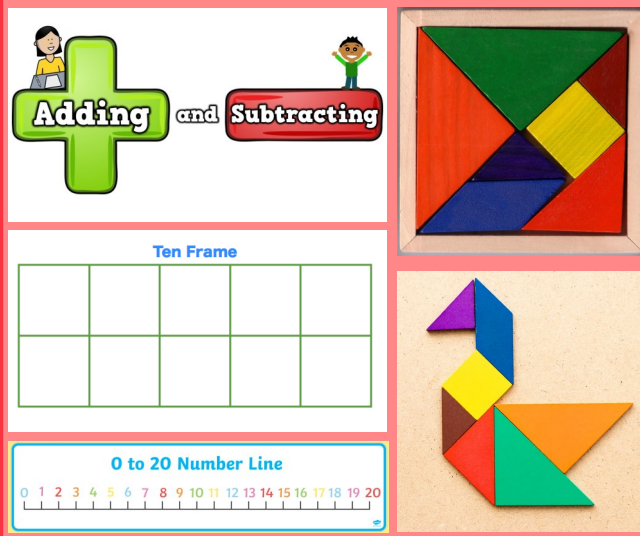
6. Mathematics

This term in maths children will learn the topics 'To Twenty and Beyond' and 'First, Then, Now'.

For our first unit, we will be using practical resources to count beyond 20. We will estimate amounts, match amounts to numerals and order numerals.

For the second unit, we walk talk through addition and subtraction using the process of 'First, then, now' eg. First there were 2 snails and then 3 more came. How many are there now?

We will also use familiar shapes to create pictures and other shapes.



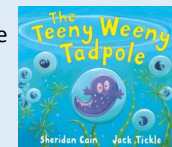
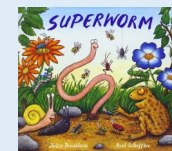
7. Literacy

Each week the children will read a focus text which will inspire the activities and learning around the classroom.

Children will continue to use their phonic knowledge to write captions, a retelling of a story and writing a riddle to guess a minibeast. We will focus on writing clear sentences with well-formed letters, finger spaces, capital letters and full stops. Children will be encouraged to use a tripod pencil grip and to form letters correctly through taught handwriting lessons and then apply this learning in independent writing. Children will use their developing phonics knowledge to segment sounds in words to enable them to write well formed sentences, rehearsing their writing verbally before writing. Children will read their writing back to check their work.

They will also be encouraged to use the new vocabulary they are learning in different contexts. Children will continue to learn how to retell a story using their own words and talk for writing actions and vocabulary such as, First, Next, After that and Finally.

Children will continue to bring a reading book home each week to practice their decoding skills as well as their comprehension by answering questions about what is happening.



8. Understanding the World

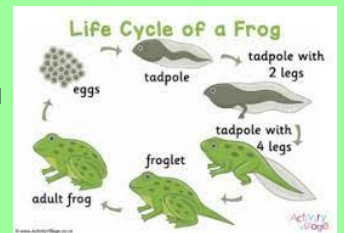
Through our topic children will explore the natural world around them, making observations and drawing pictures of minibeasts around them.

They will learn about the features of a minibeast and the role they play in the environment while going on minibeast hunts whilst using our maps in the outdoor areas.

The children will also learn about minibeast habitats and how they are adapted for different minibeasts.

The texts we read will support the children's understanding of lifecycles and explore the different stages of a metamorphosis. By looking at life cycles, the children will consolidate their understanding of past and present.

We will also look at seasonal changes through Spring and Summer.



9. Expressive Art and Design

We will be performing songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

The children will be safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to create their own insect and their habitats as well as the life cycle of a frog.

They will share their creations, explaining the process they have used.

