

EYFS – Reception Summer 1 term MTP 2021-2022

Summer 1
Mini-beasts and Life Cycles



Article 29: *Every child has the right to be the best that they can.*

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Understanding Emotions/Self-Regulation	Sense of Self/Managing Self	Making/Building Relationships
<ul style="list-style-type: none"> Understands their own and other people’s feelings, offering empathy and comfort. Talks about their own and others’ feelings and behaviour and its consequences. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. <p><i>Discussing and talking about own feelings and the feelings of others – using emotions cards.</i> <i>Understanding how others feel and developing/offering empathy to others around us.</i> <i>Discussing different types of behaviours and why some are not acceptable and the consequences of certain behaviours and how they make us and others feel.</i> <i>Learning how to manage conflict positively reaching a compromise, sharing with others, waiting for a turn and learning how to hold back when frustrated – developing strategies to support this.</i></p>	<ul style="list-style-type: none"> Shows resilience in the face of a challenge. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Recognises that they belong to different communities and social groups and demonstrates respect towards others. <p><i>Growth Mind set through the story ‘The Dot’ links with Art.</i> <i>Learning that it is important to keep on trying when things are difficult and not to give up.</i> <i>Discussing things that we’re good at and what things we would like to get better at, talking about ourselves positively.</i> <i>Discussing the communities around us, the community we belong in and those that our friends belong in. Developing and showing respect towards others and learning why this is important. Discussing different places that people go to worship and different traditions. May pole dancing workshop.</i></p>	<ul style="list-style-type: none"> Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours. <p><i>Learning how to understand the needs, wants and behaviour of others.</i> <i>Cooperating with others understanding that others have different needs and wants.</i></p>

Communication & Language

Listening & Attention	Speaking	Understanding
<ul style="list-style-type: none"> May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <p><i>Demonstrating good listening skills.</i> <i>Developing listening skills for longer periods.</i> <i>Able to listen attentively to stories and discuss the main events from the beginning, middle and end.</i></p>	<ul style="list-style-type: none"> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play. Articulate their ideas and thoughts in well-formed sentences beginning to use a range of conjunctions and some correct tenses when modelled Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary To use key language from our key texts to imagine and recreate roles in their play and in conversations with others e.g. The Very Hungry Caterpillar 	<ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers Understands questions such as who; why; when; where and how. <p><i>Children to listen to a range of stories, the children will be encouraged to talk about what is happening and to act out different scenarios in character.</i> <i>Children to predict and give explanations.</i> <i>Children to identify patterns – what happens to good and bad characters at the end of a story?</i></p>

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	<p>Story discussion using props, pictures and puppets/ sequencing the story/main events cards.</p> <p>Singing/rhyming.</p> <p>Using conjunctions in their sentences such as: because, and, but, so, then, next.</p> <p>Using new vocab and knowledge learnt from non-fiction texts. Discussing the life cycle of a butterfly and talking about each stage.</p> <p>Learning new narrative language.</p> <p>Children to use the language of familiar narratives in free-flow in the small world, construction and role play areas.</p>	<p>Draw conclusions to stories – ‘the sky is dark it might rain’</p> <p>Explain effect – it was too tall so it fell over.</p> <p>Predict</p> <p>Speculate – What will happen if the caterpillar eats too much food?</p> <p>What could happen if???</p>	
Physical Development			
Gross Motor Skills	Fine Motor Skills	Health & Self Care	
<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop overall body strength balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. <p>PE Lessons, using the adventure play equipment, using the balancing equipment.</p> <p>Cosmic yoga sessions – the life cycle of a butterfly yoga.</p> <p>Butterfly dance – music and movement.</p> <p>Dancing to different types of music developing control.</p> <p>Learning how to catch, throw – aim, bat and kick.</p> <p>Developing the use of a bat and using it to hit a ball.</p> <p>Weekly Balance bike sessions in the hall or outside with Ms Kennedy and Mrs Watts.</p>	<ul style="list-style-type: none"> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed <p>Cooking activity – making fruit kebabs– using utensils, chopping up fruit, making a healthy sandwich – using a knife to cut the bread in half.</p> <p>Nelson handwriting book 3</p> <p>Playdough – creating minibeast and the butterfly life cycle.</p> <p>Phonics lessons working on correct letter formation.</p> <p>Using pegs, scissors, lego shaving foam etc..</p> <p>Writing letters, name, words and sentences.</p> <p>Using tweezers to move small and larger items from one container to another.</p> <p>Treading beads, pasta etc.</p>	<ul style="list-style-type: none"> Begins to talk about physical changes to their body that can occur when they’re feeling unwell, anxious, tired, angry or sad Practices some appropriate safety measures with direct supervision, considering both benefits and risk of a physical experience. <p>Discussing how our body feels when we experience different feelings such as: sadness, feeling unwell etc..</p> <p>– links with PSHE planning.</p> <p>Discussing healthy eating and why fruit is healthy for our bodies.</p> <p>Discussing the effects of the environment – what makes us feel hot? What can help us feel cooler? (taking off a jumper/opening a window)</p> <p>Discussing why exercise is important and the positive effects that it has on our bodies.</p> <p>Being safe with the equipment around us and learning to and understanding how to move things safely.</p>	
Understanding the World			
The Natural World	People, Culture and Communities	Past and Present	Technology
<ul style="list-style-type: none"> Makes observations of animals and plants and explains why some things occur, and talks about changes Understands the effect of changing seasons on the natural world around them. Looks closely and notices similarities and differences in relation to places, objects, materials 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognises some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> Talks about past and present events in their own life and in the lives of family members. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from 	<ul style="list-style-type: none"> Develops digital literacy skills by being able to access, understand and interact with a range of technologies. <p>Weekly sessions in ICT room (paint</p>

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<p>and living things.</p> <p><i>Learning and discussing the life cycle of a butterfly and what happens at each stage – egg, caterpillar/pupa, cocoon/chrysalis, butterfly.</i></p> <p><i>Discussing the weather and the change of seasons how is the weather different in each season? How does it change? What do you notice?</i></p> <p><i>Which minibeasts fly? Which do not? Why does a snail have a shell?</i></p> <p><i>Growing our own butterflies and watching the life cycle of a butterfly 1st hand – Insect lore.</i></p>	<p><i>Places of worship.</i></p> <p>Go jettors UK places and land marks.</p> <p><i>Contrast locations with UK and another country discussing different foods that are eaten, ways people travel to school/work, where they live etc.</i></p> <p><i>Celebrating Eid 2nd/3rd May 2022 – looking at a Mosque.</i></p>	<p>the past.</p> <p><i>Organising events using basic chronology ‘we were born, went on holiday, learnt to ride a bike, started Nursery, started Reception etc..</i></p> <p><i>Discussing things that happened before they were born.</i></p> <p><i>Learning traditional rhymes such as ‘Polly put the kettle on’ ‘Mary, Mary quite contrary’ ‘Ring o ring o roses’</i></p> <p><i>Looking at toys we play with now and toys from the past.</i></p> <p><i>Neil Armstrong (US astronaut) – moon landing.</i></p> <p><i>Tim Peake (UK astronaut)</i></p>	<p><i>program, top marks games- interactive games, reading eggs)</i></p> <p><i>Learning to log on and continuing to log off.</i></p> <p><i>Recognising a range of technology around us.</i></p> <p><i>Using the paint programme to draw objects/people/minibeasts/animals.</i></p> <p><i>Researching information about mini beasts/life cycles on the internet.</i></p> <p><i>Internet safety.</i></p>
Expressive Arts		Mathematics	
Being Imaginative & Expressive	Creating with Materials	Number	Numerical Patterns (Shape, space and measure)
<ul style="list-style-type: none"> Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. <p><i>Singing songs/music and movement sessions – the life cycle of a butterfly.</i></p> <p><i>Acting out familiar stories in a group with friends.</i></p> <p><i>Role play/small world play – acting out stories and pretending to be different minibeasts using masks and dressing up outfits.</i></p> <p><i>Mapping out familiar stories.</i></p> <p><i>Listening to different types of music.</i></p> <p><i>Looking at different artwork, paintings, collage, sculptures.</i></p>	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Expresses and communicates feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. <p><i>Junk modelling with recycled materials, creating mini beasts and mini beats homes.</i></p> <p><i>Dressing up as different mini beasts.</i></p> <p><i>Exploring the artist ‘Matisse – The Snail’ – children to create their interpretation of the snail using different materials.</i></p> <p><i>Painting minibeasts from the jungle using brushes, sponges, printing objects.</i></p> <p><i>Eid cards.</i></p> <p><i>Painting ‘the dot’</i></p> <p><i>Split pin caterpillar/butterflies</i></p> <p><i>Paper bowl/cake case ladybirds</i></p> <p><i>Symmetrical butterflies.</i></p>	<ul style="list-style-type: none"> Estimates of numbers of things, showing understanding of relative size Increasingly confident at putting numerals in order 0 to 10 (ordinality) Counts beyond 10. Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ Automatic recall of number bonds for number bonds 1-5/1 – 10. 	<ul style="list-style-type: none"> To build structures experimenting with 3d shapes beginning to know the names of some 3d shapes. Spots patterns in the environment, beginning to identify the pattern “rule”, for example: symmetry Compares length, weight and capacity. To begin to make simple maps and verbally give directions. Use some positional language such as: behind, in front, next to, in-between. <p><i>Symmetry – using butterflies.</i></p> <p><i>Exploring 3d shapes by using them to build structures and models. (cubes, cuboids, cylinders, cones, spheres, pyramids)</i></p> <p><i>Exploring different patterns – stripy, spotty/dotty, zig-zags, wavy, swirly etc.</i></p> <p><i>Measuring the length of different objects/mini beasts.</i></p>

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<p>Creating 'The dot' based around the story by Peter H Reynolds.</p>	<p>Creating the life cycle of a butterfly using a paper plate, pasta tube, cotton wool and different materials to create each of the 4 stages.</p>	<p>Using tens frames for addition and subtraction. Counting on and back using the number line. Using part whole method to find different ways of making 5 and 10. Counting out an amount of objects. How many legs? – adding up the legs of minibeasts. Subitising. Ordering numbers to 10. Estimating an amount of objects and then counting the using 1:1 correspondence to check how many there actually are. Number bonds to 5 and 10 – addition using ladybirds.</p>	<p>Comparing the weight of different items using scales and cubes.</p>
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Literacy

Reading/Comprehension	Writing	Book Focus	Songs/ Rhymes
<ul style="list-style-type: none"> • Describes main story settings, events and principal characters in increasing detail. • To read the green tricky word train words. • Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • To read simple phonically decodable words and simple sentences. • Knows that information can be retrieved from books, computers and mobile digital devices. • Use the language from the familiar story within role-play and discussion. <p>Using and understanding recently introduced new vocabulary, during discussions about non-fiction, rhymes and poems and during role play.</p> <p>Answering comprehension questions about stories they have heard.</p> <p>Making predictions about what they think may happen next.</p> <p>Discussing the beginning, middle and end of the story.</p> <p>Thinking of a different ending to the story.</p> <p>Reading CVC words, tricky words and simple sentences.</p> <p>Linking sound to letter for the Phase 3 sounds/digraphs.</p> <p>Using non-fictions texts and computers to find out information about mini-beasts and life cycles.</p>	<ul style="list-style-type: none"> • Forms lowercase and capital letters correctly. • Writes short sentences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Enjoys writing for different purposes such as making greetings cards, tickets, lists, invitations and creating their own stories and books. <p>Writing Eid cards.</p> <p>Labelling mini beasts.</p> <p>Writing Phase 2 and some Phase 3 sounds correctly in Phonics, writing activities and free flow.</p> <p>Writing story recounts and facts about mini beast.</p> <p>Writing our names and numbers.</p> <p>Labelling CVC pictures listening to and recording all 3 sounds including Phase 3 sounds and digraphs.</p> <p>Writing captions and simple sentences using a capital letters, finger spaces, full stops, letters sitting on the line.</p> <p>'Nelson handwriting book 3</p> <p>Learning correct letter formation.</p>	<p>Superworm – Julia Donaldson Non-fiction books about mini beast, insects and life cycles. The Dot – Peter H Reynolds. The Snail – Matisse. The Very Hungry Caterpillar The very lazy Ladybird. The Crunching Munching Caterpillar. How many legs?</p>	<p>Pitter, Patter caterpillar. There's a tiny caterpillar on a leaf. There's a worm at the bottom of my garden. Incy Wincy Spider Please don't swish me! The Ants go marching. There's a spider on the floor.</p>
		<p>Word Reading - Phonics Focus</p> <p>Revisiting all Phase 2 and Phase 3 sounds focusing segmenting and blending words. Children to write simple sentences using the sounds learnt. Tricky Words: reading and writing: Revisit: I, to, no, go, the, into, he, she, me, we, be. New Words: was, you are her, all, they, my.</p>	

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Enrichment opportunities:

May Pole dancing workshop.

Healthy Eating Day – Children to come dressed as their favourite healthy food or design a hat around their favourite healthy food - links with 'The Very Hungry Caterpillar'

Visiting a local Mosque – Chandos Mosque.