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| ***RECEPTION*** | ***Summer 1 Focus- Why Do Zebras Have Stripes?*** |
| ***Understanding the World*** | **GEOGRAPHY AND SCIENCE**   * **Life Cycle of a Butterfly** – Recap learning of life cycles of hen and frog. Create a visual lifecycle using rice (egg) and a variety of pasta to demonstrate lifecycle from egg -> caterpillar -> cocoon -> Butterfly * **Where in the world do different animals come from**? Discuss what we already know about where some animals come from then watch the ‘Animals of the World’ PowerPoint. Look closely at the Globe and world map and talk about the natural habitat and climate in different areas around the world. * **Label the World Map with different animals – Look at the big book ‘Atlas of Animal Adventures’** then on the map draw a line to country and draw/write/stick the animal and animal name**.** * **Look at different Animal markings and patterns –** Research why some animals have patterns e.g. Why do zebras have strips? Or Why do giraffes have patterns? Why does a leopard have spots? Etc Explain that some animals have patterns to fit into their surroundings – Look at the non-fiction texts related to safari animals and also read the stories set in the African Safari and spot the different Safari animals in their natural habitat. * **Camouflage –** Study animals which camouflage themselves in their natural environments and explore how Chameleons change colour and patterns depending where it is. Use stories and artwork to demonstrate different patterns. * **Mini-Beast Hotel** – Designing and creating a happy habitat for minibeasts using crates/bricks/logs/twigs/leaves/soil etc * **Visit to Lower Moss Wood** – Exploring woodland and woodland habitats/Pond Dipping – Water life exploration/Birds/ducks/owls identification. |
| ***Literacy*** | **Talk for Writing**  ***The Three Little Pigs***   * **Handwriting:** lower case and capital letter practise during each phonics session, 3 handwriting sessions a week focusing on basic print- Dough Disco first then children sit at tables to practise on a letter on a template. Children each a have a handwriting folder. * **Talk for Writing (The Three Little Pigs)-** Retelling story using actions, sequencing pictures from the story, drawing story maps, character and setting description, speech bubble captions, retell using story puppets, write simple sentences from the story. Write beginning, middle and end. Make own story plan with new characters and setting. * **Purposeful writing:** Labelling a world map with animals in their habitat. Describing pictures of different animals from around the world. Researching Camouflage animals and their habitats – write the habitat/natural environment linked to animal. Recount writing of visit to Lower Moss Wood. |
| ***Phonics*** | **Phase 3 and Phase 4 Phonics:** using letter fans, phonic cubes and magnetic letters to find digraphs and make words using the digraphs and trigraphs. Play buried treasure-reading games decoding words. Playing snap, memory and searching games for tricky words and new sounds. Simple reading and writing of sentences with new blends and common exception words. Introducing blends and practising reading and writing words with initial and then end blends |
| ***Favourite Five Books*** | Not Now Bernard  Dear Zoo  Billy’s Bucket  On a Pirate Ship  How to Catch a Star |
| ***Mathematics*** | * Number patterns to 20 * Matching picture to numeral * Ten frames fill beyond 20 * Estimating * Ten frame subtraction game * Missing numbers * Ordering numerals to 20. * Bingo with numbers to 20. * Adding more * Taking away * Creating Patterns * 3D shapes |
| ***PSED*** | * People who help us. Take ideas and write these on a list on the flipchart to keep for future. Watch PowerPoint ‘people who help us’ * Review list of people who help us Watch ‘people who help us quiz 1’ pp * P4C- Stimulus: https://www.thephilosophyman.com/free-p4c-resources/ks1 Which is more important – letters or numbers? * Review list of people who help us Watch ‘people who help us what can you see’ * Stimulus: https://www.thephilosophyman.com/free-p4c-resources/ks1 Would it be good if animals could talk? |
| ***Physical Development*** | * Imoves Dance Unit- progressive 3 lesson unit will teach children about animals found in the Farmyard; the ice and snow; and the jungle. To be able to perform basic movements to music, and to build a simple themed dance focusing on different Animals. * Imoves Games Unit – Agility, Coordination, balance and teamwork. Aim of sessions: To develop ability to move with agility, changing direction and balancing. |
| ***Expressive Arts and Design*** | * Henri Rousseau Artist Study looking at ‘Tiger in a Tropical Storm’ Painting (1891) * Mixing Colours and blending to create whole class 3D Collage Painting in style of Rousseau. * Read the stories ‘The Mixed-Up Chameleon’ by Eric Carle, ‘Blue Chameleon’ by Emily Gravatt and ‘Crafty Chameleon’ and discuss the changing colours and patterns of the chameleons depending on their habitat. * Explore colour and pattern making. Focus on drawing and creating camouflage patterns on chameleons, tortoises, snakes and tropical fish using oil pastels. * Make Animal Masks using craft materials and dance to The Carnival of the Animals by Camille Saint-Saens <https://www.youtube.com/watch?v=k2RPKMJmSp0&list=RDk2RPKMJmSp0&start_radio=1&rv=k2RPKMJmSp0&t=9> * Design and make a Mini Beast Hotel using natural materials, crates, bricks, logs, sticks etc Creating a Happy Habitat for minibeasts in our outside environment. |
| ***RE*** | * **How do Christians describe God?** Thinking of special people in our lives and world. Using Bible stories and artefacts to help us describe God**.** |