



Curriculum Planner for EYFS – Reception (Summer (1) 2022)

Title of Unit of Enquiry: Animal Crackers!

Maths:

Number, Shape, space and measure

Addition and subtraction of 1 digit and 2 digit numbers using +, -, =
Counting; one more, one less, bigger, smaller
Sequences; ordering numbers, counting in 2s, 5s and 10s, ascending and descending numbers.
2D & 3D shape; their properties. Using shapes to make pictures, naming and describing 2D & 3D shapes

English:

Phonics: Consolidating Phase 3 phonemes, tricky words and pseudo words (nonsense). Using our memory aids. Independently writing sentences. Continuing to blend and segment with our phoneme fingers. Embedding our reading of simple captions and sentences. Writing simple words and sentences, progressing to sentence work.
Reading: Blend and segment to read CVC words and simple sentences. Reading own writing. Discussing comprehension.

Expressive Arts & Design:

Exploring and using media and materials: Looking at instruments and the different sounds we can make. Sing songs, make music and dance! Action and Nursery rhymes.

Looking at illustrations and representations of people, animals and objects.

Music: Big Bear Funk!

Listen and Respond - a different piece of Funk music each week/step
Explore and Create - using voices and classroom instruments
Sing and play - Big Bear Funk and revisit a selection of nursery rhymes and action songs
Share and Perform

Science:

Finding out about animals on the farm. Why do people keep those animals? What kind of jobs do the both the animals and the farmers do? What do the animals provide for us?

Which baby belongs to which animal?
What do animals need to survive?

Drivers:

-Developing independence.
-Promoting risk-taking to support learning.
- Finding out about the world where we live and taking responsibility for it.

Key Questions:

What do we know? Why?
What do we want to find out?
Can you prove this?
Show me?
What will happen when / if / now?
What next?

Key Texts:

George & The Dragon - Chris Wormell
Farmer Duck – Martin Waddell
Dear Zoo – Rod Campbell
The Queen’s Knickers – Nicolas Allan

Key Vocabulary:

Saint, dragon, fierce, fiction, non-fiction, animal welfare, animals, needs, produce, RSPCA, farming, comprehension, adjectives, sentences, full stops, memory aids, religion, Muslim, Jewish, Hindu, dribbling, tactics, true, untrue, honest, thankful, instruments, pitch, pulse, illustrators,

Understanding the world:

Through our unit of enquiry, we will encourage the children to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. We will talk about some of the things they have observed such as plants, animals, natural and found objects and show care and concern for living things and the environment.

Communication & Language:

We will look at listening and attention: in a range of situations and encourage active responses to what we see and hear with relevant comments, questions and actions.

Physical development: Ball Skills

In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.

PSE: Fake is a mistake!

In this unit we will look at how to differentiate between words that are true and untrue. How to be kind and encouraging to others. The importance of being honest. That being ourselves is the best that we can be and being aware of what we are thankful for.

RE: What places are special and why?

The children will develop skills to talk about somewhere that is special to themselves, saying why

- Recognise that some religious people have places which have special meaning for them
- Talk about the things that are special and valued in a place of worship
- Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship)
- Express a personal response to the natural world.