

Reception Summer b

Possible outcomes

Boxes outlined with bold lines are prime areas other boxes are specific areas of the Development Matters framework.

PSED

Jigsaw – Changing me, knowing myself – how children have changed/developed since starting Reception. Understanding their feelings – recall feelings they have had and why they felt like that, say how change makes them feel. Talk about transition into year 1, support nursery children on their visits to Reception. Understanding the feelings of others – know how to help someone feeling sad. Caring for ourselves, for others, for animals (pets, wild animals, minibeasts, conservation). Making choices about how we live and behave in relation to others. Talk about how characters in stories feel – how feelings change during story – why?

Expressive Arts and Design

Look at pics of minibeasts, describe features use a variety of equipment and materials to create our own oversized minibeasts.

Learn to sing some minibeast songs. Scene/setting, collages, draw, colour and write our own story maps. Look at the different ways minibeasts move can we emulate them do we need more/less feet? Can we work together to create a spider?

Understanding of the World

What is a minibeast? What makes them different from other animals? Why aren't they all called insects? Buy ladybird lava and watch them grow, change and hatch, can we describe how they change over time. Can we think of other things which change over time? If available, use frogspawn and tadpoles to see changes over time also. Compare the different situations that the two creatures need to grow to maturity. Visit a farm and compare real animals getting a sense of scale, smell and noise not available in books. Look for information in books and on line thinking with the children about what we need to type to find the information we are looking for.

Physical Development

Traveling in a variety of ways, using our outdoor space to make and use assault courses and balance beams.

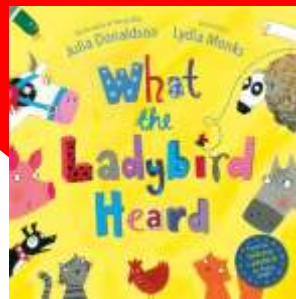
Throwing and catching from an increasing distance. Talk about changes in our bodies during exercise and a variety of things we do to stay healthy. Fine motor skills development especially using a pencil with an appropriate grip and forming letters mostly correctly.

Communication and Language

Think about what the ladybird might have heard at various points in the story. Why might she be quiet? Use hot seating can the children pretend to be a character and start to answer simple questions. Help children to begin to negotiate and take on other people's points of view, as well as verbally justify their reasons for their thoughts. To learn the pattern of the story and use it to create their own stories using a variety of settings, characters and events. Become more confident in sharing these stories with their peers in small groups.

What the Ladybird Heard

Possible activities and outcomes



Literacy

Reading a variety of books and thinking about how they are the same and how they are different from each other. Which other books has Julia Donaldson written? How are they similar to this book?

Make and label maps of a farm, describe and write route out.

Imaginative writing what else might the ladybird have heard? Why is it as secret? Write an explanation of how the ladybird lava have turned into ladybirds.

Mathematics

Use ladybirds for partitioning 10

Estimate making sensible guesses about quantity – e.g. how many unifix cubes will fit in your shoe?

Measure objects in our class with nonstandard units, tins, unifix cubes, hands, feet.

Look at the book 'one is a Snail' for self-generated additions and multiplications.

Using positional language to describe where they are in relation to objects and others and where something is hidden so another child can find it.

Direct another child around a maze taped onto the floor or an obstacle course in the outside area, working hard to use specific language not just 'there' or 'that way'.

Spontaneous Activity