

# Year Reception Term 5 EGGS

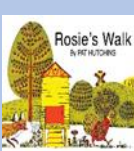
## WOW Experience

We will be hatching chicks in the classroom

## Key Questions

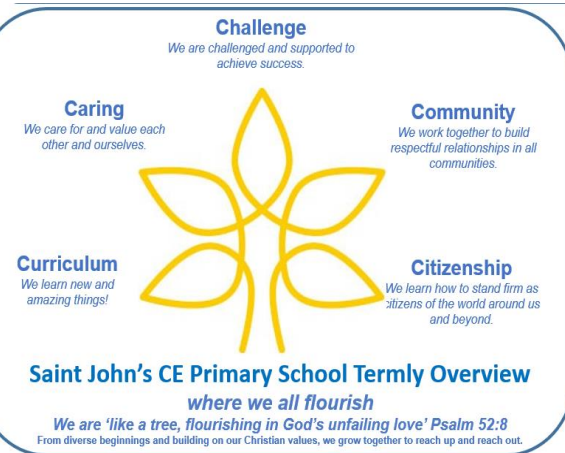
Which animals hatch out of an egg?

## Key Texts



## Key Outcomes

Thinking about changes in our life as we grow and get older comparing to the life cycle of animals.



## Learning through Locality

Exploring the school's grounds and observing seasonal changes in the summer.

## Outdoor Learning

Weekly messy play session.  
Free flow

## Home Learning

Phonic sheets and texts, reading, ordering numbers out of milk bottle tops.

## Enrichment and Partnership

Hatching chicks  
Maths Day.  
Celebration of Learning.

## This term's Christian value: Compassion

We will consider how we can show this in our school *community*, through *caring* for each other. We will reflect on those who have shown justice and what it means to show compassion ourselves.

### Writing linked to Talk 4 writng

Emergent writing:-Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

Composition:-Begin to write a simple sentence/caption may include a full stop.

Spelling: Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words.

Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words

Writing for a purpose in role play using phonetically plausible attempts at words, and the high 5 model for writing . Rhyming words.

Recounts including observational writing about hatching chicks. Drawing and using story maps.

Fiction – Little red hen story pattern cumulative focus – story language and joining in dialogue

Non fiction – Eggs text type – information

Poetry – 5 little eggs in an incubator, Heggity, Peggity my black hen, Chick chick chicken lay a little egg of me, Lot's of animals come from eggs, eggs, eggs who lays eggs, baby chick, I'm a little chicken, 5 brown eggs in a nest of hay.

### Reading linked to Talk 4 writing using VIPERS

#### COMPREHENSION

Correctly sequence a story or event using pictures and/or captions.

Make simple, plausible suggestions about what will happen next in a book they are reading.

Know the difference between different types of texts (fiction, nonfiction, poetry)

Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.

Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

#### WORD READING

Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Rosie's Walk and Tradition tales eg Little Red hen, Chicken Licken and The Ugly Duckling linked to Vipers. Developing knowledge of character, story language and format of traditional tales.

### Maths – White Rose Maths – To 20 and beyond.

Building numbers beyond 10.

Counting patterns beyond 10.

Spatial reasoning.



Ongoing –  
Subitising.  
Counting.  
Composition.  
Sorting and matching.  
Comparing and ordering.

## PHSE/RSE

### Express feelings:

Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them.

### Manage behaviour:

Can follow instructions, requests, and ideas in a range of situations.

### Self-awareness:

Can talk about their own abilities positively.

### Independence:

Confident to try new activities and say why they like some activities more than others.

Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety.

Can follow directions with 3 parts.

### Collaboration:

Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.

### Social skills:

Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.

### Scarf - Being my best

Bouncing back when things go wrong: resilience

Yes I can: confidence and resilience

Healthy eating (2 weeks)

Move your body

A good night's sleep

### Communication and Language –

Developing sentence structure and exploring vocabulary  
Understand 'how', 'why' and 'where' questions.

Recount an event in the correct order and some detail. Express ideas about feelings and experiences.

Articulate their ideas in well-formed sentences.

Show that they can use language to reason and persuade.

### Understanding the World

Past and Present - Changes within living memory.

Thinking about changes in our life as we grow and get older comparing to the life cycle of animals.

Events beyond living memory.

Referring back to previous knowledge on Dinosaurs – What hatches out of an egg?

Natural World – Exploring the Natural World and finding similarities and differences between animals.

Finding out about different lifecycles of animals – chicken, caterpillar and frogs.

### R.E. – Creation. Why is the word 'God' special to Christians?

What does the word 'God' mean?

Which people believe in God?

Which people believe God is the Creator of everything?

What is amazing about the world?

What do Christians say about God as Creator?

What is the story that Christians and Jews use to think about the Creator?

What do Christians and other people (including non-religious) think about the world and how we should treat it?

### Phonics

Phase 1 ongoing, Reading phase 3 words (decodable and tricky)

I can say a sound for each letter in the alphabet and at least 10 digraphs.

I can read words consistent with my phonic knowledge by sound blending.

I can re-read books showing increased accuracy and fluency

### P.E.

Gross motor skills – Get set 4 PE -Fundamentals 2

Physical skills: hopping, galloping, skipping, jumping, changing direction, balancing.

Fine motor skills – scissor skills, threading, letter formation, developing an efficient handwriting style.

### Expressive Art and Design

Painting, drawing.

Making a lifecycle picture of chick.

Making a lifecycle model of a butterfly out of playdough.

Charanga –

Big Bear Funk (a transition unit that prepares children for their musical learning in Year 1)