

Year Reception Term 5 EGGS

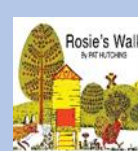
WOW Experience and summary

We will be hatching chicks in the classroom.

Key Questions

What hatches 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.

Challenge

We are challenged and supported to achieve success.

Caring

We care for and value each other and ourselves.

Community

We work together to build respectful relationships in all communities.

Curriculum

We learn new and amazing things!

Citizenship

We learn how to stand firm as citizens of the world around us and beyond.



Saint John's CE Primary School Termly Overview

where we all flourish

We are 'like a tree, flourishing in God's unfailing love' Psalm 52:8

From diverse beginnings and building on our Christian values, we grow together to reach up and reach out.

Learning through Locality

Exploring schools' grounds and observing seasonal changes in the summer.

Outdoor Learning

Weekly messy play sessions.
Free flow.

Home Learning

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

Enrichment and Partnership

Hatching chicks.
Oral hygiene talk.

This term's Christian value: GENEROSITY

We will consider how we can show this in our school *community*, through *caring* for each other. We will reflect on those who are generous towards us as well as how we can be generous to others.

Literacy - Writing and SPAG

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.

Communication and Language Development –

Vocabulary, diction and sentence structure.

Literacy - Reading

Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming 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

Building numbers beyond 10 and recognising picture representations of teen numbers.

Estimation, finding missing numbers and shape recognition including tangrams.

Understanding the World - Science

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

Understanding the World - History

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

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

R.E. 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?

Expressive Art and Design -Art/DT

Painting, drawing.
Making a lifecycle pictures of chick.
Making a lifecycle model of a butterfly out of playdough.

Music

Charanga - Big Bear Funk
Listening, appraising and embedding foundations of dimensions of music using voices and instruments.
Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs.
Playing instruments within the song.
Improvisation using voices and instruments.

Personal Social and Emotional Development - PHSE/RSE

Myself and My Relationships 2
My Family and Friends - Including Anti-bullying (GOFO, SNTB)

- Who are my special people and why are they special to me?
- Who is my family and how do we care for each other?
- What is a friend?
- How can I be a good friend?
- How do I make new friends?
- How can I make up with friends when I have fallen out with them?
- How does what I do affect others?
- Do I know what to do if someone is unkind to me?

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.

Computing

Explore playing with programmable toys. (e.g. Bee bots, remote controlled cars etc.) (programming)
• Identify some of the steps needed to achieve a simple task – E.g. brushing teeth.

Physical Development - P.E.

Fundamentals 2
Physical skills: hopping, galloping, skipping, jumping, changing direction, balancing.
Balanceability – learning to ride a bike without stabilisers.