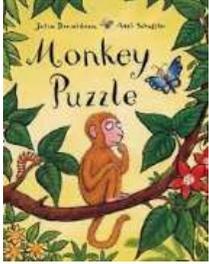
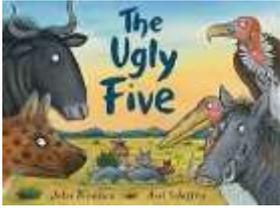
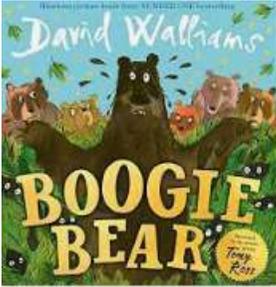
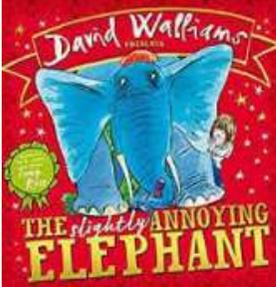
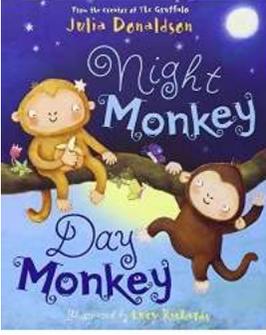
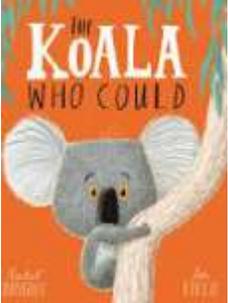




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 Reception Summer 2
 Theme – Animal Antics & Transition



Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Communication, Language & Literacy</p> 	<p>Core Stories: Monkey Puzzle by Julia Donaldson Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Write clues to guess animals “Who am I?” cards Explore the ways the animals speak – build up vocabulary for how they sound eg. Hiss/squeak Research facts/write a fact file about a chosen animal from the story Create a word bank for words to describe other emotions for the blue and yellow zone. Use this for writing speech and thought bubbles for monkey 	<p>Core Stories: The Ugly Five by Julia Donaldson Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> To innovate thoughts and ideas to record in speech and thought bubbles for the animals Describe the animals and create a bank of adjectives Identify Africa and the world map. Share other facts about Africa and research what other animals live there. Write about which animals group they would like to meet most and why? 	<p>Core Stories: Boogie Bear by David Walliams Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Look at how words on the page affect how we read them Research and write about saving the environment Research and write about how to look after endangered species Make recycling posters 	<p>Core Stories: The Slightly annoying elephant by David Walliams Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Write a sequel for the story. What happens next? Write an alternative version of the story Find the synonyms for ‘said’ that the author has used throughout the text (e.g. boomed, spluttered) Write a letter to the Zoo Retell the story from Sam’s Perspective 	<p>Core Stories: Night Monkey Day Monkey by Julia Donaldson</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Find the different words used for how the monkeys moved in the story Write a description of the moon for day monkey as he doesn’t know what it is Write questions for Night Monkey/Day Monkey. Focus on questions words: what, where, who and why. 	<p>Core Stories: The Koala who could By Rachel Bright and Jim Field Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Innovate a story about a character who has to deal with a change in their life. Describe Kevin’s habitat. Think of another animal and write a description of their habitat. Link Kevin’s feelings at different parts of the story to the Zones of Regulation Writing to your new teacher Writing half term reviews



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<p>Communication & Language</p>	<p><u>Key Vocabulary:</u></p> <p>Habitat</p> <p>Rainforest</p> <p>Arctic</p> <p>Desert</p> <p>Coral</p> <p>Temperature</p> <p>Climate</p> <p>Tropical</p> <p>Word bank: emotions</p> <p>Word bank: verbs for how animals sound</p>	<p><u>Key Vocabulary:</u></p> <p>Savanna/African plains</p> <p>Safari</p> <p>Big Five</p> <p>Little Five</p> <p>Shy Five</p> <p>Ugly Five</p>	<p><u>Key Vocabulary:</u></p> <p>Endangered species</p> <p>Global warming</p> <p>Wildlife</p> <p>Adoption</p> <p>Charity</p> <p>Environment</p> <p>Recycling </p>	<p><u>Key Vocabulary:</u></p> <p>Food chain</p> <p>Predator</p> <p>Prey</p> <p>Hibernate</p> <p>Carnivore</p> <p>Herbivore</p> <p>Word bank: Synonyms for "said": boomed, spluttered,</p>	<p><u>Key Vocabulary:</u></p> <p>Opposite</p> <p>Nocturnal</p> <p>Shadows</p> <p>Reflect</p> <p>Light source</p> <p>Filters</p>	<p><u>Key Vocabulary:</u></p> <p>Transition</p> <p>Eucalyptus</p> <p>Deforestation</p>
<p>Maths</p>	<p><u>Addition and Subtraction (2)</u></p> <p>Compare quantities to solve problems that include doubling, halving and sharing</p>	<p><u>Addition and Subtraction (2)</u></p> <p>Compare quantities to solve problems that include doubling, halving and sharing</p>	<p><u>Addition and Subtraction (2)</u></p> <p>Compare quantities to solve problems that include doubling, halving and sharing</p>	<p><u>Shape</u></p> <p>Begin to name 3D shapes and talk about their properties</p>	<p><u>Time</u></p> <p>Begin to tell the o'clock time. Use language related to the time of day.</p>	<p><u>Consolidation</u></p> <p>Recap and review learning</p>



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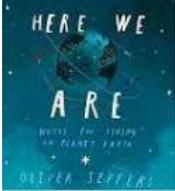
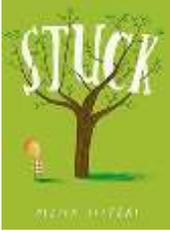


<p>Personal Social and Emotional Development Skills Builder</p> <p>School Values Ambition, Creativity, Courage, Empathy, Resilience, and Respect.</p> <p>MindUp! Gratitude Brain Breaks</p>	<p>Revisit Zones of Regulation:</p> <p>Extending vocabulary for the blue and yellow zone– link to the story Monkey Puzzle.</p> <p>What to do if you get lost? Have you ever been lost? Who can help you?</p>	<p>Self-confidence</p> <p>Children are able to talk about themselves/their friends/their family in positive terms. What are we good at? What are we proud of? What are our achievements? Can we improve what we do and still be proud?</p> <ul style="list-style-type: none"> Take pride on the work they produce Talk in front of the class about something they have achieved 	<p>Respect: Equality and differences</p> <p>Children explore the variety in mankind. They bring photos/post photos on Tapestries of their family's celebrations and traditions</p> <ul style="list-style-type: none"> How are we all the same/different? Children celebrate differences and learn about other cultures 	<p>Acts of Kindness</p> <p>Doing something kind for someone else. How can we help our friends? How can we help our school? How can we help our wider community and wider world?</p> <p>Story discussion:</p> <ul style="list-style-type: none"> How would you feel if an elephant turned up uninvited at your home? How would Sam have felt when an elephant first arrived on his doorstep? 	<p>Friendship:</p> <p>Explore the story “Meehsa Makes Friends” to support conversation around making friends. How can we help children who are shy? What does shy mean? How can we help a friend?</p>	<p>School Value: Courage</p> <p>Half Term Reviews:</p>
<p>Understanding of the World</p>	<p>Introduction to Habitats</p> <p>Learning about different animals and their habitats. Sorting animals: artic, jungle, forest & farm.</p> <p>Read and share “Here We Are”</p>	<p>Habitats</p> <p>Continue to learn about habitats. Rainforest and African plains. and children to share their shoe box project. Compare the habitats.</p>	<p>Caring for wildlife</p> <p>How to look after endangered species (WWF wear it wild) vote to adopt an animal and learn about it.</p> <p>Recycling</p> <p>Learn about the importance of recycling. Sort recyclable material. Share and discuss the story “Stuck”</p>	<p>Food chains</p> <p>Learn about food chains and what some animals eat.</p>	<p>Science</p> <p>Use torches and lenses to explore light & dark. Make a den to create shadows.</p>	<p>World</p> <p>Identify habitats and countries on a map. Recap on learning from this half term about habitats.</p>



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	 Father's Day					
Expressive Art and Design	Habitats Creating shoe box habitats for animals around the world. Children to work in small groups collaboratively. Identifying sounds and listening games about animals and where they live	Patterns Look at animal patterns and textures to create a model of your own chosen animal.	Collages Create trees using mixed media for leaves, tree branches/snow etc.	Movement: Walking/stomping, moving the trunk like an elephant	Painting Experiment with mixing paints to create night and day pictures of the sky	Portraits Drawing, painting and creating a self portrait for you new teacher.
Physical development	Athletics and sports day prep	Athletics and sports day prep -	Athletics and sports day prep	Athletics and sports day prep	Athletics and sports day prep	