



Early Years Reception Topic Map Summer Term 1 2018

Gardening and Mini-beasts



PSED

- **Routines** – Welcome back, beginning to be more familiar, independent and confident with class routines and learning in preparation for year 1 expectations.
- **Circle Time** – feelings, celebrations, turn taking, speaking and listening, expressing ourselves, confidence, independence, working together, relationships, courage and resourcefulness.
- **Safety** – Preparing for our zoo – behavior expectations, speaking and listening skills, road safety, talking about what we will do and see.

Communication and Language

- **Circle Time** – feelings, celebrations, turn taking, speaking and listening, expressing ourselves, confidence, independence, working together, relationships, courage and resourcefulness.
- **Read Write Inc** – Phonics, set 2 sounds and red ditties; reading and writing
- **Stories/Non-Fiction Books** – What the Ladybird Heard, The Very Lazy Lady Bird, The Hungry Caterpillar, information books on gardening and mini-beasts.
- **Understanding** – Developing questioning and they answer 'how' and 'why' questions about their experiences and in response to stories or events.

Maths

- **Grouping and Sharing** – solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups, solve practical problems that involve grouping and sharing, explore counting on in steps of 2 from zero.
- **Shape and Measure** – use everyday language to talk about size, weight, capacity, estimate, measure, weigh and compare and order objects.
- **Money** – Recognise coins and their values, compare quantities and objects to solve problems, use everyday language to talk about money, compare the value of coins, use quantities and objects to count on and back to add and subtract.
- **Doubling and Halving** – solve problems, including doubling, halving and sharing, explore the relationship between doubling and halving.

Understanding the World

- **Celebrations, different cultures and special occasions** – Birthdays, new life, sharing our special occasions and celebrations. Traditional stories from different cultures.
- **Communities** – Celebrations in different cultures, animals care, gardening, class science trip. Sharing assemblies.
- **Our Senses** – Talk about what we notice, seasons changing, summer time.
- **Designing and making** - own choice junk modelling and using construction. Design and create mini-beast homes.
- **ICT** – Continue to complete simple computer programs, learning to take photographs of own learning, IPADS -completing simple programs.
- **RE** – Whole school and class worship – who and how do we look after our world.
- **Big Question** – Who cares for this special world?

Literacy

- **Reading** - Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read common irregular words. Demonstrate understanding when talking with others about what they have read.
- **Writing** - experimenting mark making in different ways, cards for occasions, drawing, painting, ribbon sticks for large scale movements, chalking large scale, name writing, writing for a purpose – role play; diaries, lists, forms, letters, food orders etc. using our sounds to write words, simple sentences and develop story writing.

Physical Development

- **Action Songs** – using sign and actions songs, traditional rhymes, number songs
- **Fine and gross motor skills** – cutting, sticking, painting, mark making, malleable materials and tools, junk modelling
- **Music and movement** – exploring musical instruments and ways to move our bodies
- **Large and small apparatus** – experimenting different ways to move, inside and outside
- **Health and self-care** – understanding being healthy, '5-a-day'.

Expressive Arts and Design

- **Design** – own choice junk modelling and using construction. Design and create mini-beast homes.
- **Printing, collage and painting** – observational flower and garden painting and drawing. Making and printing mini-beasts.
- **Mark making** – small and large scale using various media and tools
- **Role play** – Mini-beast investigation station, science lab kitchen, garden centre.
- **Music** - exploring musical instruments and ways to move our bodies, fast, slow, loud, quiet, keeping a beat.
- **Imaginative** - Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.