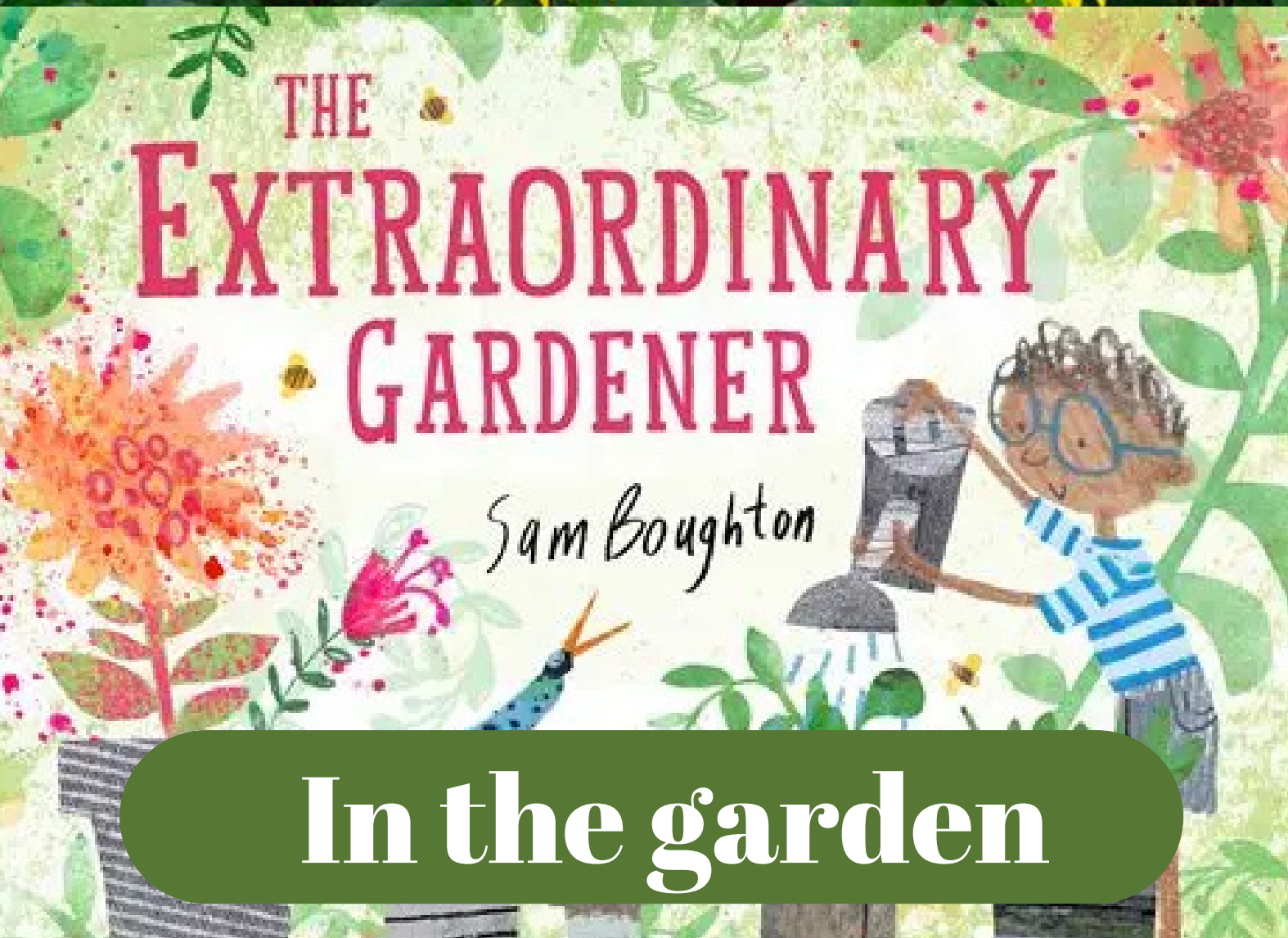


# Reception- Summer 1 Holistic plan



## In the garden

### Mathematical Development

**Counting and cardinality 5.1-** Counting beyond 10.

**Pattern 5.1-** To learn odds and evens.

**Composition 5.2-** Number bonds to 10

**Patterns symmetry, reflection and doubles 5.2-** To know doubles through symmetrical patterns.

**Pattern (alongside composition & comparison) halves and doubles 5.3-** To know halves and doubles of different amounts to 10.

### Literacy, language and communication

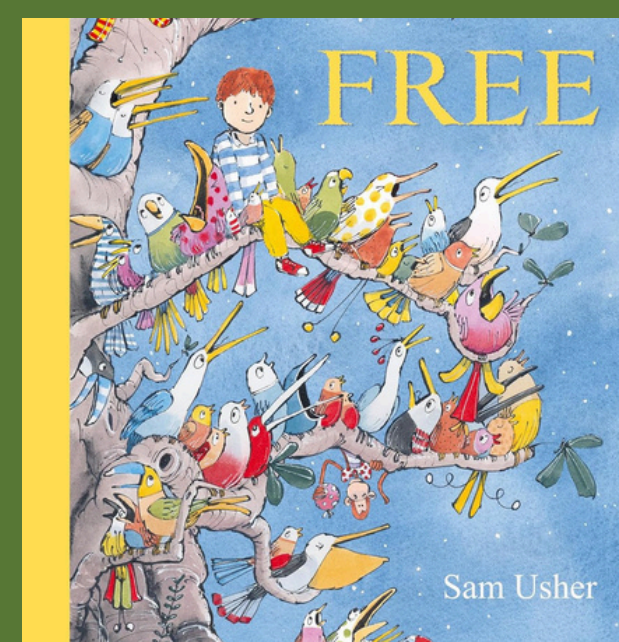
Engage in story times. Listen to and talk about the 'extraordinary gardener' by Sam Boughton and 'Free' by Sam Usher. Build familiarity and understanding. Engage with non-fiction books. Listen to and learn traditional rhymes and songs, paying attention to how they sound.

**The children will learn how to write simple coherent sentences with finger spaces, capital letters and full stops.** Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Purpose for writing- Narrative.** To write a simple retell of the story with simple innovation.

**Purpose for writing- Non-fiction** To write simple instructions.

Children will start to read 'special friends' in real and nonsense words. Children will start to read red books or above in their phonics groups if they are ready.



### Personal & Social and Emotional Development, Well-being

Think about ourselves.

Wellbeing themes:

Week 1: My favourite place is...

Week 2: The thing I really need is...

Week 3: I am..

Week 4: I am happiest when...

Week 5: In the future I want to...

# Understanding of the world

**The natural world:** To explore how the weather and seasons change as we go into late spring. To plant a range of fruits, vegetables and flowering plants in our garden and school allotment. To watch how a seed grows. To know that most plants start from a seed or a bulb. To know a seed produces roots to allow water to get into the plant and shoots produce leaves to collect sunlight.

**Past and present:** Talk about past events in their reception year, noting changes that have happened. To think about our own Grandad's childhood through the story of 'free' and discuss how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars).

**People, culture and communities:** Make some comparisons between life for children in different countries. To look at the life and work of David Attenborough. To look at the importance of community through our story of 'extraordinary gardener' and for the children to compare this to their own community. Can draw and create their own maps of their school grounds using pictures and symbols to show where we are going to plant seeds/bulbs.

**Religious education:** What stories did Jesus hear when he was a child? (4hr)

Why did Jesus tell stories? (4hr)

## Expressive arts and design

**Creating with materials:** To use fabrics and materials to weave together. To draw a range of different flowers and to use water colours to paint them. You will be able to review your own work and change it to make it better. You will be able to make your own props and costumes to retell your own stories or retell well known stories in great detail.

**Being imaginative and expressive:**

**Story telling-** To retell stories with others and change different parts.

**Dancing-** To put a sequence of actions together. You will begin to independently improvise your own dance.

**Singing-** To know a wide variety of nursery rhymes and school songs.

**Music-** You will begin to recognise different instruments in songs. You will be able to change the tempo and dynamics to a certain song. You will be able to compose your own song using an instrument.

## Physical development

**Gross motor skills-**

-To Negotiate space and obstacles safely, with consideration for themselves and others when playing on the bikes and scooters, climbing on the outdoor equipment, playing on the playground with peers and during PE sessions.

-Showing a development in balancing and co-ordination when throwing and moving.

-Being able to travel from one place to another by skipping, hopping, running, jumping and climbing.

-Being able to run on the running track during sports day and staying within the lines.

**Fine motor skills-**

-Being able to hold a pencil using the tripod grip.

-To form letters accurately.

-To use scissors to cut around more complex shapes like your flowers.

-To be able to use your fork whilst cutting with your knife during lunch times.

-To begin to show accuracy and care when drawing self portraits, flowers and animals that we find in our garden.