

Context Title: Are Carrots Orange? And Why do ladybirds have spots?

Term: Summer : 2019

Year: Reception (Acorns)

NB: Planning is the result of observation and assessment of the children and can change direction at any time to suit their interests and developing needs. We assess through observing play based learning alongside the children’s book work. Phonics is daily, maths is part of our continual provision but sometimes stand alone.

Engage- We are setting up our own farmer’s market and planting seeds- we will visit a supermarket to look at food and discover where it comes from. We will be reading labels and finding out about different jobs people do in the supermarket and in producing food.

In summer term 2 Mrs. Wells will bring in some of her exotic pets to teach the children about spiders and millipedes.

Learning Context	Learning experience and exploration questions.	Some of the EYFS area of learning and development being assessed	Activities to support learning and assessment
<p>Week 1 St. George’s Day on Tuesday Engage</p> <p>Let’s find out! Information books about fruit and vegetables and using ipads to look at fruit and vegetable information.</p> <p>Stunning start– Set up our imaginative play areas to reflect our learning together. Make paper mache Fruit and veg Setting our garden centre area up and planting our carrot and potato seeds.</p>	<p>We will be setting up our farmer market in our imaginative play area. We will be using our senses to explore different food. Read labels and signs and write labels and signs for our market stall including pricing for our produce. Taste and handle foods that are new and familiar and discuss what foods are healthy. Discuss similarities and differences of fruit and vegetables. Express likes and dislikes. Draw/paint pictures of fruit and vegetables making observations of how and why things grow and change.</p> <p>Are all carrots orange? We will watch the video on the hub- Are carrots orange? What colour are...? Handle and observe fruit and vegetables- children to paint a picture and think about colour mixing to get different colours to match what they observe. What fruit and vegetable would you like to change the colour of and why? Can you write a story about it?</p>	<p>CL-They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children express themselves effectively, showing awareness of listeners’ needs.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>P-They handle equipment and tools effectively, including pencils for writing.</p> <p>P- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Psed-Children are confident to try new activities, and say why they like some activities more than others</p> <p>Children play co-operatively, taking turns with others.</p> <p>R-Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words</p>	<ul style="list-style-type: none"> • Set up farmer’s market in the imaginative play area. • Set up potting shed/garden centre in the outside play house. • Discuss similarities and differences between vegetables and fruit • Writing signs and labels for our shopping areas. • Salt dough/clay fruit and vegetables • Planting rainbow mix carrots, labelling pots. • Write about planting our seeds, what do they need to grow? • Carrot subtraction activity with mini carrot garden using a number line to discuss counting back to find the answer. • Fruit and vegetable paper Mache activity. • Painting/drawing observations of fruit/vegetables. • Making posters and labels for our garden centre and our farmer market.

<p>R.E what is a Christian wedding?</p> <p>PSHE- Relationships- A sense of belonging.</p> <p>Phonics and maths stand alone</p> <p>P.E led by Premier Sports coaching Teacher weekly on Tuesday afternoon.</p>	<p>What materials do you need to do your painting? What primary colours will we need? How will we make new colours for our observations?</p> <p>We will be looking at how as families we have celebrated weddings in different ways.</p> <p>Why do people get married? What does it mean? What experience have you had of a wedding?</p> <p>Mog and the wedding story.</p> <p>PSHE will link the bible story of the first family to why Christians and other faith groups feel it is important to be married. This will support our R.E learning.</p> <p>The children will continue to consolidate their phonic knowledge in their reading and writing alongside a daily phonic session.</p> <p>In maths we will be using our continuous provision to enhance learning about money, addition and subtraction, weights and measurement, shape and size.</p>	<p>They demonstrate understanding when talking with others about what they have read.</p> <p>W-Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>UW- They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>They select and use technology for particular purposes.</p> <p>EAD- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<ul style="list-style-type: none"> ● Counting carrots 20-30, using them for addition and subtraction solving problems. ● Plant carrots and potatoes.
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		They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	
<p>Week 2 Text-Super Market Gremlins And Super Tato</p> <p>Visit from the fire service if they are not on a call.</p> <p>Visit to Waitrose For Healthy food talk and fruit and vegetable tasting</p> <p>R.E: what is a wedding? Why is it important to some people?</p> <p>Parents to send a wedding photo of a couple their child knows for a special show and tell.</p> <p>PSHE-Relationships Sharing their wedding photographs of family</p> <p>Phonics –stand alone</p> <p>P.E led by Premier Sports coaching</p>	<p>What am I? The children to choose an item from the bag and describe it to their friends in class- colour, smell, size, shape, does it grow in bunches? Long, short.</p> <p>Singing songs related to fruit and vegetables- oranges and lemons, one potato, two potato, five currant buns, ten fat sausages, oats and beans and barley grow, cauliflower fluffy.</p> <p>play runner bean, jumping bean, Mexican bean instruction following game.</p> <p>Taking photographs of our very own Super Veg and making up a story as a class in the style of Super Tato.</p> <p>Pea counting action maths- can the children estimate how many they can pick up in one minute, pick up with tweezers/suck up with a straw peas and estimate how many they have picked up in a minute and then check by counting them.</p> <p>Fire service visit – people that help us morning.</p> <p>Mrs. Morrison to bring in her wedding dress and show the children her wedding photographs. The children to share their family wedding photograph and talk about a special occasion that they have shared in.</p> <p>Mr. Albert will be taking us to Waitrose in Rushden in the minibus to do a Super Market food hunt, healthy fruit and vegetable talk and tasting session.</p>	<p>UW- They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>M- They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p> <p>EAD-Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>.P- They move confidently in a range of ways, safely negotiating space</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>UW-They select and use technology for particular purposes.</p> <p>EAD- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>M- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>They recognise, create and describe patterns.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<ul style="list-style-type: none"> • Mini fold up books for children to write their own gremlin stories. • A box with fruit/veg in daily with ‘food clue labels’ on. The children to read the label and try to guess the contents before checking. • Super Tato and the veggies character making and to follow this up; speech bubble/story writing. • Vegetable printing- repeated pattern making • Thank you card /letter to the fire service • Writing – thank you letters, writing about their family photograph in their R.E book. Supermarket Gremlin mini books, speech bubble, story writing for their super Tato model photographs. • How many peas are in each pod? Can you record this in a tally chart? Do the pods have similar amounts in? can this help you to estimate/predict how many are in a pod?

<p>Teacher weekly on Tuesday afternoon.</p>		<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>UW- Children talk about past and present events in their own lives and in the lives of family members.</p>	
<p>Week 3</p> <p>Develop- Text- Handa's surprise</p> <p>Margaret Police lady coming in to see Acorns to talk about people that help us in our community</p> <p>R.E- where do people get married? Who comes to a wedding and why?</p> <p>PSHE- my family Step parents and step siblings</p> <p>Phonics Stand-alone lessons</p> <p>P.E Tuesday Premier Sport Coach led</p>	<p>We are Fruit explorers- which fruit can we eat with the skin on? What are the similarities and differences? Can you peel, slice safely? What equipment do we need to use? What countries do our fruit come from? Can you find it on the map? How does fruit get to us if it does not grow in the UK? Can you find the fruit seed? How are they similar and different? Can we grow them?</p> <p>Can we describe the fruit using our senses to each other?</p> <p>Can you retell the story of Handa's surprise, can you sequence the story?</p> <p>Data handling activity- what is our favourite fruit in Acorns? Making a simple bar chart.</p> <p>Weighing fruit- label heavy/light which is the smallest, largest?</p> <p>Sharing fruit- what does half look like?</p> <p>Healthy food and unhealthy food sorting- please can I try this at home card writing.</p> <p>Food hunt- children to work in small groups to find their colour foods to sort out the food groups as a class.</p>	<p>UW- They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>M- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>They solve problems, including doubling, halving and sharing.</p> <p>PSED- Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p> <p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>They work as part of a group or class, and understand and follow the rules.</p>	<ul style="list-style-type: none"> • Making fruit kebabs/fruit self portraits • Can you extract the seeds from the watermelon only using tweezers? • Apple bobbing • Can you count the animal's legs in Handa's surprise in 2's? how many legs are there altogether? • Handa puppet show • Fruit stall • Data handling what is our favourite fruit? • Observational drawing of fruit in half- looking at seeds. • Healthy food and unhealthy food sorting boxes. • Card writing to home for trying new food • Food hunt- collecting the food rainbow groups • Thank you letter to Waitrose village walk to post them.

		<p>P- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>w- They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	
<p>Week 4 Innovate Text: Too Many Carrots! Rabbit has too many carrots and doesn't know what to do with them all!</p> <p>R.E What is similar/different about a Muslim/Sikh wedding and a Christian wedding?</p> <p>PSHE - how is your family relationships different to friend relationships?</p>	<p>Can you help Rabbit to use up all of his carrots he has too many! How many carrots does he have? Can you estimate? Can you check by counting them all?</p> <p>Have a look at some recipes what could you make using the carrots? Vote for the best recipe and decide what to make together.</p> <p>what do you need? Can you read and follow the instructions? Can you weigh out the ingredient independently?</p> <p>Can you use the tools safely and correctly? Can you follow health and safety measures? Can you clean up the area after you have made your recipe?</p> <p>Write a letter to Rabbit and tell him what you have done with the extra carrots.</p> <p>You can take a photograph or draw him a picture. If you do a great job he could even write back to you.</p>	<p>R- Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>W- Children use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>M- They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They explore characteristics of everyday objects and shapes and use</p>	<ul style="list-style-type: none"> • Children to look at recipes that use carrots. The children first choose their recipe after reading. • Write a list of things you will need • Collect all of the equipment necessary • Follow instructions to make their dish. • Weigh out their own ingredients • Write their letter to Rabbit. • Invite a Muslim/Sikh family to share their wedding experience with the children.

		<p>mathematical language to describe them.</p> <p>Psed- They work as part of a group or class, and understand and follow the rules.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p> <p>Children are confident to try new activities, and say why they like some activities more than others</p>	
<p>Week 5 Express</p> <p>R.E- who is at a wedding and what are their roles?</p> <p>PSHE- hand of support friends.</p>	<p>We will make carrot cake together as a class and invite our family in to have carrot cake and a drink during our family reading time. We will also share with our adults what we have learnt this term about fruit and vegetables.</p> <p>We will make bunny treats this week and invite some bunnies in to have a nibble on our home made bunny treats.</p> <p>Have we learnt whether all carrots are orange? Have our carrots plants grown? What have we learnt about carrots and other fruit and vegetables that we can share with our grown ups?</p>	<p>CL- Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<ul style="list-style-type: none"> • Children to pick something they wish to share with their parent's and family from our learning this term. • Children to make carrot cake for afternoon tea. • Children to practice their chosen thing to share and prepare for parent /carer sharing afternoon.

Theme 2	SUMMER TERM 2	Why do ladybirds have spots ?	Mini beasts in our local environment
<p>Week 1</p> <p>ENGAGE</p> <p>Text- Spinderella</p> <p>observing sunflower growth.</p> <p>Bring in a red knee tarantula And millipedes</p> <p>I know an old lady song introduced and learnt.</p> <p>R.E</p> <p>Preparing for our Acorns wedding service</p> <p>PSHE- changes</p>	<p>What do plants need to help them grow? How will we plant flowers outside? What will they need? Do you think they will grow differently to the plants inside? Why?</p> <p>Can you order the flowers from shortest to tallest? What could you say about their height?</p> <p>Can we share Spinderella's food equally? How many will each spider receive?</p> <p>Can you share the spiders equally into two teams? How many are in each team? Are they the same/equal?</p> <p>Can we split the class into 2 equal groups, how many are in each?</p> <p>Read 'Spinderella', how do the characters feel? Can you remember what happens at the start, middle and end? Can you write about the changes to your sunflower, or the caterpillars? What have we observed?</p> <p>Watch and discuss film clips of sunflower growing/Minibeast adventures.</p> <p>Can you describe the life cycle of a sunflower?</p> <p>What have you learnt about our Minibeasts?</p> <p>Can you design and create your own sunflower using different media and materials?</p>	<p>CL- Children listen attentively in a range of situations.</p> <p>UW- Children know about similarities and differences in relation to living things. They make observations of plants and talk about changes. Talk about ways to help plants to grow. Represent their own ideas through design and technology, art and stories.</p> <p>W- Children use phonic knowledge to write words in ways that match their spoken sound. They write simple sentences which can be read by themselves and others.</p> <p>EAD- Children experiment with colour, design and texture whilst using tools and materials safely.</p> <p>PSED- Children adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>P- Know and talk about ways to keep healthy and safe.</p>	<ul style="list-style-type: none"> • Write instructions on how to plant and grow sunflowers • Plant flowers in the outdoor area. • Sequencing plant growth • Painting sunflowers in the style of Van Gogh • Make scrunched tissue sunflower collage • Write about changes to the caterpillars/sunflowers. • Begin to write sunflower growth diary • Observational drawings of sunflowers using oil pastels/chalks • Learn about spiders and their habitats around the world • Discuss the life cycle of a sunflower • Learn and sing 5 little sunflowers song • Finding different ways to make 6/8/10 by solving practical problems. • Counting in 2's song. • Finding different ways to equally share objects into groups. • Go for a summer 'Welly Walk' take money to visit the tea room. • Share the class and ourselves into equal groups of 2,3,4? Can we

<p>Remembering our time in Acorns.</p> <p>Phonics stand alone and some maths this term</p> <p>To suit gaps in assessment areas</p> <p>Guided reading introduced in the mornings.</p>	<p>What do you notice about the way that Vincent Van Gough paints?</p> <p>How are we going to stay safe on our welly walks? What do we need to remember?</p> <p>Ongoing activity for this term to create a Mini beast dictionary with all of the children creating a written piece for the classroom book.</p>		<p>share ourselves equally into all of these?</p>
<p>Week 2 and 3</p> <p>The Very Hungry Caterpillar</p> <p>INNOVATE</p> <p>Introduce the children to the butterfly enclosure</p> <p>Plan a butterfly garden area in the school garden</p> <p>Mini beast safari in the village.</p>	<p>Where do butterflies come from? What do you know about them?</p> <p>What happens in a caterpillar life cycle? What have we observed?</p> <p>What happens in The Very Hungry Caterpillar? How does the caterpillar feel at different points in the story?</p> <p>If you doubled 4 caterpillars, how many would you have?</p> <p>Can we double the spots on the butterfly's wings?</p> <p>Can you count in 2's, 10's or 5's?</p> <p>Can you make a caterpillar using different tools and materials?</p> <p>What did the caterpillar eat that was healthy/unhealthy? Why is it important to</p>	<p>UTW- Children know about similarities, differences and change in relations to living things.</p> <p>cl- They listen to stories and, accurately anticipating key events and respond to what they hear with relevant comments.</p> <p>R- Children read and understand simple sentences. Children use their phonic knowledge to write words which match their spoken sounds.</p> <p>M- Orders and sequences familiar events Solve problems, including doubling, halving and sharing</p> <p>P- know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy</p>	<ul style="list-style-type: none"> • Ordering days of the week and items consumed • Counting activities using 2's, 10's and 5's • Sharing caterpillars equally. • Whole class large caterpillar craft using textured paint/collage • Writing caterpillar facts • Sequencing caterpillar life cycles • Printing caterpillars • Re-writing story in the correct order • Caterpillar doubling and solving problems. • Butterfly doubling painting activity.

<p>In week 2 have our Acorns wedding in the church of St.John and have a wedding breakfast with family to follow.</p> <p>Phonics and Maths stand alone</p>	<p>eat a balanced diet? What foods do we eat that are healthy?</p> <p>What facts can you write about caterpillars? Can you write a list of your favourite foods?</p> <p>Plant a small butterfly garden in the school with butterfly friendly plants.</p>	<p>EAD- Represent their own thoughts, feelings and ideas through design and technology, art, role play and stories.</p>	<ul style="list-style-type: none"> ● Reading and matching facts with minibeasts ● Sorting healthy and unhealthy foods game. ● Doubling song on IWB ● Writing butterfly facts ● Writing about what happened when the butterflies were released.
<p>Week 4/5</p> <p>Wk 4- The Bad Tempered Ladybird</p> <p>Wk 5- What the Ladybird Heard.</p> <p>Possible trip to Woburn safari park</p>	<p>Can you write a speech bubble for the ladybird? How is she feeling? Angry, happy, why?</p> <p>Can you create a story map for this story? Are there any other animals we could introduce?</p> <p>What happens when a collection of objects/a number is halved? Can you show me?</p> <p>What time is it if the big hand is pointing to the 12/6/3/9?</p> <p>Why is the ladybird bad-tempered? Is that a good way to be?</p>	<p>M- Using quantities and objects, they add and subtract two numbers and count on or back to find the answer.</p> <p>They solve problems including doubling, halving and sharing</p> <p>UW- They make observations of animals and talk about changes</p> <p>Shows care and concern for living things and the environment</p> <p>Children know about similarities and differences in relation to living things and places.</p>	<ul style="list-style-type: none"> ● Ladybird doubles/halves ● Painting ladybird pebbles ● Writing speech bubbles ● Story sequencing ● Ladybird adventure writing ● Discuss feelings/emotions ● Time sequencing ● Ladybird collage craft ● Printing ladybirds ● Ladybird bingo ● Ladybird life cycle ● Read 'What the Ladybird Heard'

<p>Phonics and Maths stand alone</p> <p>PSHE- Changes This term we will be looking at how we have grown from being a baby and transitions including getting ready for year one!</p>	<p>What materials do you need to use? What tools and techniques might you need? Can you create different textures?</p> <p>What happens in the ladybird life cycle? How can we care for living things in the environment? Why is this important?</p> <p>Can we play what's the time Mr Wolf using a clock?</p>	<p>EAD- They represent their own ideas through design and technology, art, music, dance, role play and stories. They use a variety of tools, techniques and materials safely and explore colour, texture and design.</p> <p>W- Some words are spelt correctly and others are phonetically plausible.</p> <p>PSED- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</p>	<ul style="list-style-type: none"> ● What's the time Mr Wolf using a clock and o clock times. ● Ladybird and leaf counting ● Paper bowl ladybird craft ● Halving pizzas/sandwiches. ● Going to Elms class for transition sessions with our new teacher ● Making pizza
<p>Week 6</p> <p>The mini beast zoo- oxford reading tree</p> <p>Fabulous Finish –</p> <p>Visit from Forest Floor or Bugtopia</p>	<p>Make a minibeast café- can the children predict what food substances the insects that they find will enjoy eating?</p> <p>Same or different how are mini beasts similar and different can we put them into groups?</p> <p>Make minibeast finger puppets from felt and learning to do running stitch.</p> <p>Acorns water fun afternoon!</p> <p>Making a bug hotel for the Acorns outdoor area.</p> <p>Outdoor picnic at a village location can we share our food? Do we know what half is? Can we accurately show half?</p>	<p>EAD- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>UW-Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Psed- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	<ul style="list-style-type: none"> ● Visit from Forest floor to handle exotic insects and reptiles. ● Doing observational experiments with insects to see what foods they like. ● Learning how to sew and make our own finger puppets. ● Acorns water fun afternoon- paddling pools and water gun fun! ● Creating a bug hotel. ● Mathematical picnic where we have to solve the problem of not having enough picnic for

Acorns celebration Award afternoon! Phonics and Maths stand alone	Releasing our butterflies for their new life.		everyone. How are we going to fix it?
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This is subject to change if the children choose to explore a certain mini-beast or wish to explore another area of this outdoor theme.