

Topic Overview Reception Summer 1 – Down at the Bottom of the Garden

Vocabulary	grow fruit vegetable change describe watch/observe ground above below hot cold	minibeast bug worm tunnel decomposer helpful useful	butterfly bee pollen grow change helpful useful minibeast honey worker queen	environment same different change extinct habitats	country describe taste smell cook boil roast raw safety	summer sun hot light tree leaf root branch trunk blossom petal flower stem fruit	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Theme	Growing Food	Useful Bugs - Worms	Useful Bugs – Butterflies and Bees	Environmental Change	Environmental Change	Food From Different Countries	Signs of Summer
Focus Text/s	Jack and the Beanstalk	Yucky Worms Diary of a Worm	Save the Butterflies Omar the Bees and Me	The Snail and the Whale	Dodo’s Are Not Extinct	Handa’s Surprise	Summer (poem)
Area of Learning							
Communication and Language Speaking Listening, Attention and Understanding	To name and identify some food that grows below and above the ground. Identify and describe a range of fruits and vegetables.	To understand and describe why minibeast are important and what their ‘jobs’ are. Identify and describe a range of minibeasts.	To talk about their preference of minibeast and identify favourites (vote). Discuss what we have learned about minibeasts and their importance (watch the	To discuss how we care for the natural world around us. Talk about what happened to the whale. Why did this happen?	To recognise some environments that are different to the one in which they live in. Consider the environment in which Handa lives and	To recall and describe seasons. Discuss the effect of changing seasons and discuss which clothes are suitable to wear in summer.	

	<p>Sing the 'Underground Vegetable Song'.</p> <p>How do we know it is a fruit/ vegetable? Can we sort the food into groups that grow above and below the ground?</p> <p>To compare and describe the same food when cooked in different ways.</p> <p>Choose some different items of food to explore e.g., potatoes and identify the different ways they can be cooked. Taste the different potato items e.g., chips, mash and crisps.</p> <p>What food items are made from potatoes? How do the items taste? What texture is each item? Are any of the items similar?</p>	<p>Highlight the importance of minibeasts and what they do to help our environment.</p> <p>Can you explain why a worm is important? How does a worm help things to grow? What does a worm do to soil?</p>	<p>end of 'The Bee Movie' when the bees go on strike).</p> <p>Can you talk about your favourite minibeast and explain why?</p> <p>Take a class vote, which minibeast was the most liked, which was the least? Why?</p>		<p>compare it to the one we live in.</p> <p>Can we identify and explain the differences? Are there any similarities?</p> <p>Explore other environments.</p>	<p>How many seasons are there? What are the seasons called? What weather patterns would we see in each season?</p>
<p>PSED Managing Self Building Relationships</p>	<p>To understand the needs of living things (plants).</p> <p>Plant and care for beans.</p> <p>What does a plant need to survive?</p>	<p>To work towards simple goals/work and play cooperatively.</p> <p>In small groups, children work as a team to make a wormery/ bug hotel.</p>	<p>To understand the needs of living things (minibeasts).</p> <p>What is the job of a bee? Why are bees important?</p>	<p>To demonstrate understanding and recognise how to care for the world around us.</p> <p>Explore the school field. Compare the green space to what can be seen in the view (road, motorway, houses).</p>	<p>To identify and discuss healthy eating habits.</p> <p>Discuss why it is important to eat a balanced and healthy diet. Discuss which</p>	<p>To discuss sun safety.</p> <p>Discuss why it is important to stay safe in the sun. How can we stay safe?</p>

	What happens if a plant doesn't get light/ water?	What conditions do worms live in? Why do worms live in these conditions?		What could happen if all of the green space is taken? Where would the minibeasts/plants go? What could we do to help?	foods are good for us and which are not. Sort these foods into healthy and unhealthy groups. Why is it important to eat healthily?	
Physical Development Fine Motor Gross Motor	Gross: To move energetically. Use a climbing frame or something similar to climb on. Fine: To use a range of small tools. Thread laces through laminated fruits/vegetables.	Gross: To refine fundamental movement skills. Explore many ways of moving on the ground e.g. crawling, rolling. Fine: To use a range of small tools. Insert pipe cleaners into a colander using fingers – worms into the mud.	Gross: To progress to a more fluent style of moving with control and grace. Use material to replicate the wings of a minibeast e.g. a bee or a butterfly. Fine: To use a range of small tools. Pinch a pipette to transfer honey from the honeycomb to a jar.	Gross: Negotiate space and obstacles safely. Litter picking around the school. Fine: To use a range of small tools. To tweezer litter into categories e.g. by material.	Gross: To refine fundamental movement skills. Talk about and complete different movements in which Handa could travel e.g. walking, hopping, skipping etc. Fine: To use a range of small tools. To weave paper to make a basket for Handa to carry her fruit in.	Gross: To progress to a more fluent style of moving with control and grace. Use material to replicate petals of a flower growing towards the sun. Fine: To develop a pincer grip. Use tissue paper to add blossom to the season tree branches. Rip, scrunch, roll the paper.
Literacy Comprehension Word Reading Writing	To write descriptive sentences. 1. To predict. - Look at the beanstalk in the middle of the room and predict what/ who we think might be at the top of it. Ask the children to record these ideas.	To write a fact file: Worms, Bees and Butterflies 1.To identify the features of a fact file. Show several fact files with important facts about worms, bees and butterflies. Share important/key facts. 2. To write simple phrase/sentences. Create a bank of facts about worms, bees and butterflies – put picture in the middle – record key words and phrases (mind map).		To create a poster. 1.To understand what a poster is. Set the context for the children – share litter-based posters. Discuss what the poster is telling us? Look at different posters together. Look at any displayed around school. Why are they useful – what are they for?	To write a letter. 1. To listen to a story. – Introduce the story 'Handa's Surprise'. Use the front cover to predict what we think the 'surprise' will be. Read the story to the	To write a poem. 1. To identify rhyming words. – Read the poem. As the poem is read, ask the children to say the rhyming words and identify the rhyming patterns. Write down the

	<p>2. To listen to a story.</p> <ul style="list-style-type: none"> - Recap predictions from yesterday. Introduce the story and then read it to the children. Ask them to join in with repeated refrains. <p>3. To use descriptive language.</p> <ul style="list-style-type: none"> - Have some magic beans for the children to describe. Use our senses to generate adjectives. What does it feel/ smell/ look like? <p>4. To make a descriptive word bank.</p> <ul style="list-style-type: none"> - Use a picture stimulus of a magic bean and ask the children to generate adjectives to describe it. Write the adjectives as they are thought of, using the children to help with each spelling. <p>5. To write sentences.</p> <ul style="list-style-type: none"> - Discuss what we would do if we had our own magic beans. Model writing sentences about our own magic beans using the children's ideas and adjectives from yesterday. 	<p>3. Model labelling a picture.</p> <p>Children select a picture, identify key labels and select from a key word bank.</p> <p>4. To create a fact file.</p> <p>Create a class book to display (see 2).</p>	<p>2. To look at key features e.g. titles, key information and images.</p> <p>Use an example to find key features. Question what it is about, what information does it share? What would we want on ours if we were making a poster about keeping Aston Park clean?</p> <p>3. To plan a poster.</p> <p>Model to the children how to create their own poster about keeping Aston Park litter free</p> <p>4. To create a poster.</p> <p>Use plans from lesson 3 to model. Children create their own poster.</p>	<p>children using props to support learning.</p> <p>2. To retell a story.</p> <ul style="list-style-type: none"> - Retell the story from yesterday using pupils as the characters stealing the fruit from Handa's basket as the story is told. <p>3. To look at the features of a letter.</p> <ul style="list-style-type: none"> - Have a look at a selection of letters. What do they all have that is the same? e.g., who it is to and who it is from. Label the features as they are identified. <p>4. To write a letter.</p> <ul style="list-style-type: none"> - Explain that we are going to write a letter, pretending that we are one of the animals from the story explaining why we took a piece of fruit. Choose which character we will be, then think of what we would like to say to Handa. Model writing the letter. <p>5. To listen, understand and respond to key questions.</p> <ul style="list-style-type: none"> - Tell the children that we have received a reply to our letter that we wrote yesterday. Read the reply to the children and see if they have any questions they would like to ask. 	<p>rhyming strings. Can we think of any other words that rhyme with these?</p> <p>2. To spell words.</p> <ul style="list-style-type: none"> - Discuss what rhymes with 'sun'. Children say and write a rhyming string. <p>3. To identify features of a poem.</p> <ul style="list-style-type: none"> - Discuss the rhyming words and rhythm. Can the children clap the rhythm as the poem is read? <p>4. To use descriptive language.</p> <ul style="list-style-type: none"> - Look at a picture stimulus of the sun. Ask the children to use their senses to think of adjectives to describe it. What can you see and feel? <p>5. To write and perform a poem.</p> <ul style="list-style-type: none"> - Using the rhyming strings and adjectives collected this week, make a short class poem about the sun. Practise reading the poem with expression then perform to another class.
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<p style="text-align: center;">Understanding the World Past and Present People, Culture and Communities The Natural World</p>	<p>To understand the needs of living things (plants).</p> <p>Plant and care for beans. What does a plant need to survive? What happens if a plant doesn't get light/ water?</p>	<p>To describe what they see, hear and feel whilst outside.</p> <p>Go on a listening walk, drawing what they can hear. Is the noise loud or quiet? Which direction is the sound coming from?</p>	<p>To explore the natural world around them.</p> <p>Go on a minibeast hunt and discuss the conditions minibeasts live in. Which minibeast might you find? Where will you find bees/butterflies vs ants/spiders/worms? Use a tick list to mark off the minibeasts found.</p>	<p>To observe and interact with natural processes such as sound causing vibration, a magnet attracting an object.</p> <p>Cling film a drum and put a bowl of water near a speaker to watch the vibrations. Walk around the school to find magnetic sources with large magnets.</p> <p>To learn about a significant figure – David Attenborough.</p> <p>Who is David Attenborough? What job does he do? Relate the discussion to Planet Earth tv programmes. Choose appropriate clips to discuss with the children. Discuss how recycled materials can be used again and not thrown away (link with Expressive Arts and Design).</p>	<p>To recognise that some environments are different from the ones they live in. To identify foods that do not grow in this country.</p> <p>Consider a range of food from different countries. Look at the packaging and add a photo of each item to the correct country on the large world map. Why do these items of foods not grow in our country?</p> <p>Explore animals and their habitats both locally and globally.</p> <p>Speak about different types of habitats e.g., woods, ocean, desert. Discuss why different animals live in different places. Where would we find different animals and why?</p>	<p>To explore and describe parts of a plant (petal, flower, stem, leaf).</p> <p>Label the basic parts of a plant. Provide physical flowers to touch and feel/ leaf rubbings. What does it feel like?</p> <p>To consolidate learning about shadows (Science Week Spring 2).</p>
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<p>Expressive Arts and Design Creating With Materials Being Imaginative and Expressive</p>	<p>To experiment with colour mixing.</p> <p>Mix green to use when painting beanstalk pictures.</p> <p>Extend this concept of mixing colours for other paint mixes. Add black paint to make it darker and white paint to make it lighter.</p> <p>To print with a variety of different objects.</p> <p>Create a printing collage using vegetables. Use the paint mixed by the children.</p>	<p>To explore a variety of materials.</p> <p>Make different sized worms using media found in the classroom.</p>	<p>To explore a variety of materials.</p> <p>Make a collage butterfly suncatcher to hang on the classroom window.</p>	<p>To share our creations and explain the processes used.</p> <p>Create something with recycled materials. Explain the processes used to a group of peers.</p>	<p>To experiment with pattern.</p> <p>Consider the pattern on animals – e.g. zebra, giraffe, tiger, cheetah. Draw a patterned animal (real and imagined).</p>	<p>To explore a variety of materials.</p> <p>Use water to ‘paint’ outside. Extend to using watercolours to make the painting permanent.</p>
<p>Climate Curriculum</p>	<p>Explore animals and their habitats both locally and globally. (CC)</p> <p>Decision making- Vote for their favourite tree/flower/stick. (CC)</p> <p>Dissect a plant (CC)</p> <p>Name habitats of animals both locally and globally. (CC)</p> <p>Know that animals need shelter to survive. (CC)</p> <p>Know that trees clean the air and keep us healthy. (CC)</p> <p>Begin to understand the role of insects as decomposers (CC)</p> <p>Understand that some human activities are kinder to the planet than others e.g. walking instead of driving and wood vs plastic (CC)</p> <p>Know that minibeasts have the ability to create healthy soils (CC)</p> <p>Know that trees clean the air (CC)</p> <p>Know about and take part in positive play experiences which can positively impact the world (watering plants, litter collection, rain water collection) (CC)</p>					

Below are Climate curriculum statements that are ongoing and can lend themselves to learning in the EYFS generally.

Sing songs, play games, have circle time regularly in green spaces.

Comment on day-to-day weather patterns.

Know the extreme seasons (summer and winter) and can comment on the common weather patterns.

Know which clothes to wear for each weather type.

Be exposed to stories around the world, in which people are taking positive action together.

Take part in activities that promote positive human change (walk to school days, no electricity days)

Begin to understand that the future will be different depending on what we do now. Pupils are exposed to positive stories of environmental advocates at an age-appropriate level.

Participate in circle time to discuss viewpoint on nature and share opinions.

Develop a positive relationship with nature.

Children have the opportunity to 'think scientifically' and carry out and watch small science experiments in groups / with peers.

Explore tree anatomy through activities such as nature bingo, bark rubbing, nature art.

Children are given opportunities to spend time outdoors in nature and share how they feel when interacting with nature.

Maths will be taught through White Rose.