



Be all you can be
Hayes School

Reception Curriculum Plan: Summer 2 2023

Mud, muck, mess!

The Big Question: How do we care for plants and creatures?

Responsibility Success Aspirations Resilience Discovery **Friendship**



Be all you can be
Hayes School

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to ‘think’ in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.



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This term, the children will be learning about how minibeasts and plants begin their life. They will be getting mucky, lifting up rocks and exploring the habitats of minibeasts hiding underneath. This will lead to questions about what conditions minibeasts need to survive. The children will begin to understand how minibeasts develop and change over time in the world around them. The children will have opportunities to develop their understanding of how plants grow and what factors help them thrive. They will develop an appreciation of our wonderful world and learn how to care for and respect it.



Curriculum Questions

BIG Question: How do we care for plants and creatures?

<u>Personal, Social and Emotional</u>	<u>Communication and Language</u>	<u>Physical Development</u>	<u>Understanding of the World</u>	<u>Expressive Arts and Design</u>
What are the parts of our bodies called? Why do we grow? How do we change? What do we use our bodies for? What can we do now that we couldn't as babies? What makes us special? What changes have we experienced? What big changes are happening soon?	What are habitats? Are all habitats the same? What are the parts of an insect? Why do worms like to live under rocks? How does a sunflower get to be so tall? What do plants need to grow?	Can you balance on a beam? Can you balance a ball on a bat? Can you walk with a bean bag on your head? Can you thread the ribbon through the holes? Can you use the tripod grip on a pencil? Can you mould the playdough into a minibeast?	What plants grow in our school ground? Are these different from what we see in the woods? Where might insects live? How do worms move without legs? What might insects eat? How do plants get their food and drink? How does a caterpillar turn into a butterfly? How does a tadpole breathe in the water?	Have you ever looked closely at a buttercup? How many petals does it have? Is it all one shade of yellow? Have you ever noticed the beautiful symmetrical patterns on the wings of a butterfly?



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Prime Area: Communication and Language

This half term, we shall support children to:

- **enrich their communication skills by learning new vocabulary as they explore the natural environment around them.**
- **develop their questioning skills, as they investigate minibeasts and plants and begin to ask their friends and adults around them questions.**
- **increase their level of curiosity by asking them questions about the natural world.**





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Prime Area: Personal, Social and Emotional Development

This half term, we shall support children to understand and cope with changes in themselves, their situations and in the world around around them.

We will help the children to understand :

- that our bodies change as we get older.
- to realise we can do things now that we once could not do.
- that change is part of life and happens not only to us, but the plants and minibeasts around us.
- how to express how we feel about change.
- strategies that help us cope with changes in our life and how to support others going through changes.
- that change can be fun and exciting!





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Prime Area: Physical Development

This half term, our provision will ensure children can access spaces and resources that provide varying confidence levels, skills and needs.

We will be focussing on:

- increasing their confidence when threading, cutting, weaving, manipulating playdough and other fine motor activities.
- using the tripod grip when using a pencil.
- continuing to improve letter formation.
- cutting along a straight and curved line with scissors.
- balancing using bean bags and balls.
- balancing on equipment for example beams and logs.





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Specific Area: Literacy

This half term, we will be looking a range of stories linked to plants and minibeasts.

The children will learn to:

- order the key events in the stories *The Very Hungry Caterpillar* and *The Enormous Turnip*.
- retell the stories in their own words.
- describe each of the changes that occur in the stories.
- write a timeline and make their own predictions as they watch plants grow.
- use non-fiction books and leaflets as a source of information and understand how these are different from fiction books.

There will be lots opportunity to write for a purpose in role play using phonetically plausible attempts at words, and finger spaces.

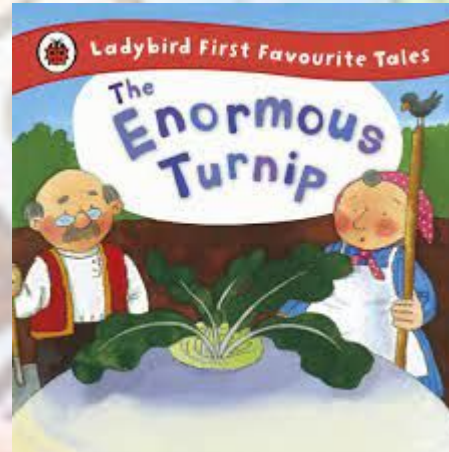
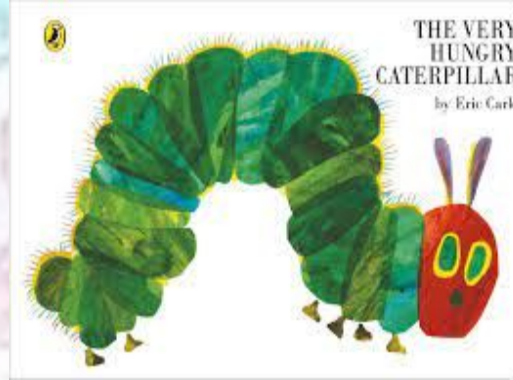


English Texts

Main Text: The Very Hungry Caterpillar Author: Eric Carle

When a tiny caterpillar hatches from an egg, the first thing on his mind is food-so he crawls off to look for something to eat. Over the course of a week, the tiny caterpillar munches through all sorts of delicious goodies. Starting with an apple on Monday and working his way through plums, strawberries, apples and oranges. By Friday he has left a small caterpillar shaped hole to show where he has been. By Saturday the caterpillar is still hungry so he gorges on everything from chocolate cake to salami until he is finally not only full but has a tummy ache! Then the most amazing thing happens-he turns into a butterfly.

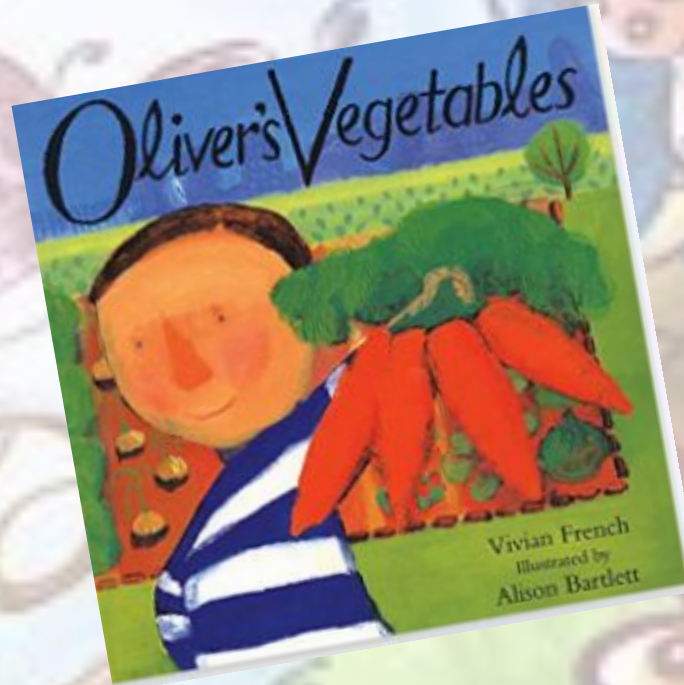
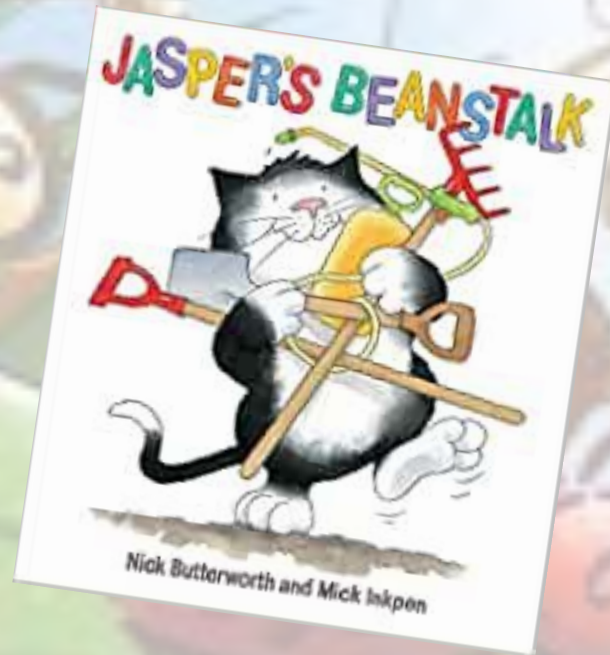
This well known story book gives the opportunity to learn the life cycle of a caterpillar, days of the week and numbers .



Supportive text: The Enormous Turnip Traditional Tales

The Enormous Turnip is a traditional tale about an elderly farmer couple who are struggling to remove an enormous turnip from their garden. Eventually the couple, the boy, a girl, a dog, a cat and a mouse manage to remove the turnip and for their help the farmers invite them to enjoy eating the turnip. This book will undoubtedly lead to discussions about being helpful to others, that no amount of help is too small and that sharing together was a fantastic way to reward each helper.

Other supportive texts



Stories and information texts are used as a strong vehicle to support children's learning throughout all the curriculum in EYFS.

English Key Vocabulary

Tier 1	Tier 2	Tier 3
bugs mud ant beetle butterfly caterpillar insect log rock ladybird spider woodlouse nest leaf branches	habitats cocoon antennae abdomen delicate leaf litter mammals birds reptiles amphibians roots trunk stem bulb soil	arachnid vertebrate invertebrate evergreen deciduous exoskeleton



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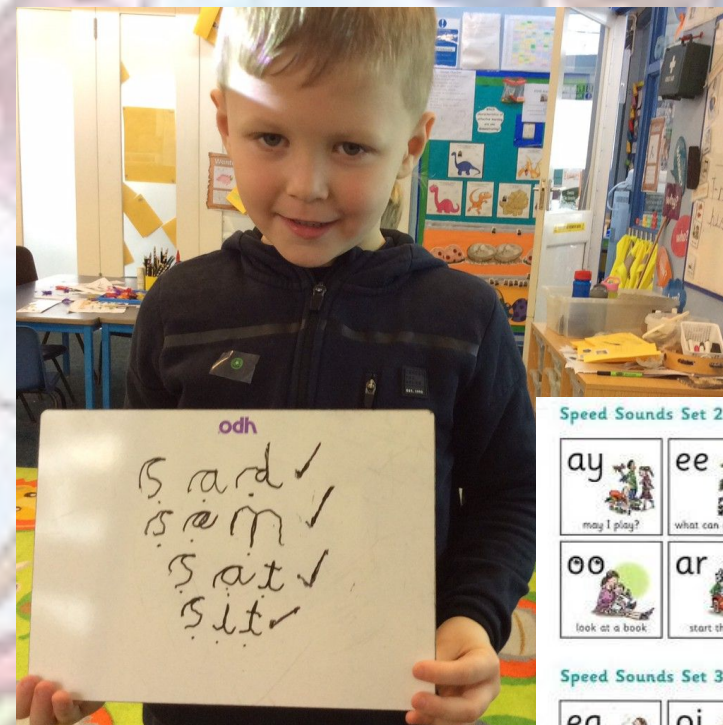
Early Reading

This half term, we will continue to work in phonic groups according to the children's phonic knowledge.

- We will recap all the first 26 speed sounds and set 2 and 3 additional digraphs.
- We will be reading simple sentences with more fluency as well as reading longer, multisyllabic words with more confidence.

You can help to support your child by:

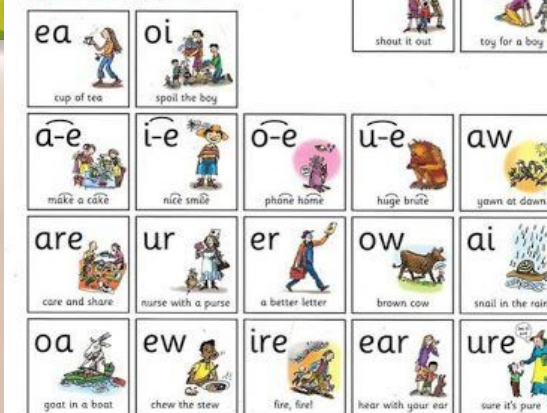
- reading to your child everyday.
- listening to your child read their ditty/book everyday.
- showing your child how to touch each letter as they say the sound or blend the word.
- helping your child to identify the sound that is tricky to read in red words, such as 'the' and 'said'.



Speed Sounds Set 2



Speed Sounds Set 3





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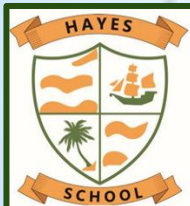
Specific Area: Maths

The children will continue to experience maths through whole class and guided sessions, stories, class routines and enhanced provision in their play.

Focus will be given to the following areas:

- Deepening our knowledge and understanding of numbers to 20. We will do this by looking at odd and even numbers, sharing and grouping, as well as counting forwards and backwards starting from any number.
- Looking at estimation and accurately counting to check if they are right.
- Looking at one more/less and two more/less etc. than a given number.
- Recognising and extending patterns but also beginning to look at more complex patterns.
- Continue to focus on shape and space, with more of an emphasis on 3D shapes.

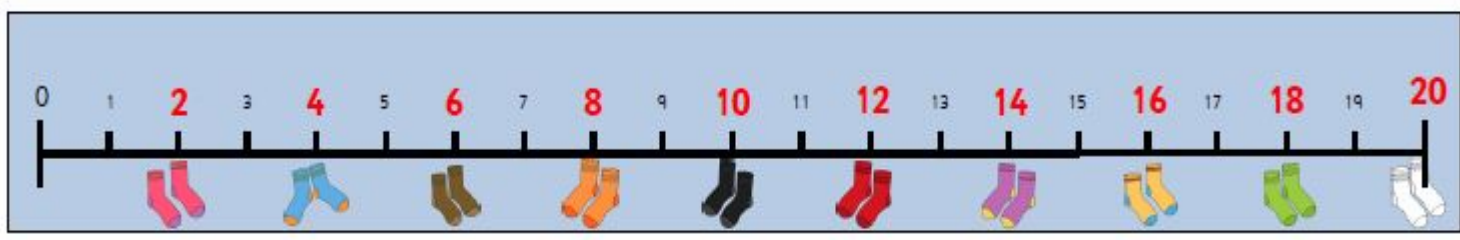




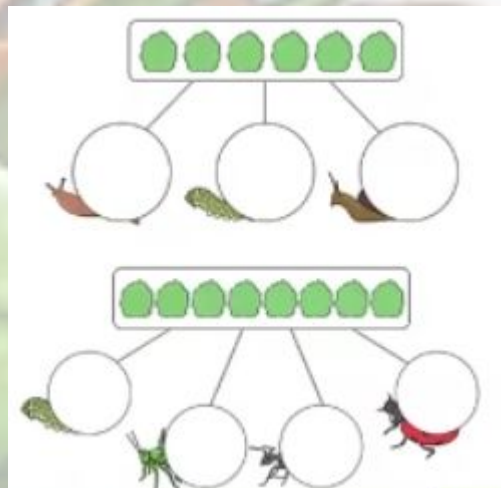
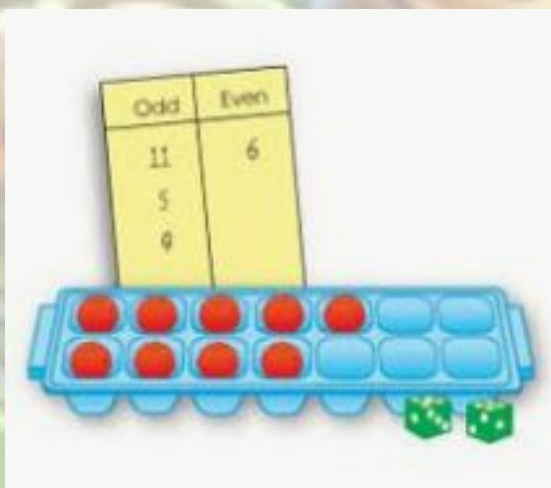
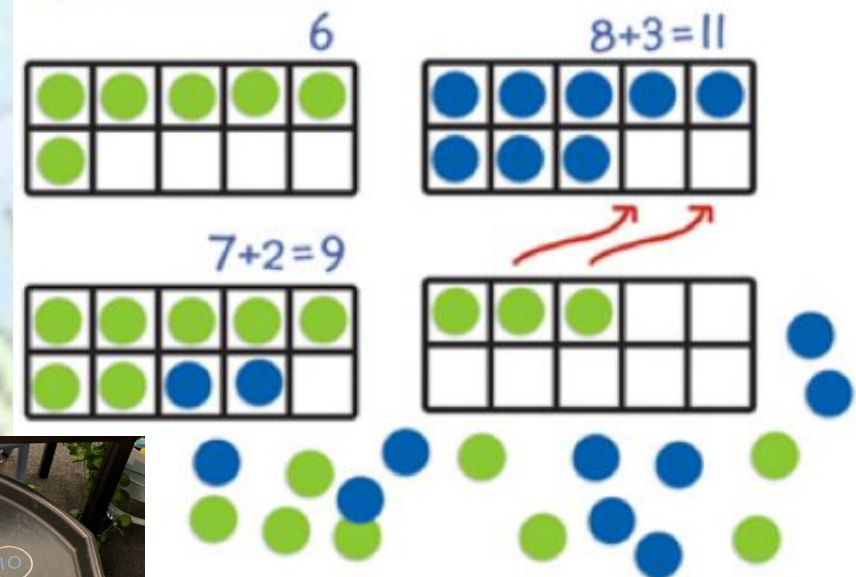
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Maths-Models and Images



Ten-Frames

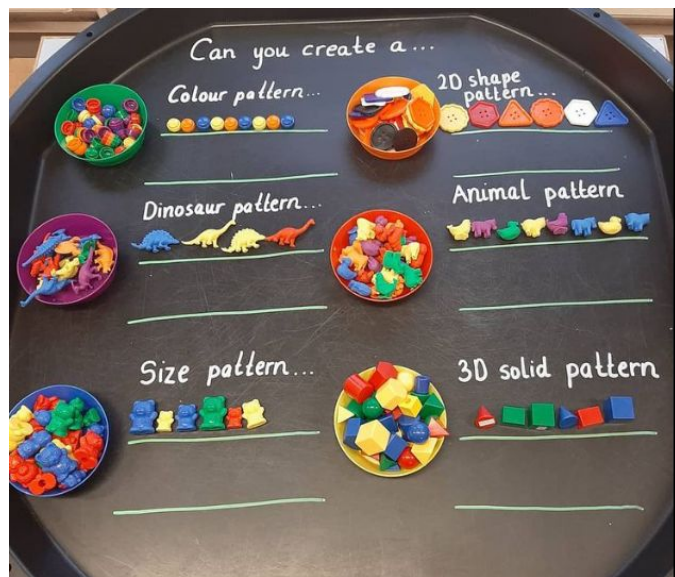
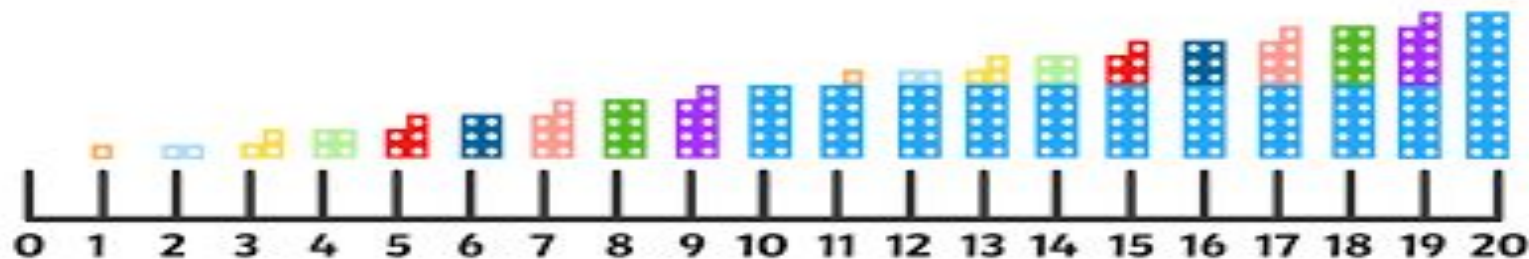




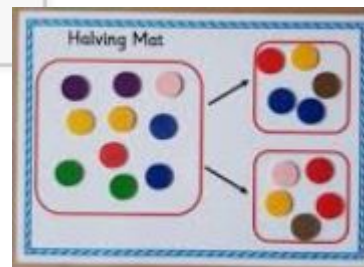
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Maths Models and Images



	Thirteen	13
	Thirty-one	31



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

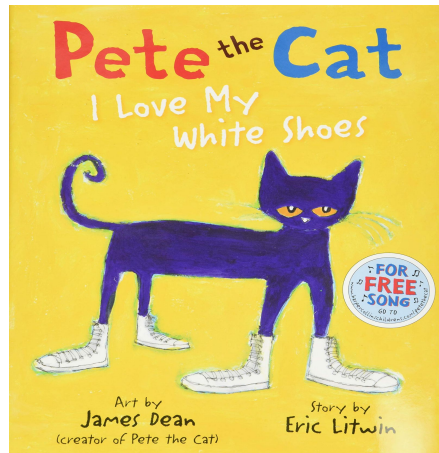


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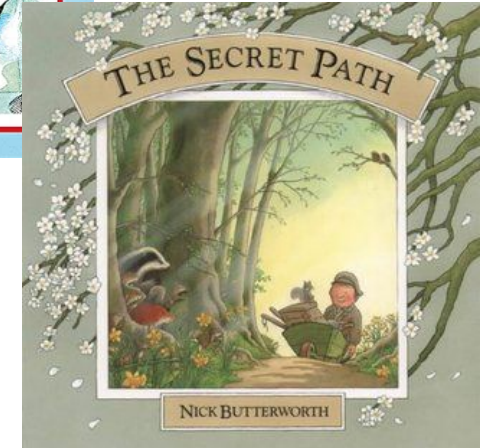
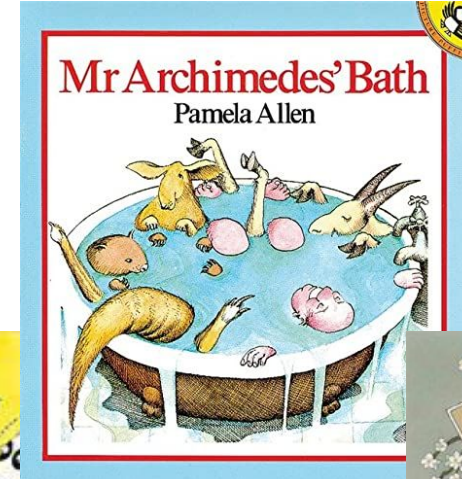
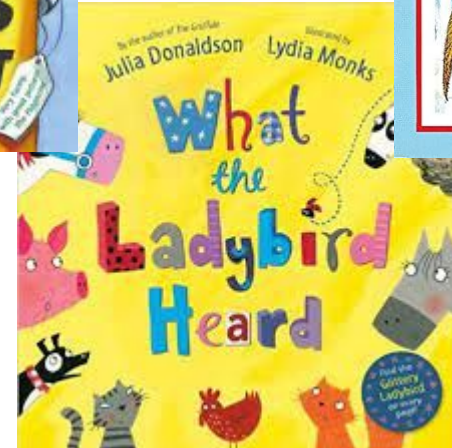
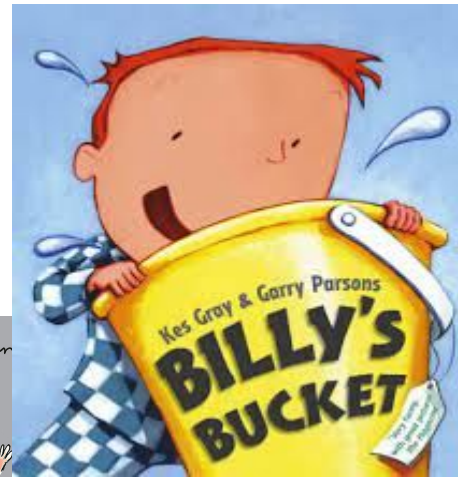
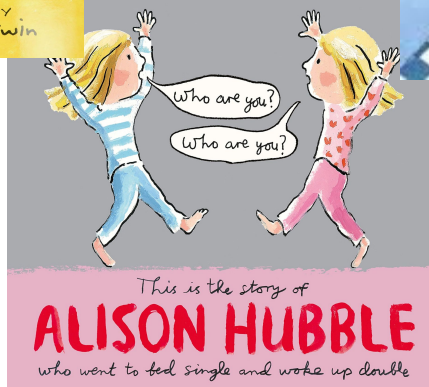
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Maths through stories:

To support the children's language and different concepts of maths, we also expose them to a wide range of stories that include a mathematical theme.



Can Ahlberg • Bruce Ingman





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Specific area: Understanding of the World

Within this area of learning, the children will have opportunities to:

- look at non-fiction texts to learn information about minibeasts, plants and some life cycles.
- to use conversation to communicate their understanding of their environments and contrasting environments through play and exploration.
- comment and describe things they have seen whilst outside, such as plants and animals.
- draw pictures of the natural world including plants and animals.
- work together to build an insect hotel, to understand different environments and habitats.

Within ICT, the children will have opportunities to:

- learn that information may be stored on a digital device.
- explore a website.
- collect and sort information using ICT.
- produce a single programme.
- to continue to discuss internet safety
- understand that not everything they see on the internet is true.
- talk about religious stories.

Within RE, the children will have opportunities to:

- talk about religious stories.
- learn some new religious vocabulary.
- discuss their feelings and opinions about the stories they hear
- identify a sacred text i.e Bible, Torah etc
- to discuss how some stories teach believers (for example being friends with the friendless in the story of Zacchaeus).





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Specific area: Understanding of the World/Forest School

Within this area of learning, the children will have opportunities to:

- become really familiar with naming the insects and leaves they collect.
- develop their confidence to describe and compare features from insects and plants.
- identify different plants and trees within our local area.
- become confident at counting each other forwards and backwards around the circle.
- sort leaves and minibeasts into different categories.
- develop their vocabulary when looking at natural habitats in our local environment.





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Specific area: Expressive Arts and Design

Through this area of learning, the children will have opportunities to:

- recreate artwork themed around Eric Carle
- produce puppet shows: The children will be provided with a wide range of props for play which encourages imagination. The children will also be encouraged to have a go at making their own puppets and props.
- have a go at flower-observational drawing of wild flowers.
- create flower collages out of a variety of petals.
- make symmetrical butterflies using the folding the paper in half technique.
- explore colour mixing to paint natural scenery.
- learn about a variety of life cycles, for example flowers, butterflies and frogs.



Mud, Muck, Mess Project Homework Ideas

Please choose an area with your child to do at home. Please can all pieces be handed in by Friday 14th July. Pictures or videos can be uploaded onto Tapestry or you are welcome to bring in larger models to school.

Junk model insects

By using items from the recycling, create your own minibeast!

How many legs will it have? Does it have wings? Where might it live? How many eyes does it have? What does it eat? We cannot wait to see what you make!



Minibeast/plant fact sheet

Have a go at making your very own fact sheet about a minibeast or plant we may find in our gardens!

This could be a beautiful butterfly, a wonderful woodlouse, a slippery snail or a stunning sunflower. Find out some amazing facts to wow us and put them altogether onto one page to create a fact sheet.



Grow a bean in a bag

Complete the science experiment

Place a wet paper kitchen towel inside a ziplock bag. Put a bean on the paper towel and seal the bag. Tape the bag to a sunny window. Keep the kitchen towel moist - you may need to add more water to it. After 3-5 days the bean should start to germinate. After 2 weeks you should be able to plant your bean into a pot! What does the bean look like? After 3 days what do you notice? After 1 week what do you notice? What do you think beans need to grow?



Can you make an insect hotel for your garden/local park?

Make your own insect hotel using cardboard (so it is environmentally friendly and no animals can be harmed). This can be as simple or as complex as you would like it to be. Which insects do you think will move in?

