



*Be all you can be*  
Hayes School

# Reception Curriculum Plan: Summer 1 2024

## Where in the world?

The Big Question: What is it like to live in other parts of the world?

Responsibility Success Aspirations Resilience **Discovery** Friendship





**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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**During the first half of this term, the children will be sharing information about places they have visited or would like to visit in the world. They will learn about where they live in the world and then start to compare this to Africa (specifically Kenya) and to the Arctic. We will create opportunities for the children to imagine travelling across the world to these amazing continents, responding to what this would be like accordingly including a visit to Paignton Zoo.**

**Whilst exploring Africa, they will go on 'safaris' to discover animals such as lions, elephants and zebras. We will explore how to tell them apart and what makes each one special. In comparison, the children will investigate life in a colder climate - the arctic and investigate the animals that live there.**



# Curriculum Questions

## BIG Question: What would it be like to live in other parts of the world ?

<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>
<b>Are you ready to go travelling? What will you need? Who will you take with you? What is your favourite African or Arctic animal and why? Which ones do you dislike? Why do you not like it?</b>	<b>How many animals can you name that live in Africa or the Arctic? Can you describe what a zebra/polar bear looks like? Can you describe their any of their features? Can you explain where they live? Can you describe what they eat? Can you talk about endangered animals and what that means?</b>	<b>Can you move like different animals e.g. an elephant or a polar bear? Do you have the confidence to climb like a monkey? Can you run like a cheetah until you get out of breath? Can you move your body and jump really high? Can you say how we can keep our bodies healthy?</b>	<b>Where do we live? Can you explain what you might see around you in the local environment? Where is Africa/the Arctic? How can we travel to Africa/the Arctic? Which animals would you find in different habitats around the world? Where can we find out more information about African/Arctic animals? Can you explain why they have different patterned skin/fur?</b>	<b>Why might we use different textures? What colours/medium will you use to draw different animals? Can you build/make transport that you might travel on in different countries e.g. an aeroplane/jeep?</b>





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## **Prime Area: Communication and Language**

This half term we will support children to:

- discover their passions and verbalise them.
- compare and contrast their life to a child in Kenya/Arctic regions.
- ask questions about different, contrasting countries.
- describe the fruits that they are tasting.
- select books containing photographs and pictures depicting places with different weather, seasons and cultures.
- respond to experiences linked to exploring different parts of the world, sharing their thoughts, feelings and ideas.







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## **Prime Area: Personal, Social and Emotional Development**

This half term, we shall support children to develop their ability to make relationships by supporting them to:

- know how to make friends.
- try to solve friendship problems when they occur.
- help others to feel part of a group.
- show respect in how they treat others.
- know how to help themselves and others when they feel upset and hurt.
- know and show what makes a good relationship.
- learn methods to regulate their emotions and feelings.





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## **Prime Area: Physical Development**

This half term, our provision will ensure children can access opportunities that offer children with varying confidence levels, skills and needs the following experiences:

- threading, cutting, weaving, playdough, fine motor activities.
- pencil grip and letter formation continually using one hand consistently for fine motor tasks.
- cutting (along a straight and curved line) with scissors.
- obstacle activities.
- moving over, under, through and around equipment.
- encourage children to be highly active and get out of breath several times every day.
- to, spin, rock, tilt, fall, slide and bounce.
- dance / moving to music







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## Specific Area: Literacy

This half term, we will be looking at a range of stories linked to Africa/the Arctic. The children will learn to:

- order the story Handa's Surprise - story mapping.
- retell the story in own words / reverse the journey.
- describe each of the animals.
- 'tell a new version' - Helicopter Story and write simple sentences accordingly.
- write a postcard.

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



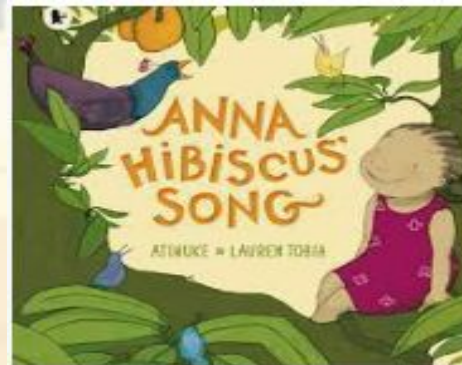
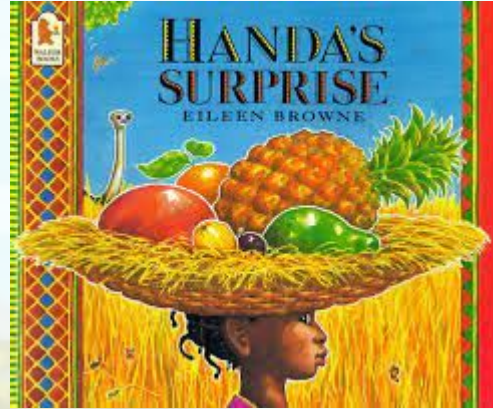


# English Texts

Main Text: Handa Surprise

Author: Eileen Browne

Handa is a young girl who lives in a village in Kenya. She decides to take seven different fruits in a basket to her friend Akeyo who lives in a nearby village. Handa walks to Akeyo's village with the basket of fruit balanced on her head. On her journey, each fruit is taken by a different animal until no fruit is left.

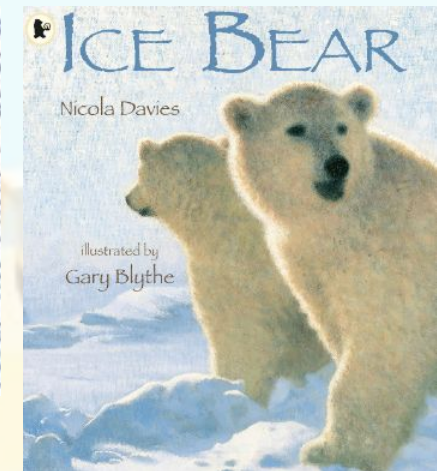
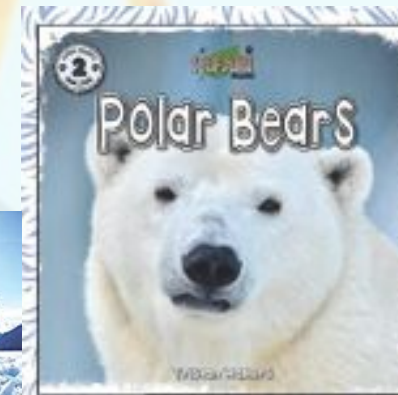
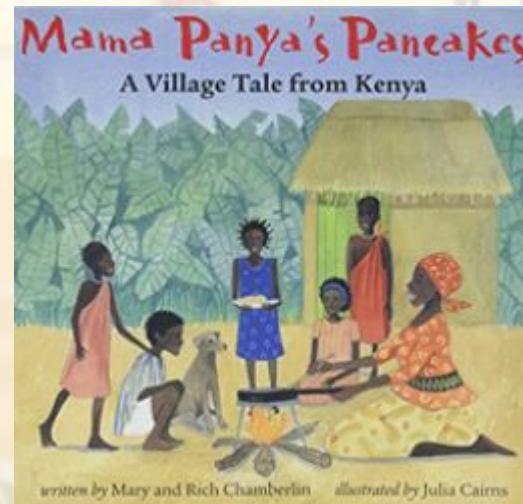
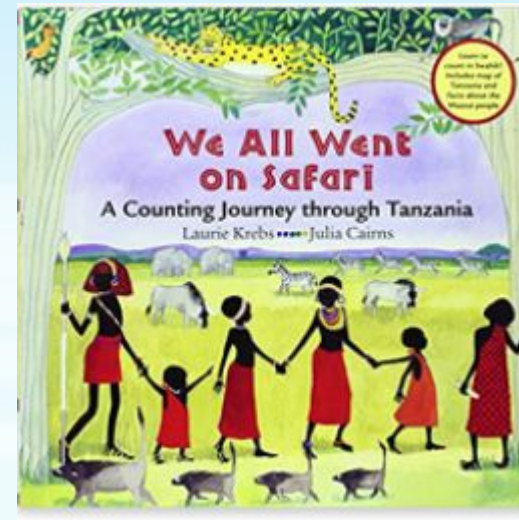
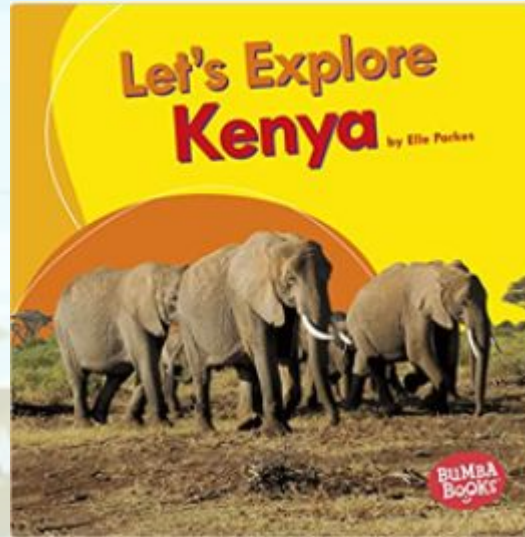


Supportive text: Anna Hibiscus Song  
Author: Lauren Tobia

Anna Hibiscus lives in Africa and is so happy she doesn't know what to do with all her happiness, so she sets off to ask her family. Follow her day as she talks to her grandparents, aunties, cousins, her uncle, father and finally her mother, who each offer her a way to express herself.



# 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
home place cold hot ice snow sun warm fruit fish	country travel Africa Arctic Paignton habitat	endangered environment contrast temperature



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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 blending cvc/ccvc words as well as looking at rhyming and alliteration.**

**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'.**







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## Specific Area: Maths

This 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:

- Exploring 2D/3D shapes - identifying and investigating properties.
- Numbers to 20 (counting) Counting and seeing patterns to 100.
- Count on and back (adding/ taking away by counting on/ back)
- Numerical Patterns (doubling, halving, sharing, odds & evens)

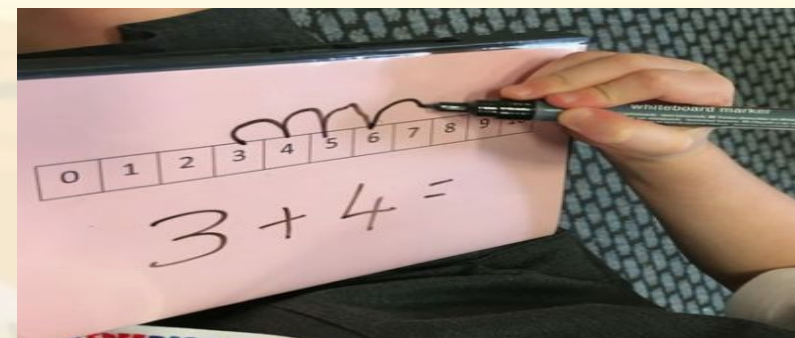
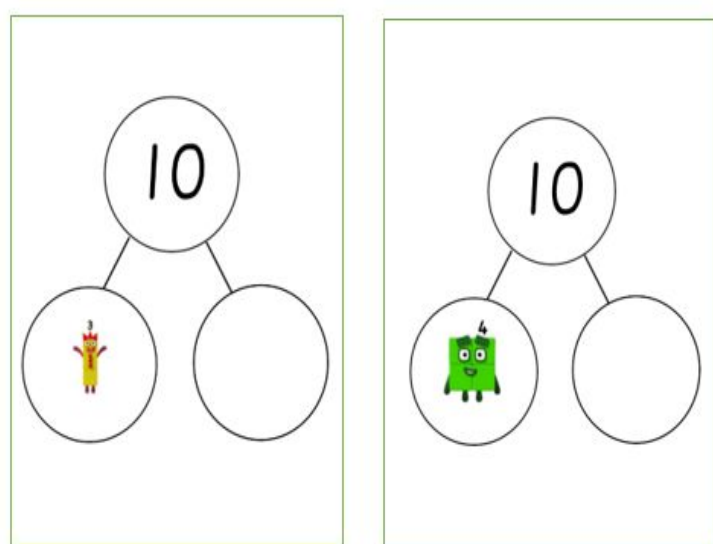
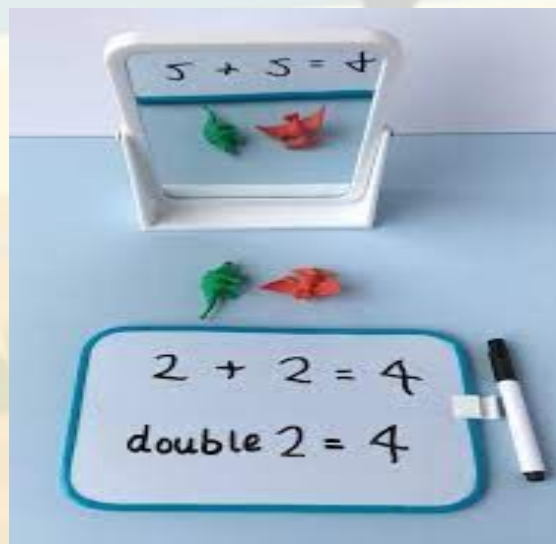
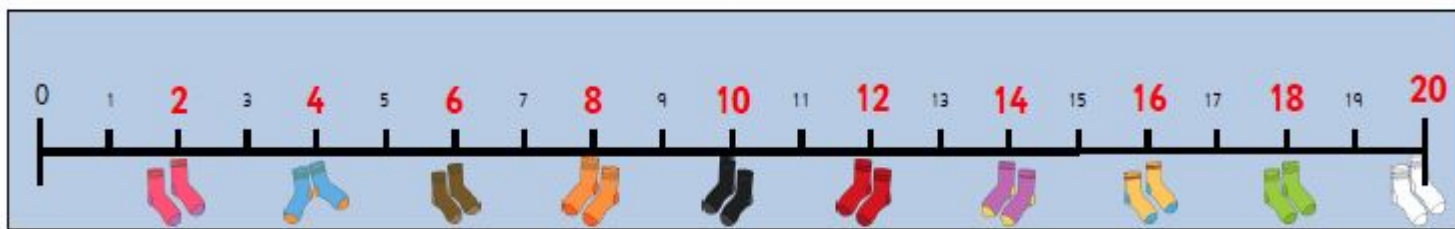




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## Maths - Models and Images



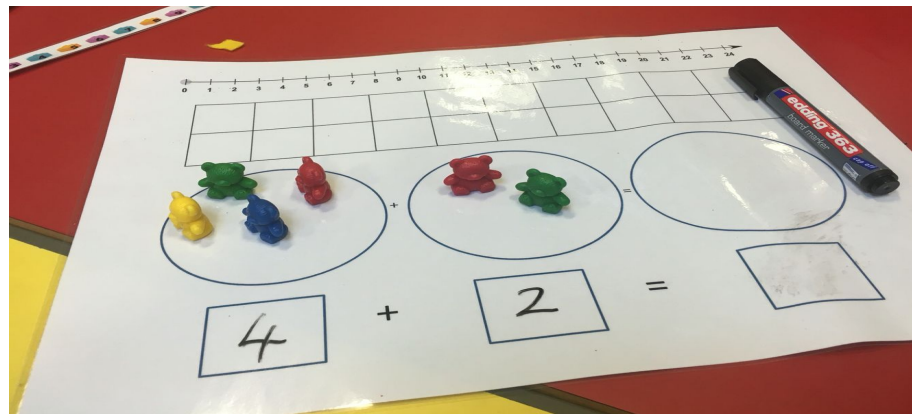




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## Maths Models and Images



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

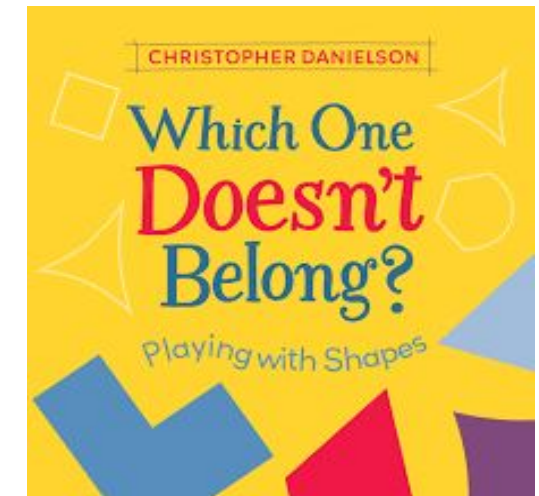
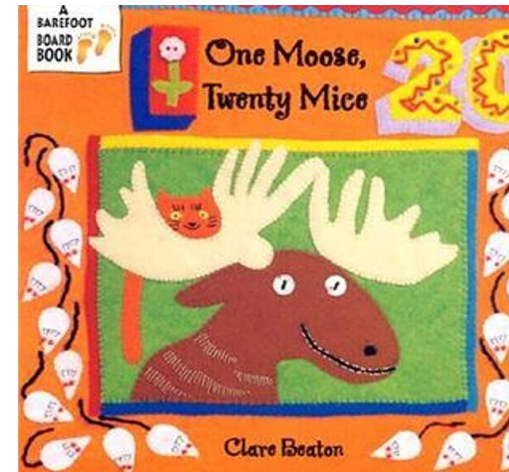
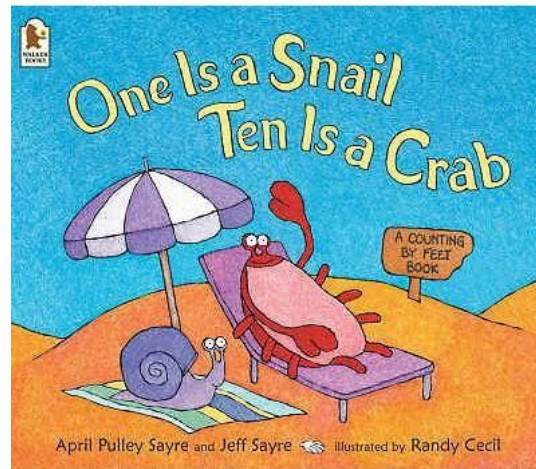
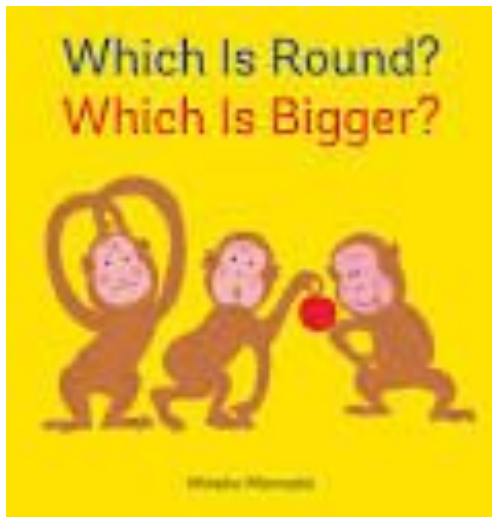


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## Maths through stories

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.







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## **Specific Area: Understanding of the World**

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

- compare animals from a savannah/the Arctic to those familiar to them.
- explore a range of African/Arctic animals. Learn their names and label their features.
- differentiate between land and water.
- use world maps to show children where different continents/countries are located.
- use a computer paint program to design their own animal.
- talk about somewhere that is special to themselves, saying why.
- recognise that some religious people have places which have special meaning for them.
- Explore different types of clothing and suitability for the changing seasons.
- Understand the effect of changing seasons on the natural world.

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## **Specific Area: Understanding of the World - Forest School**

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

- investigate animals that may live in the woods and compare to African minibeasts.
- make bird feeders and hang fat balls .
- create their own bug hotels.
- make animals from Africa/Arctic regions using natural materials.
- investigate patterns in nature in our country and compare to patterns found in nature in other countries/continents,

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### **Specific area: Expressive Arts and Design**

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

- make animal prints inspired by Rousseau's animal paintings.
- design and make fruit salads and kebabs.
- learn a traditional African song and dance and perform it.
- junk modelling of houses, bridges, boats and transport.
- sand pictures of African animals.
- explore dressing up in different costumes to retell African tales.
- explore the work of the artists - Esther Mahlangu and Eric Carle and use it as inspiration for their own artwork.
- create collages depicting contrasting continents using a variety of materials.



## African/Arctic Project Homework Ideas

Please choose an area with your child to do at home. Please can all pieces be handed in by Friday 17th May. Pictures or videos can be uploaded onto Class dojo or you are welcome to bring in larger models to school.

### Fruit salad or kebabs

Make your own fruit salad or kebabs. Try a fruit you have never tasted before and describe the taste and texture.



### Arctic Ice Experiment

Fill various containers with water - balloons are lots of fun! You can add food colouring, small plastic animals and so on to make the experiment even more exciting! Freeze for a couple of days and then enjoy discovering what has happened to the water and observing what happens to the ice when it is left at room temperature.



### African/Arctic animals

Which is your favourite African/Arctic animal? Have a go at drawing it or making a habitat for it.



### African Necklace

Necklaces are an important part of African culture, and each tribe has a different version. The necklaces are truly works of art, and you can create your own with this paper plate idea.



### Wiggle Snakes

You'll need just a few things for this project: gummy snakes, baking soda, vinegar and a large clear jar. Add about 1/3 a cup of baking soda to a glass of warm water. Stir until mostly dissolved. Drop the gummy snakes into the vinegar one at a time. They will wiggle and move and seemingly come to life. When one snake stops moving, add another to the jar. When you soak the snakes in the baking soda solution, the baking soda is infused into the gummy snake. When the snakes are dropped into the glass of vinegar, the snakes bubble and fizz when the acid of the vinegar reacts with the base of the baking soda. The carbon dioxide produced makes the snakes wiggle just like snakes that are alive.



**WIGGLING SNAKES**  
science experiment

