**Chronology- Summer 1st half term: Growing Year Group: Reception**

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| **Hooks for learning** | **Key texts** | **Key vocabulary** | **Trips / visitors** | **Additional**  **Learning** |
| ‘Hook’ – real Caterpillars | The Hungry Caterpillar  A Seed in Need  Little Red Hen | -Tier 1: grow, plants, egg, moon, tiny, caterpillar, days of the week, butterfly, wings, seed, leaves, water, rain,  -Tier 2: cocoon/chrysalis, nibbled, beautiful, deep, Spring, soil, roots, shoot, stem, sunlight  -Tier 3: hatched, life cycle, appear, seedling, bulbs  Add key words for little red hen | Mudchute Farm | Eid al-Fitr |

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| **Communication & Language** | | **Personal, Social & Emotional Development** | | | | **Physical Development** | |
| **Listening,**  **Attention & Understanding** | **Speaking** | **Self-Regulation** | **Managing Self** | **Building Relationships** | **Jigsaw** | **Gross Motor Skills** | **Fine Motor Skills** |
| **Components:**  Daily story sessions (ask comprehension questions, make predictions)  Shared attention, Respond, Engage, Conversation during Learn & Explore time  Look at non-fiction books about plants/minibeasts and talk about the facts we have learned/make comparisons  **End Point:**  I can understand questions such as who, what, where, when, why and how  I can have conversations with adults and peers with back and forth exchanges | **Components:**  Shared attention, Respond, Engage, Conversation during Learn & Explore time.  Describing tastes, textures, smells, look of different fruit and vegetables  Compare features of different minibeasts  Talk about life cycles (flower, butterfly, frog)  **End Point:**  I can use talk to organise, sequence and clarify thinking, ideas, feelings and events  I can talk in more complex sentences using a range of tenses  I can explain how things work and why they might happen | **Components:**  Continue to develop use of zones of regulation  -to talk about feelings  -how we can moderate our emotions (strategies)  Discuss looking after living things including plants and min-beasts  Making good choices to help themselves and others  Having a ‘can do’ attitude to try and try again  **End Point:**  I can control my emotions using a range of techniques  I can be considerate of  I can set a target and reflect on progress throughout | **Components:**  Discuss importance of healthy eating while planting and investigating fruit and vegetables  Sort food into healthy/unhealthy  Zones of regulation  **End Points:**  I am beginning to identify and moderate my feelings socially and emotionally  I can talk about why healthy eating is important  I can talk about some factors which support my health such as healthy eating | **Components:**  Team work activities: Can you build a bridge / solve problems together using the yoga cubes  Small group social games  Team work activities: Collaborative artwork – butterflies  **End Points:**  I can work as a group  I can listen to the ideas of other children and agree on a solution and compromise | Relationships  **End points:**  I will know how to make friends  I will try to solve friendship problems when they occur  I will help others to feel part of a group  I will show respect in how I treat others  I will know how to help myself and others when we feel upset and hurt  I will know and demonstrate how to be a good friend | **Components:**  Create obstacle courses for children to balance, climb, crawl and jump  Water and paintbrushes to make disappearing messages  Dance sessions – Growing  Outdoor PE - Football  **End Points:**  I am aware of the effects of exercise on my body  I will explore ideas about weather, growth and change and represent these through movement to music  I will work cooperatively and share space with others  I will work with a partner and devise own dance sequence  I will use “little kicks” so that they can travel with a ball with increasing control.  I will use a “stopping position” so that they can stop a slow-moving ball.  I will use a “shoot” kick so that they can kick a ball aiming it into a net. | **Components:**  Cutting paper to make flowers  Observational paintings of flowers – magnifying glasses  Support children to cut open different fruit and vegetables when investigating them  Tweezers and different sized seeds  Use App to form letters with finger on ipad (change pen size, background, colour)  **End Points:**  I can hold scissors correctly and cut out small shapes  I can write taught letters using correct formation  I can use thin paintbrushes to create shapes and pictures |

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| **Literacy** | | | | **Mathematics** | | **Understanding the World** | | | **Expressive Arts & Design** | |
| **Comprehension** | **Word Reading** | **Writing** | **Number & Numerical Patterns** | | **Shape, Space & Measures** | **Past & Present** | **People, Culture & Communities** | **The Natural World** | **Creating with Materials** | **Being Imaginative & Expressive** |
| **Components:**  Guided reading 4x per week  Act our key texts in our own words  Create our own stories – characters, setting, problem, solution  Story map – The Very Hungry Caterpillar / Little Red Hen  **End Points:**  I can talk about the characters in the books we are reading  I can follow a story without pictures or props | **Components:**  See Phonics Planning  **End Points:**  To identify sound set 10-11 including phonemes and digraphs.  To blend CVC and CCVC words using these sounds.  To read within the red level using these sounds. | **Components:**  Labelling part of a plant  Labelling the life cycle  Non-fiction fact files about plants and minibeasts  **End Points:**  I am beginning to write longer words which are spelt phonetically  I am beginning to use capital letters at the start of a sentence  I can use finger spaces and full stops when writing a sentence  I can spell some taught tricky words correctly  I am beginning to read my work back | | **Components:**  NCTEM Mastery Maths  **End Points:**  -continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns  -use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number  -subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10  -be encouraged to identify when it is appropriate to count and when groups can be subitised  -continue to develop verbal counting to 20 and beyond, including counting from different starting numbers  -continue to develop confidence and accuracy in both verbal and object counting  -explore the composition of 10  -order sets of objects, linking this to their understanding of the ordinal number system | **Components:**  Exploring weight and capacity  Symmetry - butterflies  **End Points:**  I can use the terms heavier and lighter to compare weight of objects  I can use the terms full/empty  I can paint/ make a symmetrical picture | **Components:**  Looking at life cycles (caterpillar) making links to own lives from baby to child (or when in nursery).  Looking at the life cycle of a plant – how long does it take to grow? Compare to growing vegetables, and even the growth of trees.  **End Points:**  I know about the past by comparing events from now to the past and considering the future | **Components:**  Learn about the celebration of Eid al-Fitr – possible parent visit for first-hand experience  **End Points:**  I know that Muslims celebrate Eid and talk about some of the traditions | **Components:**  Observe and talk about the changes we can see around us (leaves on trees, weather, insects, flowers, etc.)  Growing caterpillars, changing cycle  Planting seeds and making observations on how they grow – watch timelapse video of seeds growing (cress)  Planting seeds in different conditions – which grow best?  Observational drawings of plants/flowers – magnifying glasses, microscopes, visualiser  Look at minibeasts found outside with magnifying glasses  Sort minbeasts/plants in different ways. How many legs? Leaf pattern, etc.  **End Points:**  I know about and recognise the signs of Spring / Summer  I know and can talk about life cycles (of a flower / butterfly)  I know some of the things plants need to grow  I can name some parts of a plant (flower, leaves, stem, roots) | **Components:**  Create Spring collages using different textures, patterns and materials  Make flowers / butterflies / mini-beasts from recycled materials  Music – Stages of caterpillar song / music videos  **End Points:**  I can experiment with different mark making tools such as art pencils, pastels, chalk  I can explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)  I know how to work safely and hygienically  I will listen to and follow the beat  I will join in with songs to help learn about caterpillars /butterflies and seeds growing | **Components:**  Story mountains  **Role Play:**  Discuss ideas with the children – possibilities: Garden Centre, minibeast den, flower shop  **End Points:**  I can create costumes and resources for role play |