

SIS Reception MTP- Summer 1 Creepy Crawlies

***Sticky knowledge for topic**

Children's current knowledge, skills, interests and experiences	The children need...	Intention <i>(based on the needs of the children at the end of the previous half term)</i>
▪	<ul style="list-style-type: none"> ▪ To apply Phase 3 sounds to writing ▪ To want to write and try independently ▪ To continue to develop PSED- turn-taking, sharing, managing emotions ▪ More opportunity before BBT starts to suggest own learning and activities they would like to do ▪ To recognise and build numbers beyond 10 	<ul style="list-style-type: none"> • Develop an understanding of growth, change and decay over time (life cycle link) • Develop knowledge minibeasts in their environment • To develop self-regulation skills further, e.g. embedding COEL characters and talking about their plans/ideas/reviews • To secure phase 3 digraphs- embedding Little Wandle • Continue to develop fine motor skills • Recognise and build numbers beyond 10

Topic experiences	Key texts	Parental involvement and home learning
Minibeast Roadshow Minibeast hunting	Bumblebear Superworm	Home reading books Love of reading books Little Lending Library

Topic vocabulary		
Anchor words for all (key vocabulary for the topic)	Words for most	Words for some (more challenging and specific vocabulary)
insect minibeast creepy crawlies caterpillar butterfly life cycle bee Same Different Who, what, when, where, how?	cocoon habitat pupa life cycle soil pollen/nectar hive wax honey	chrysalis food chain

Communication and Language

What do we want the children to learn?	What learning opportunities will we provide?
<p>I know new vocabulary and use it in context throughout the day.</p> <p>I can describe events in some detail.</p> <p>I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>I know how to ask questions to find out more.</p> <p>I know how to listen carefully and why listening is important</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I listen to and talk about stories sharing my understanding.</p> <p>I can retell the story, with a deep familiarity.</p> <p>I can engage in non-fiction books.</p>	<p>Focus taught session weekly</p> <p>interventions for target pupils</p> <p>Opportunities for paired talk during carpet time</p> <p>Small group work</p> <p>Daily story time</p> <p>Vocab Vikki word of the day (daily)</p> <p>Curiosity cases/cupboards</p> <p>Daily story time</p> <p>Props for acting out known stories</p> <p>Role play- home corner (tent)</p> <p>Minibeast investigation station</p> <p>Finding out information using fact books</p>

Personal, Social and Emotional Development

What do we want the children to learn?	What learning opportunities will we provide?
<p>See themselves as a valuable individual.</p> <p>Manage their own needs.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p> <p>Considering how their actions have impacts on people/ animals around them.</p> <p>I know that what I say can affect other people</p> <p>I know that my actions can affect other people</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Online Safety</p> <p>I know that I have to ask my parents before I go online.</p> <p>I know that I shouldn't talk to strangers online.</p>	<p>Weekly taught session with PSED focused activity</p> <p>Year group assemblies 3 times weekly</p> <p>Celebration assembly once a week</p> <p>Opportunities for games, turn taking, collaborative play in BBT</p> <p>Golden rules revisiting</p> <p>School behaviour chart- rainbow reward stickers</p> <p>Head, Heart, Hands curriculum values reward stickers</p> <p>Circle times/Partner talk</p> <p>Discussing how we can look after minibests</p> <p>Ongoing discussions following previous work</p> <p>Use of twinkl safety powerpoints as a discussion starter.</p>

<p>Road and rail safety (revisited)</p> <p>I know that I should not cross a road without an adult there to help me.</p> <p>I know that I need to stop, look and listen when crossing a road.</p> <p>I know the role of a lollipop person.</p> <p>I know to stay with my adult when I am near a road/railway.</p>	
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Physical Development	
What do we want the children to learn?	What learning opportunities will we provide?
<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>PD focused afternoon with taught input</p> <p>Continuous provision for gross motor development e.g. sweeping, swinging, pushing and pulling heavy large construction etc.</p> <p>Play/lunch/BBT time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing, e.g. handling, climbing, pushing and pulling, weight bearing activities, balancing</p> <p>Fiddly fingers daily session. Include opportunities for cutting, threading, stacking, tweezers and playdough</p> <p>Daily handwriting slot</p>

Mathematics	
What do we want the children to learn?	What learning opportunities will we provide?
<p>NCETM Mastering Number Programme</p> <p>Across the term pupils will be able to:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek <p>SSM opportunities: positional language, height, length, weight, capacity, 2D shape, 3D shape, pattern, spatial awareness</p>	<p>Daily mathematics lesson based on Mastering Number (4 x weekly)</p> <p>Weekly mathematics lesson on SSM objectives</p> <p>2 x mental maths session outside of main lesson (10 mins)</p> <p>Ongoing opportunities for counting and number songs (e.g count to 100 by Jack Hartman)</p> <p>Ongoing opportunities within continuous provision and Busy Bee Time</p>

Literacy																											
Reading		Writing																									
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<div>Word Reading</div> <table><tr><th colspan="2">Phase 4</th></tr><tr><td>Week 1</td><td>short vowels CVCC</td></tr><tr><td>Week 2</td><td>short vowels CVCC CCVC</td></tr><tr><td>Week 3</td><td>short vowels CCVCC CCCVC CCCVCC longer words</td></tr><tr><td>Week 4</td><td>longer words compound words</td></tr><tr><td>Week 5</td><td>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</td></tr></table> <table><tr><th colspan="2">New tricky words</th></tr><tr><td>Week 1</td><td>said so have like</td></tr><tr><td>Week 2</td><td>some come love do</td></tr><tr><td>Week 3</td><td>were here little says</td></tr><tr><td>Week 4</td><td>there when what one</td></tr><tr><td>Week 5</td><td>out today</td></tr></table> <p>I can read a few common exception words.</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.</p> <p>I can re-read books to build up confidence in word reading, fluency</p>	Phase 4		Week 1	short vowels CVCC	Week 2	short vowels CVCC CCVC	Week 3	short vowels CCVCC CCCVC CCCVCC longer words	Week 4	longer words compound words	Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	New tricky words		Week 1	said so have like	Week 2	some come love do	Week 3	were here little says	Week 4	there when what one	Week 5	out today	<p>Daily Little Wandle phonics lesson</p> <p>Daily keep up sessions for children falling behind</p> <p>Daily reading session, children to have a guided adult session 3 x weekly</p> <p>Reading books sent home every week match the children’s reading ability</p> <p>Opportunities for developing blending skills during continuous provision inside and out</p> <p>Daily story times, making use of the opportunity for the children to answer questions about the books and talk partner ideas.</p>	<p>I can:</p> <ul style="list-style-type: none">Form lower-case and capital letters correctly.Write short sentences by segmenting unfamiliar words and spelling known tricky words correctly. <p>Form lower-case and capital letters correctly</p> <p>Phase 4 phonics- begin to spell ccvc and ccvc words correctly, applying known sounds</p> <p>To use and spell phase 3 and 4 common exception words in writing.</p> <p>To use phonic knowledge to write simple sentences.</p>	<p>Daily writing lesson</p> <p>Daily handwriting session</p> <p>Daily Little Wandle phonics lesson that includes writing of words applying the taught sound and spelling common exception words</p> <p>Phonics and continuous provision inside and out</p> <p>Interactive displays and role-play areas that encourage writing.</p> <p>Child initiated writing morning to apply new learning</p> <p>Encourage children to make use of ‘wow bag or box’ with</p>
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and understanding and enjoyment.	<p>Reading books sent home every week match the children's reading ability</p> <p>All children to have love of reading books changed every Friday</p> <p>A week at the start of the half term on fact books, link to rhyming strings.</p> <p>Use actions to help children learn the story of the hungry caterpillar</p> <p>Daily 'Vocab Vikki' session for introducing a new 'word of the day'</p> <p>Small world/story telling items/story sacks available during child initiated time, with new books that are matched to children's interests.</p>	<p>Begin to write sentences that can be read by others inc, finger spaces, capital letters, full stops and letters formed correctly.</p> <p>Begin to write letters, stories and books.</p> <p>Begin to use and in sentences to connect ideas.</p> <p>Continue a rhyming string</p>	<p>interesting things to write and talk about, during child initiated time.</p> <p>Use of different writing genres to encourage writing eg. Facts, re-telling stories, making their own stories, letters to super worm / thank you letters to visitors, instructions, posters for bees and captions, fact cards</p> <p>Simple scaffolds to support adult lead writing- Retelling known stories- Hungry Caterpillar, Bumblebear Thank you letters- to minibeats roadshow, to superworm</p>
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Understanding the World	
What do we want the children to learn?	What learning opportunities will we provide?
<p><u>Foundations in History</u></p> <p>Comment on images of familiar situations in the past.</p> <p>I Know that stories can help me learn about the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Sharing stories that include images from the past and figures from the past.</p> <p>Pee-Po by Ahlberg</p>
<p><u>Foundations in RE</u></p> <p>I know that people have different beliefs and celebrate special times in different ways.</p>	<p>Ensure that special times are celebrated throughout the year as they arise in the classroom e.g. if a child in your class has a new sibling or cousin or if a member of the family is getting married. May also wish to celebrate special times that are relevant in today's society like a celebrity getting married i.e. royal family or Queen's Jubilee</p> <p>Learning about these common traditions through books/presentations/videos. BBT tasks linked to each</p> <p>Videos/books to share traditions</p> <p>Listening to simple stories</p>

<p><u>Foundations in Geography and Science</u></p> <p>I can draw information from a simple map. e.g. identify local features on a map such as school, zebra crossing, field, park e.g. give simple directions- up, down, past, around e.g. draw my own simple map</p> <p>I can explore the natural world around me e.g. identify and name some minibeasts e.g. talk about simple features of some known minibeasts (e.g. legs, antennae)</p> <p>e.g. talk about the life cycle of a caterpillar, ladybird and a bee Compare Minibeast environments, e.g. under logs, in tall grasses- which minibeasts live there?</p> <p>Talk about some of the things they have observed</p> <p>Recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>Working scientifically skills to include-</p> <ul style="list-style-type: none"> • Ask and answer questions (e.g. about minibeasts, about where they live/habitat) • Observe closely (e.g. what they notice about features on minibeasts, compare and contrast) • Identify and classify (e.g. different types of minibeast) • Gather and record data (e.g. how many types of minibeast found on their minibeasts hunt) 	<p>Map of the local area and local features, e.g. shop, zebra crossing</p> <p>Map of school grounds/Creating own maps showing where they found minibeats- provide a simple template for children to draw information onto.</p> <p>Life cycles of minibeasts, e.g. caterpillar, ladybird, bees</p> <p>Photos/videos of minibeast growth/change</p> <p>Exploring playground with equipment such as magnifying glasses to allow children to ‘hunt’ for different minibeasts and discuss with partner what they find. Also give them the opportunity to draw/ write about what they find.</p> <p>Habitats – exploring and re-creating different habitats</p> <p>Daily weather check in</p>
<p><u>Foundations in computing</u></p> <p>I can control toys and devices I can recognise and be able to use different devices I can use apps on a tablet</p> <p>I know to talk to someone I trust if something upsets me online</p>	<p>Use of voice recording toys, e.g. talking tins, recording clipboards, toys</p> <p>Use of tablets, e.g. basic apps, beginning to take photographs of minibeasts in the environment</p> <p>Online safety direct teach</p>

Expressive Arts and Design	
What do we want the children to learn?	What learning opportunities will we provide?
<p><u>Foundations in Art</u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>I can draw what I can see (sketching skills)</p> <p>Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Drawing/sketching what they have found on the minibeast hunt</p> <p>Artist- Rosalind Monk. Black and white bug sketches, give outlines and children fill in with pencil/black fine liner patterns</p> <p>Van Gogh- sunflowers</p> <p>Eric Carle style tissue paper collage during BBT</p>

<p><u>Foundations in performance (music, dance, drama)</u></p> <p><u>Singing</u> Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can join in whole class singing</p> <p>I know some simple nursery rhymes</p> <p>Know how to sing a melody (tune)</p> <p>I can do some actions to co-ordinate with a song</p> <p>I can change my voice to express different moods /feelings (e.g. happy, sad)</p> <p>Dynamics (volume) I can explore and engage in music making, performing solo or in groups (focus on exploring different volumes of sound).</p> <p>Composition I know how to express myself using a range of instruments</p> <p>I can add chosen sound effects at an appropriate moment in a story or song</p> <p>Develop storylines in their pretend play.</p>	<p>Daily singing time Begin to do some performing of a song, simple percussion in small groups in front of class to build confidence with performance</p> <p>Beginning to attend whole school singing assembly</p> <p>Songs- I went to the cabbage patch one day, please don't squash me</p> <p>Daily singing / rhythm and rhyme built into inputs</p> <p>Explore simple percussion- things to hit and shake</p> <p>Begin to express selves with instruments, e.g. sad or happy sounds</p> <p>Discuss with children imaginative role-play, where the children can use objects as different objects.</p> <p>Daily story time Props for acting out known stories</p> <p>Role play- home corner (tent) Minibeast explorers lab</p>
<p><u>Foundations in Design Technology</u></p> <p>I can join components together to build simple structures (e.g. construction toys, junk modelling)</p> <p>I know which tools and adhesives I can use to join materials (e.g. glue, tape, split pins, scissors, hole punches)</p> <p>I can create my design using basic techniques</p> <p>I can explain what I am making and which materials I am using</p> <p>I can discuss my work as it progresses</p> <p>I can talk about what I like or dislike about my construction, and begin to say why</p> <p>I can simply talk about changes I made during the making process</p> <p>I can talk about how my finished product matches my design</p> <p>I can use scissors to cut straight and curved edges, and hole punches to punch holes</p>	<p>Construction play and making minibeast junk models- focus on designing their models first before making to work on designing process, then time to evaluate</p> <p>Fine motor linked- fiddly fingers sessions, busy bee opportunities for cutting skills sheets/tasks</p>

