

Reception – Dinosaurs and Extinction

Looking after our World – Summer 2

Phonics

- Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy
- Children are taught to blend words containing set 2 sounds
- Children to build speed of reading words containing set 1 sounds
- By the end of Summer 2, pupils should be able to
 - Read Green Storybooks
 - Read Purple Story Books using the first 6 Set 2 sounds (ay, ee, igh, ow, oo, oo, oo)
 - Read words with 4 and 5 sounds speedily

Literacy

Dinosaur Roar

- Listen attentively and respond to a repetitive, patterned text
- Use descriptive language (e.g. loud/quiet, fast/slow)
- Join in with repeated words and phrases
- Talk about similarities and differences
- Represent ideas through drawings, labels or simple captions

Dinosaur Stomp

- Join in with rhythm, rhyme and repeated language
- Use actions and movement to support understanding
- Talk about characters and events
- Sequence simple events from the text
- Attempt to write words or captions linked to the story

How to Grow a Dinosaur

- Listen to and talk about instructions and explanations
- Use language linked to sequencing (first, next, then)
- Answer simple questions about what they have heard
- Retell ideas through talk and role-play
- Create simple written or drawn responses linked to instructions

Maths

Sharing and Grouping

- Share objects into equal and unequal groups
- Group objects using given or chosen criteria
- Use one-to-one correspondence when sharing
- Compare groups using language such as same, more and fewer
- Begin to understand fair sharing through practical activities
- Explain their thinking using simple mathematical language

Visualise, Build and Map

- Visualise objects and structures before building
- Use blocks, shapes and construction materials to build models
- Create simple maps and representations of spaces
- Describe positions using language such as next to, under and behind
- Talk about their models and maps using mathematical language

Make Connections

- Recognise patterns and relationships between numbers and shapes
- Apply counting, grouping and comparing skills in different contexts
- Use prior knowledge to solve simple problems
- Talk about similarities and differences between ideas
- Explain their thinking using every day and mathematical language

<u>Environment Theme-Clean Up!</u> ▪ Talk about looking after the environment ▪ Share ideas and opinions about helping others and the world around them ▪ Use new vocabulary linked to caring for the environment ▪ Listen respectfully to others' ideas ▪ Represent ideas through drawings, labels or simple sentences			
<u>Trips/Events/Visitors- Summer Fair</u>			
<u>Understanding the World</u> <u>Seasons-Summer</u> ▪ Recognise that it is summer and describe seasonal changes ▪ Talk about changes in weather, plants and animals ▪ Use vocabulary linked to summer (e.g. hot, sunny, growing) ▪ Describe how people dress and what they do in summer ▪ Share observations from outdoor learning <u>How the Earth Looked Different in the Past</u> ▪ Begin to understand that the Earth has changed over time ▪ Talk about differences between the past and now ▪ Use simple time language such as a long time ago and now ▪ Look at pictures and artefacts to compare past and present <u>Volcanoes</u> ▪ Recognise volcanoes as natural features of the Earth	<u>Expressive Art and Design</u> <u>Sculpture: Studying and Imitating Degas' Ballet Dancer (The Star-1878)</u> ▪ Observe and talk about a piece of artwork, noticing pose and movement ▪ Explore 3D materials such as clay, dough or recycled materials ▪ Use hands and simple tools to shape and join materials ▪ Create a simple sculpture inspired by a ballet dancer ▪ Talk about their work and the choices they have made <u>CUSP Art Festival</u> ▪ Select and revisit artwork they are proud of ▪ Talk about their creative process and finished pieces ▪ Share and celebrate artwork with others ▪ Show confidence when presenting work in a group setting ▪ Respond positively to others' artwork	<u>Physical Development</u> <u>Superworm</u> ▪ Perform a range of floor-based movements such as crawling, wriggling and rolling ▪ Develop core strength through controlled body movements ▪ Combine movements smoothly with increasing coordination ▪ Show awareness of space and others when moving ▪ Follow simple instructions during physical activities ▪ Use imagination to move in response to a story theme ▪ Show enjoyment and perseverance in physical challenges <u>Transport</u> ▪ Travel in different ways inspired by transport (e.g. fast, slow, wheeled movements) ▪ Change speed and direction with increasing control ▪ Develop balance and coordination	<u>Personal, Social and Emotional Development</u> <u>Self-Regulation</u> ▪ Recognise and name a range of feelings and emotions ▪ Begin to understand what causes different emotions ▪ Use simple strategies to calm themselves (e.g. breathing, quiet space, asking for help) ▪ Manage impulses and begin to wait for their turn ▪ Follow simple rules and routines with adult support ▪ Express their needs and feelings using words rather than actions ▪ Begin to cope with disappointment and change ▪ Show increasing control over their behaviour in familiar situations

▪ Talk about what happens when a volcano erupts in simple terms ▪ Use descriptive language such as hot, lava and smoke ▪ Explore cause and effect through simple experiments and play ▪ Ask questions and show curiosity about the natural world <u>Prehistory: The Time of the Dinosaurs</u> ▪ Recognise that dinosaurs lived a very long time ago ▪ Use simple vocabulary to describe prehistoric times ▪ Understand that people and animals lived differently in the past ▪ Talk about how we know about the past (e.g. fossils, pictures) <u>Dinosaurs</u> ▪ Name and describe different dinosaurs ▪ Talk about similarities and differences between dinosaurs ▪ Use imaginative play to represent dinosaur life ▪ Use new vocabulary linked to dinosaurs and habitats <u>Extinct Animals (e.g. the Dodo)</u> ▪ Understand that some animals no longer live on Earth ▪ Talk about what extinct means in simple terms	<u>Music-Reflect, Rewind and Replay</u> ▪ Listen to and recall songs learned throughout the year ▪ Join in confidently with singing and musical activities ▪ Use their voice to change pitch and volume ▪ Respond to music through movement and actions ▪ Reflect on what they have enjoyed and learned in music <u>Traditional Rhymes</u> ▪ Jack and Jill ▪ See Saw Margery Daw ▪ Three Blind Mice ▪ Frère Jacques ▪ There Was an Old Woman Who Lived in a Shoe ▪ Join in with familiar rhymes and songs ▪ Use actions and movement to match rhythm and words ▪ Recognise repetition and patterns in songs ▪ Perform confidently with others	through dynamic movement ▪ Navigate space safely, avoiding obstacles and others ▪ Use large muscle movements confidently ▪ Talk about how their body feels during and after exercise	
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▪ Compare extinct animals with animals that live today ▪ Show curiosity and ask questions about extinct animals <u>Protecting the Environment</u> ▪ Talk about ways to look after the environment ▪ Recognise simple actions such as recycling and not wasting resources ▪ Understand that people can help protect the Earth ▪ Show care for living things and their surroundings ▪ Share ideas about how they can help at home and at school			
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