

YEAR: RECEPTION

Theme: My World (Summer 1)

Related Units: Caring for the world, Rainforests, Under the Sea

Unit overview	Vocabulary		Related Books/Resources
<u>My World</u> <u>Enquiry Question:</u> What can I do to care for my world? Children learn about ways to care for planet Earth by reducing, re-using and recycling resources. They think about what happens to our rubbish and the way we recycle at school and at home. We go on a local walk, visiting a Charity Shop and local recycling bins to see what kind of materials can be re-used and recycled. Children consider different materials and the properties of materials that makes them suitable for different purposes. They learn about different habitats and environments, such as the rainforest and the ocean. They think about the animals and plants that live there and some of the ecological issues that affect those environments such as deforestation and plastic in the oceans	New Vocabulary ◦ reduce ◦ reuse ◦ recycle ◦ charity ◦ material ◦ plastic ◦ metal ◦ glass ◦ paper ◦ cardboard ◦ wood ◦ fabric ◦ gas ◦ oxygen ◦ carbon dioxide ◦ global warming ◦ rainforest ◦ equator ◦ emergent layer ◦ canopy ◦ understory ◦ forest floor ◦ ocean	Vocabulary to Revise ◦ describe ◦ appearance ◦ emotion ◦ individual ◦ fact ◦ fiction ◦ local ◦ suburb ◦ town ◦ city ◦ country ◦ Ealing ◦ London ◦ United Kingdom ◦ continent ◦ planet, ◦ sun	• 10 Things I Can Do To Help My World • Rainforest Romp • Slowly, Slowly, Slowly, Said the Sloth • Tiddler • Surprising Sharks Local walk to Charity Shop and Recycling Bins Rainforest animal workshop <u>Role Play/Small World</u> • Home corner • Recycling centre • Charity shop • Rainforest • Under the sea

Themes and Cross Curricular Links	Key Opportunities
• British Values / Philosophy / SMSC • Reflects on own opinions, likes, dislikes and experiences • Understands why rules are needed • Develops self-awareness, self knowledge and self-esteem • Democracy – participates in class decision-making. • Gains sense of enjoyment and fascination in learning about themselves, others and the world around them. • Demonstrates mutual respect and tolerance for others – engaging with the wider community	Circle Time Class discussions 1:1 and small group discussion Walk to the Charity Shop/Recycling Centre – opportunity to donate to charity and consider recycling within the local context
• Communication and Language • Maintains attention, concentrates and sits quietly during appropriate activity • Two-channelled attention – can listen and do for a short span. • U (ELG) – Children follow instructions involving several ideas or actions. They answer ‘how’ or ‘why’ questions about their experiences and in response to stories and events. • Listens and responds to ideas expressed by others in conversation or discussion • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses talk to organize, sequence and clarify thinking, ideas, feelings and events.	Circle Time Class discussions 1:1 and small group discussion Adult-led tasks Rainforest animal workshop
• PSED • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding and asks appropriate questions of others. • Confident to speak to others about own needs, wants, interests and opinions • Can describe self in positive terms and talk about abilities. • Aware of the boundaries set and of behavioural expectations in the setting:	Circle Time Class discussions 1:1 and small group discussion Role-play
• Physical Development • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.	Creative/construction activities Writing tasks

• Maths • SSM (ELG) – Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems	Use money – Charity shop or garage role play Shape, space and measure activities – e.g. compare and measure different species of shark.
• EAD • Explores what happens when they mix colours. • Experiments to create different textures • Manipulate materials to achieve a planned effect. • Constructs with a purpose in mind using a variety of resources • Uses simple tools and techniques competently and appropriately • Selects appropriate resources and adapts work when necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Creates simple representations of events, people and objects. • Plays alongside other children who are engaged in the same theme: • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group to develop and act out a narrative	Junk modelling (art from recycling) Eric Carle-style art: painted paper collage Paper plate rainforest animals Collage – layers of the rainforest Painting – rainforest animals, sea creatures. Plasticine sea creatures/rock pool in a bowl. Small world with appropriate animals Home corner, role-play
• Understanding the world • TW (ELG) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. • T (ELG) Children ... select and use technology for particular purposes.	Class discussion 1:1 and small group discussion Adult-led tasks – e.g. Layers of the rainforest poster Sort objects by type of material Investigate properties of materials – e.g. floating/sinking, waterproof/not waterproof Use internet to research rainforest animals or sea creatures.

Literacy Curriculum Coverage	Writing Outcomes
Reading ◦ Begins to read words and simple sentences ◦ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books ◦ Enjoys and increasing range of books Writing ◦ Can segment the sounds in simple words and blend them together ◦ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	• Attempt to write simple sentences in meaningful contexts. • Writing own name. - Daily modelled and shared writing - Label pictures – e.g. shark or poster – e.g. ways to care for our world - Describe: e.g. rainforest animals, sea creatures - Recount – e.g. weekend news, holiday writing, local trip, workshop - Fact writing – rainforest animal/shark fact files - Use story planner – e.g. ‘Story Mountain’ – to sequence and plan a story (Follow model in ‘Tiddler’) - Write a simple story following the Story Mountain structure and have an awareness of story language (e.g. ‘Once upon a time ...’) - Writing linked to role-play – e.g. price list, shopping list.

- Writes own name and other things such as labels and captions
- Attempts to write short sentences in meaningful contexts

- Label work independently
- Use Colourful Semantics to create a sentence: Who? – What doing? – What? – (Where?)