

YEAR: RECEPTION

Theme: Growing, Changing and Transition (Summer 2)

Related Units: The Farm, Life Cycles, Transition to Year 1.

Unit overview	Vocabulary		Related Books/Resources
Growing and Changing Enquiry Question: How have I changed? Children learn about the farm. They understand that farms produce food and other products by growing plants and rearing animals and they think about where the food they eat comes from. Children consider the production of some common commodities such as bread, butter, milk, eggs and wool. We visit Odds Farm Park and make our own bread and butter in the classroom. Children learn about the life cycles of plants and animals, focusing on butterflies, frogs and sunflowers. They make links between these life cycles and the human life cycle, reflecting on the ways in which they have changed since they were a baby, and, in particular, how they have changed during the Reception year. Children are prepared for Year 1. They reflect on their progress and achievements in Reception and talk about the things they are looking forward to in Year 1. Any worries, concerns or mixed emotions are acknowledged and addressed. They spend a weekly session in the Year 1 classrooms to support a smooth transition to the new year.	New Vocabulary ◦ farm ◦ produce ◦ agriculture ◦ dairy ◦ wheat ◦ crop ◦ cereal ◦ tractor ◦ combine harvester ◦ caterpillar ◦ chrysalis ◦ frogspawn ◦ froglet ◦ seedling ◦ root ◦ stem ◦ flower ◦ seed ◦ achievement ◦ progress	Vocabulary to Revise ◦ describe ◦ fact ◦ fiction ◦ town ◦ country ◦ individual ◦ emotion	• Farmer Duck • Farm information texts • The Very Hungry Caterpillar • Growing Frogs • Camille and the Sunflowers: A story about Vincent Van Gogh • The Colour Monster Visit to Odds Farm Park Caterpillars in the classroom Role Play/Small World • Home Corner • Farm shop and café • Garden Centre • Mini beast garden

Themes and Cross Curricular Links	Key Opportunities
• British Values / Philosophy / SMSC • Reflects on own opinions, likes and dislikes. • Reflects on own experiences. • Develops self-awareness, self knowledge and self-esteem • Understands why rules are needed • Willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • Gains sense of enjoyment and fascination in learning about themselves, others and the world around them	Circle Time Class discussions Visit to Odds Farm Park Discuss rules for visit to the farm Opportunity to observe and care for caterpillars Transition time in Year 1 classrooms.
• 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 e.g. write caterpillar diary
• PSED • 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 Weekly transition sessions in Year 1 classrooms The Colour Monster: Read and discuss children’s feelings about transition to Year 1. Children draw and colour their own ‘Colour Monster’. Role-play
• Physical Development • 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 Observational drawing Finger knitting Writing tasks

• Maths • Estimates how many objects they can see and checks by counting them. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • 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. They recognize, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Symmetrical butterflies Growing and measuring plants. Compare, sort, order and count seeds from different plants.
• 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 • 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	Paper plate farm animals Farm map/collage Butterfly art and craft – splat painting, coffee filter and watercolour wings Painting sunflowers Fruit and vegetable prints Create pictures from fruit and vegetables in the style of Arcimboldo. 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.	Class discussion 1:1 and small group discussion Adult-led tasks – e.g. make bread and butter, Caterpillar diaries

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	• Attempt to write simple sentences in meaningful contexts. • Writing own name. - Daily modelled and shared writing - Label pictures – e.g. map of the farm, butterfly, frog or sunflower life cycle - Draw and label a 'Colour Monster' to show how you feel about Year 1. - Describe: e.g. farm animals

together

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels and captions
- Attempts to write short sentences in meaningful contexts

NB: Children working at ARE should meet the ELG by Summer 2:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Those working beyond ARE, ELG (Exceeding):

Children can spell phonically regular words of more than one syllable as well as many irregular high frequency words. They use key features of narrative in their own writing.

- Recount – e.g. weekend news, holiday writing, trip to the farm,
- Write instructions: recipes (e.g. for bread), rules for the farm
- Fact writing – jobs on the farm, where does my food come from?
- Diary – Caterpillar Dairy
- Stories – write own stories in response to picture prompts.
- Letter to new teacher ‘All about me’.
- Writing linked to role-play – e.g. price list, shopping list, menu, taking orders in café.
- Label work independently
- Use Colourful Semantics to create a sentence: Who? – What doing? – What? – (Where?)