

Down at the Bottom of the Garden

Communication, Language and Literacy

- Texts being used:**

Farmer Duck

Arghhhh Spider!

The Very Hungry Caterpillar

What the ladybird heard!

Oi Frog

Mad about Minibeasts

You can't call an elephant in an emergency?!

Reading: Phonics recognition and appliance – phase 2 and some exposure of phase 3 GPCs and tricky words. Weekly key words sent home (100 words for End of Reception)

Non-fiction – cook books, planting instructions, nature guides. looking at contents page and indexes, poems, reading labels, reading CVC words and captions

Writing: Apply phase 2 and 3 GPCs and tricky words in independent writing. Write name without aid. form letters correctly (weekly handwriting session) instructions to care for chicks, minibeast riddles.

Listening and attention: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Understanding: Listens and responds to ideas expressed by others in conversation or discussion.

Speaking: Introduces a storyline or narrative into their play. Confidence in speaking in a group and staying on topic, listening and asking a question. Sequencing events, retelling stories, using language to imagine and recreate.

Duckling's Class Sum 1 - Topic Web

Knowledge and Understanding of the World.

People and communities: People who help us. What is their role? What do they do to help us? How can we help them?

The World: The garden and looking at seeds, planting, minibeasts and living things. Thinking about where food comes from. Noticing change, growth and decay.

Technology: understanding the purpose and uses of technology. use technology to record our veggies growing, data collection (most popular etc.) Introduce Beebots- navigate the minibeast garden.



Personal, Social and Emotional Development

Making relationships: SCARF: rights and responsibilities (link to people who help us)

Self-awareness and self-care: Children are able to show a caring attitude for minibeasts and their local environment. Children can start to think about the larger environment.

Managing feelings and behaviours: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Children are able to talk about how the Lockdown is affecting them. Explore and talk about these feelings.

Physical Development

Moving and handling: Outdoor games with balls, hand-eye co-ordination, as well as kicking and handling a ball with a stick. We will continue to use the large blocks and bikes for upper body development. Continue to use the digging pit and vegetable garden as well as the large sandpit.

Handwriting: sitting correctly, pencil grip, fine motor skills and busy fingers.

Health and self-care: Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Practices some appropriate safety measures without direct supervision, particularly in the garden. Careful handwashing.

Mathematical Development

Number: In practical activities, perform additions and subtractions and use the appropriate and relevant vocabulary.

Use appropriate marks to record numbers and operations: begin to use +, -, and = to record additions and subtractions.

ELG: Count reliably using numbers 1 to 20 and place the numbers in order.

ELG: Say the number after a given number up to 20.

ELG: Say the number before a given number up to 20.

Shape, space and measure: Shape, space and measure: Use familiar objects and common shapes to create and recreate patterns and build models. Recognise the common units of time (minutes, hours, days, weeks, months, years). Exchange one coin for several of another and make small amounts. Uses mathematical names some 3D shapes.

Expressive Art and Design

Exploring and using media and materials:

exploring mixing and texture (daffodils)
digital pictures (chicks and nests)
observational drawings (minibeasts)
construct and adapt tools and techniques (bug hotel)

Being imaginative: role play garden centre shops, cafes or bug science labs. Try to incorporate money in your play. using imagination to move in the way different minibeasts move.
develop narratives in co-operative role play- people who help us