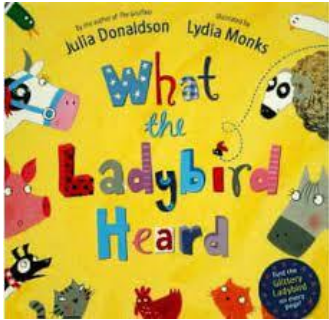
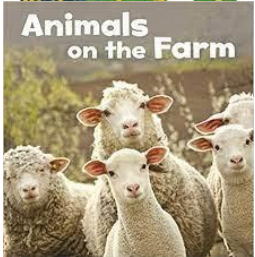

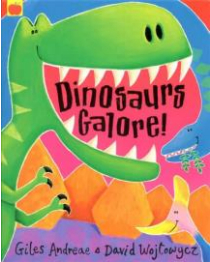


Aston Clinton School – Summer 2 – Growth and Change

	Week 1 – W.C. 5 th June	Week 2 – W.C. 12 th June	Week 3 – W.C. 19 th June	Week 4 – W.C. 26 th June	Week 5 – W.C. 3 rd July	Week 6 – W.C. 10 th July
Core Text(s)	<p>What the Ladybird Heard</p> 	 	<p>Do You Love Bugs?</p> 		<p>Dinosaurs Galore</p> 	 <p>Do you love Dinosaurs</p>
Key Concepts	<p>Children are able to identify key features of a map and how to follow them.</p>	<p>Children understand what animals live on a farm and the key features of these.</p>	<p>Children are able to describe the unique features of different minibeasts.</p>	<p>Children are able to describe the life cycle of a caterpillar.</p>	<p>Children are able to recall simple facts about a range of dinosaurs.</p>	<p>Children are able to describe unique features of dinosaurs.</p>

<p>Key Vocabulary</p>	<p>Farm Pond</p>	<p>Animals and their baby names.</p>	<p>spider ant butterfly bee snail slug</p>	<p>Cocoon / chrysalis Life cycle</p>	<p>Extinct Dinosaur names Fossil</p>	<p>Carnivore Herbivore</p>
<p>Other Texts</p>	<p>Farmer Duck </p>	<p>Pig in the pond </p>	<p>Spinderella  Superworm </p>	<p>  </p>	<p></p>	<p> Start a lifetime of learning</p>

<p>PSED - Activities</p>	<p><i>Jigsaw: Changing Me</i></p>	<p><i>Jigsaw: Changing Me</i></p>	<p><i>Jigsaw: Changing Me</i></p>	<p><i>Jigsaw: Changing Me</i></p>	<p><i>Jigsaw: Changing Me</i></p>	<p><i>Jigsaw: Changing Me</i></p>
<p>Development Matters/ELG</p>	<p>Reception Express their feelings and consider the feelings of others.</p> <p>ELG Show sensitivity to their own and to others' needs.</p>	<p>Reception Think about the perspectives of others.</p> <p>ELG Explain the reasons for rules, know right from wrong and try to behave accordingly. Show sensitivity to their own and to others' needs</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Reception Know and talk about the different factors that support their overall health and wellbeing- regular physical activity - healthy eating</p> <p>ELG Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Reception <i>Think about the perspectives of others.</i></p> <p>ELG <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p>		

<p>Communication and Language - Activities</p>	<p>Talking Point: Use talk to discuss animals that live on the farm.</p>	<p>Talking point: Use talk to introduce the names of animal babies. Discuss their own experience at the farm.</p>	<p>Talking point: Use talk to describe the different bugs in the focus book. Do you like bugs? Why? Model speaking in full sentences using connectives: I don't like spiders because they have long legs. I love butterflies because they are colourful.</p>	<p>Talking point: Use talk to observe and describe the changes of a caterpillar.</p>	<p>Talking point: Use talk to identify the different names of dinosaurs.</p>	<p>Talking point: Use talk to identify the different characteristics of different dinosaurs.</p>
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<p>Communication and Language – Development Matters/ELG</p>	<p>Reception Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p> <p>ELG Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>			<p>Reception 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>ELG Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>		<p>Reception Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p> <p>ELG <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>
<p>Physical Development - Activities</p>	<p>Get Set for PE: Gymnastics</p>	<p>Get Set for PE: Gymnastics</p>	<p>Sports Day Practice</p>	<p>Sports Day Practice</p>	<p>Get Set for PE: Gymnastics</p>	<p>Get Set for PE: Gymnastics</p>
<p>Development Matters/ELG</p>	<p>Reception Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>ELG Negotiate space and obstacles safely, with consideration for themselves and others. Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p>					

<p>Literacy - Activities</p>	<p>Children to recreate a story map of the ladybirds adventure. Ensure that children are starting their sentences with a capital letter and ending with a full stop.</p>	<p>Children to reflect on their own experience at the farm. Ensure that children are starting their sentences with a capital letter and ending with a full stop.</p>	<p>Children make a minibeast fact file explaining the features of different minibeasts. Ensure that children are starting their sentences with a capital letter and ending with a full stop.</p>	<p>Focus groups writing sentences to explain the life cycle of a butterfly. Ensure that children are starting their sentences with a capital letter and ending with a full stop.</p>	<p>Children to make a dinosaur fact file explaining the features of different dinosaurs. Ensure that children are starting their sentences with a capital letter and ending with a full stop.</p>
<p>Development Matters/ELG</p>	<p>Reception Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>				
<p>Maths - Activities</p>	<p>Identify gaps in the number units taught so far and address these through starters and provision activities.</p>				
<p>Power Maths: Unit 15: Counting to 20 White Rose: To 20 and Beyond</p>	<p>Power Maths: Unit 13: Making Simple Patterns White Rose:</p>	<p>Power Maths: Unit 13: Exploring More Complex Patterns White Rose:</p>	<p>Power Maths: Unit 17: Composing and Decomposing Shapes</p>	<p>Power Maths: Unit 18: Measure (Capacity)</p>	<p>Consolidation Week Retrieval activities from this half term.</p>

	<p>Focus Activity: Children make numbers to 20 using Numicon. Refer to Numberblocks and talk about how teens numbers are made up of a ten and some ones.</p>	<p>Focus Activity:. Children make repeating patterns with loose parts both indoors and outdoors.</p>	<p>Focus Activity: Children make or paint AAB and ABB patterns. Challenge higher ability children to go even further.</p>	<p>White Rose: First, Then, Now. Spatial Reasoning (2) Focus Activity: Use Power Maths Pattern Blocks sheets to recreate an animal. Can the children talk about the shapes they have used? Vocab: rotate.</p>	<p>White Rose: Alive in 5 (Compare Capacity) Focus Activity: Adult works in the water tray with children. Embedding vocabulary full/half full/empty.</p>	<p>Address any gaps in the children's understanding.</p>
<p>Development Matters/ELG</p>	<p>ELG <i>Verbally count beyond 20, recognising the pattern of the counting system.</i></p>	<p>Reception <i>Continue, copy and create repeating patterns.</i></p>	<p>Reception <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i></p>	<p>Reception <i>Compare length, weight and capacity</i></p>		
<p>Understanding the World - Activities</p>	<p>Identify farm animals and their babies. Basic facts about farm animals. What food products we get from farm animals and farms.</p>	<p>Identify and classify different minibeasts. Investigate bug hotel and see which creatures have made it their home.</p>	<p>Observe caterpillars and predict what will happen to them. Set up a station where children can observe every day and draw/write observations.</p>	<p>Compare different dinosaurs. Investigate what different dinosaurs eat and how their life cycle. Identify their physical characteristics and how these can be used to classify them.</p>		

		<p>Use identification charts for different bugs.</p>		
<p>Development Matters/ELG</p>	<p>Reception Explore the natural world around them.</p> <p>ELG Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			
<p>Expressive Arts and Design - Activities</p>	<p>Role play area: minibeast investigation area.</p> <p style="text-align: center;">Farm shop</p> <p>Plastic bugs, magnifying glasses, clipboards, backpack, insect books.</p> <p>Paint symmetrical butterflies.</p> <p>Print repeating patterns (link to maths)</p> <p>Revisit clay: Clay animal or minibeast.</p> <p><i>Charanga: Reflect, Rewind, Replay</i></p>		<p>Look at the artist Matisse. Use some of his techniques to recreate the flower on the cover of The Tiny Seed.</p> <p><i>Charanga: Reflect, Rewind, Replay</i></p>	
<p>Development Matters/ELG</p>	<p>Reception <i>Develop storylines in their pretend play.</i> <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p>ELG <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p>			

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