

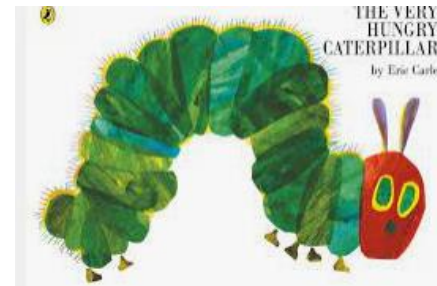
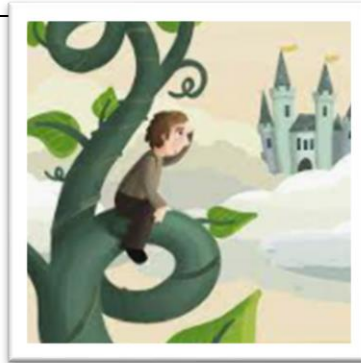
Reception – Term 6

Topic: How do we change?



Curriculum Key Question:
 Where have we come from?
 Where are we going?

We will be learning all about change as we get ready for the change coming up for us ahead...moving to the Year 1 class in September!



Questions and Activities you could ask and do at home:

How have you changed since you were a baby?

Can you find photos of you through your life and put them into order? Is there one of when you started at Bathwick?

What questions do you have about the change of class into Year 1?

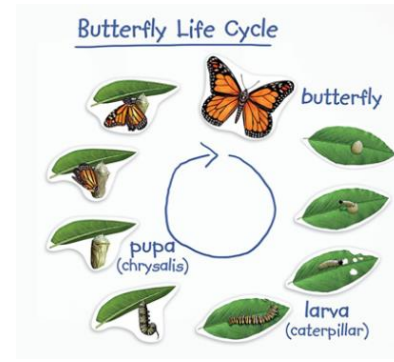
What can you grow at home? How does it change?

Can you find any other books about change at home? Bring them into school to share them with the class.

We will observe change in other plants and animals. We will be sharing 'Jack and the Beanstalk' and 'The Very Hungry Caterpillar' – two stories that have a lot of change in them!

We will be visiting the Year 1 Classroom and Teachers and answering questions about the change ahead. We will be learning to be increasingly independent in our learning ready for Year 1.

Transition to
Year 1



Key Vocabulary: (including definition)

Change	When something has not stayed the same but is different
Seed	The part of a plant from which another plant will grow
Root	The part of a plant usually hidden underground, helping the plant to stay upright and collect water and food from the soil
Shoot	The new growth from a seed
Leaves	The new green growth on a shoot, used by the plant to make food from the sun
Flowers	The part of the plant than blossoms and creates the new seed
Egg	Laid by a butterfly – the start of the life cycle
Caterpillar	The young butterfly just hatched out of the egg
Crysalis	The hard protective case which a caterpillar makes around itself
Butterfly	An insect with 4 wings
Life cycle	Stages a living thing goes through in its life. It repeats over and over again.
Year 1	The next class after Reception which we will be moving to in September.

Our Key Learning

Topic: How do we change?

Personal Social and Emotional Development



- To organise and cooperate with other children.
- To think about the perspectives of others. (Link to tolerance BV)
- To be able to empathise with others.
- To play sustained cooperative games. (Link to BV Democracy)
- To start to understand what a username and a password is.

Communication and Language



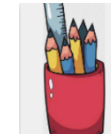
- To listen in a range of contexts.
- To be able to comment, question and discuss using sentences including recently learnt vocabulary from stories and non-fiction books.
- To know range of texts and stories being able to ret-tell, describe and explain them, including recently learnt vocabulary.
- To engage in reciprocal conversations with others.

Physical Development



- To form all taught letters correctly and show accuracy in drawing.
- To know how to handle a range of equipment and tools effectively such as using a knife and fork independently.
- To show good control and co-ordination in large and small movements and use these skills in games.
- To be able to work with others to play team games.
- To begin to type in details on a computer.
- To move a mouse and press buttons accurately using the correct fingers.
- **Get Set 4 PE scheme**
- To work with others to play team games
- To learn to take turns.
- To follow instructions and learn to move safely when playing tag games.
- To learn to play games and understand the different roles in a game.

Literacy



- To read simple sentences including taught red words with increasing fluency.
- To think of and write a short, simple sentence beginning to use finger spaces, full stop and a capital letter.
- To recognize speech marks, exclamation marks and question marks.
- To check written work and making changes where necessary.
- To be forming lower case letters correctly.
- To listen to stories and demonstrate their understanding through discussion.

Understanding the World



- To speak about events in the past, present and future in their own life and experience.
- To have awe and wonder at the natural world around them.
- To describe how they can help care for the world around them.
- To observe changes in plants over time.
- To know what plants need to grow.
- To observe changes in their own life e.g. baby to adult.
- To make close observations of animals including humans.

RE Understanding Christianity Scheme/Awareness, Mystery and Value

- The word God is a name
- Christians believe God is the creator of the universe.
- Christians believe God made our wonderful world and so we should look after it.



Maths



- To be able to share objects out equally amongst groups.
- To be able to halve a group of objects between two groups.
- To be able to recognize and explain odd and even numbers.
- To use number knowledge to solve problems.
- To be able to use positional language to describe where objects are in relation to other items.
- To be able to use maps to represent where things are in relation to other things.
- To draw simple information from a map.
- To build an ABBC pattern

Expressive arts and Design



- To use drawing to represent ideas
- To review what they have produced – discussing the process and evaluating its success
- To sustain a role play narrative and role with peers
- **Music Charanga Scheme:**
- To keep the beat of a song with a pitched note.
- Add pitched notes to the rhythm of the words or phrases in the song.
- To keep the beat of a song with a pitched note.
- To play patterns using combinations of notes C, D and E

Links/texts that may support your child with their learning

Tapestry – Share photos and videos of learning happening in school
<https://www.rhs.org.uk/vegetables/runner-beans/grow-your-own> - Information about how to grow Beans like Jack and the Beanstalk!
<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/animals/butterflies/> - Information about different species of Butterfly
<https://www.topmarks.co.uk> - Lots of early Years maths games for counting and number recognition