

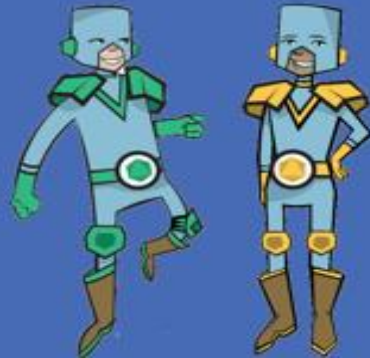
FS2 Summer 1 Curriculum

Habitat Hunters



Commitment

We are brave,
enthusiastic
and
motivated.



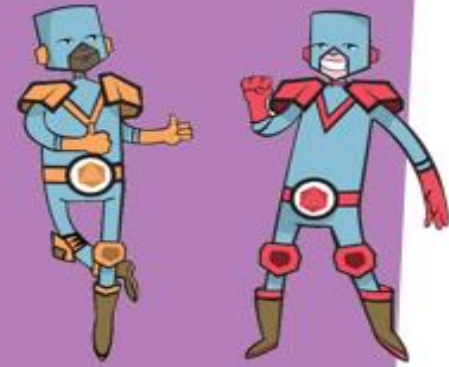
Aspiration

We are
encouraging,
ambitious and
proud.



Nurture

We feel happy,
safe and
welcome.



Topic Overview

In this topic, children will **describe their immediate environment** through making **observations and looking at maps**. They will **explore the natural world around** them by investigating habitats and the **plants and animals** that live in them within the school environment and local area of Sinfin. They will use their **observations to draw pictures of animals** showing increased **accuracy and care**.



Possible Enhancements and Activities

Use the stories of worms to take the children worm charming. Use this opportunity to compare how many worms different groups found or where the most worms were found. Use this as an opportunity to write about an event, formulating and writing sentences,

Show the children maps of the school and use this to find plants and insects in the environment. Encourage children to write what they have found in each part of the environment on their map.

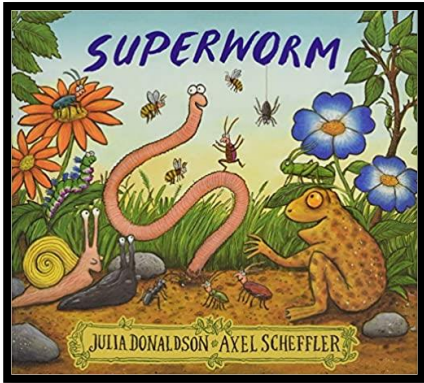
Take children on a trip to Sinfin Nature reserve. Use this as an opportunity to encourage road safety. Support the children in explaining the difference between the nature reserve and school environment. Children could use their map skills to draw a map of how to get to the nature reserve.

Using the Tadpoles Promise as a stimulus, bring tadpoles into the classroom for the children to observe. Encourage the children to document through words and pictures how the tadpoles are changing. Use this as a stimulus to discuss how we change.

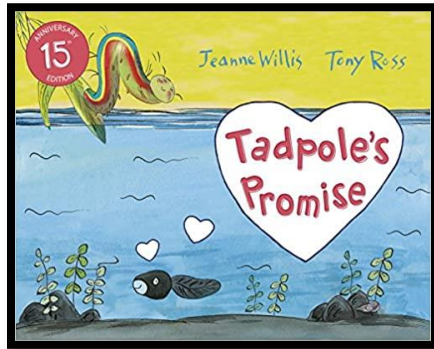
Provide the children with the opportunity to plant their own seed. Discuss with the children what a seed will need to grow. Using phonics books, encourage children to read and follow instructions to plant a seed. Use this as an opportunity to discuss what we need to grow and be healthy.

Encourage children to make homes for the insects that they find to encourage them to have responsibility and care for the natural world around them. Encourage children to make posters for their hotels they have created explaining who the hotel is for and what is there.

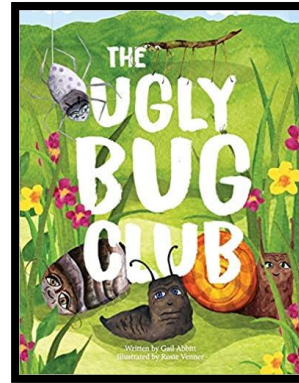
Book Hooks



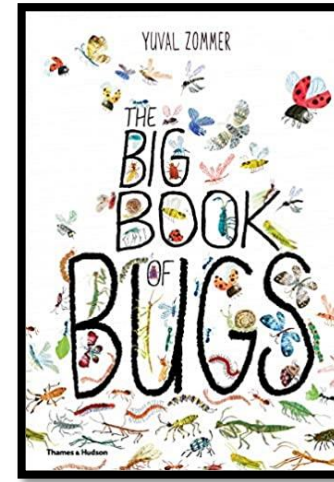
To support the children in understanding worms habitats through the context of a story.



To support the children in understanding the lifecycle of a tadpole through the context of a story.



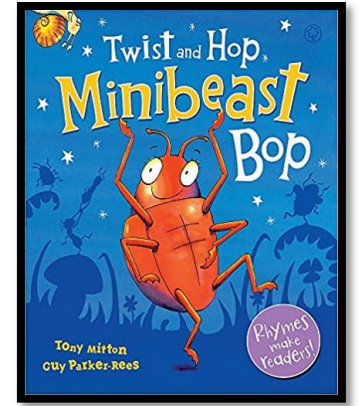
To support the children in understanding different insects and developing an understanding in difference.



To support the children in understanding and learning facts about a range of insects and minibeasts.



To support the children in understanding and learning facts about a range of insects and minibeasts.



To provide the children with a rhyming story with a strong rhythm and rhyme pattern.

Curriculum Links – Prime Areas

	Reception children will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. 	<ul style="list-style-type: none"> • Use C&L time as an opportunity to introduce new vocabulary and ideas. Encourage and provide children with the opportunity to question why things happen. Use these questions as an opportunity to find the answers using non-fiction texts, explaining to the children the difference between them. • Continually model using conjunctions throughout the day, exaggerating the use of a conjunction and explaining. 'I put sun cream on this morning because it was hot, I went to the shops and I bought an ice-cream'. • Use the environment to promote talk around the topic. Encourage children to engage in a back and fourth dialogue centered around their play, using and elaborating on new vocabulary that has been introduced.
PSED	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • Focus on the feelings of characters when discussing books. Use this as a prompt to discuss how they have felt in similar situations. • Provide children with a regulation box so that they can begin to independently regulate their behaviour in the classroom. Have an open discussion with the children about how they feel, why they feel like this and what they can do to make them feel better. Link this to how they can use this learning the next time they feel like this. • Encourage children to plan what they would like to do during their child initiated learning time. Observe and interact with the children during their play, supporting and encouraging them to achieve the goal that they set out to.
PD	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Encourage children to create their own obstacle courses that provide themselves with a level of challenge that encourages them to balance at height. • Support the children in creating games using the resources provided, working collaboratively and cooperatively with each other. Encourage children to create and write rules to support the games that they have created. • Continue to model and support the development of children's letter formation through guided teaching opportunities. Use the opportunities to provide immediate feedback and support to rectify errors in formation. Continue this immediate feedback in the continuous provision and adult directed activities to ensure that errors are addressed and bad habits are not formed.

Curriculum Links – Specific Areas

	Reception children will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write recognisable letters, most of which are correctly formed. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Provide children with a weekly stimulus to write about. Support children through guided writing opportunities to write about the event they were involved in. Encourage children to take this learning to continue writing about the encounter and other encounters they have experienced. Support children to form the complete sentence before writing. Help children memorise the sentence before writing by saying it aloud. For sentences that have words that include unknown GPC's, write these words for the children and encourage them to write words they are confident with. • Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Find opportunities within the timetable for 1:1 and small group reading sessions using the Bug Club Phonics Books. • Support children to read 'Be a Cress Barber' (Bug Club), to understand that instructions can be read and followed. Children to use this to grow their own cress seeds.
M	<ul style="list-style-type: none"> • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	<ul style="list-style-type: none"> • Use the environment for support the children in applying their math's learning. Set up 'playful activities' e.g. beanbags into a hoop that will encourage the children to count, compare, add, write etc. This will support the children in independently applying their skills to solve a range of real life problems. • Draw attention to counting during different times of the day e.g. counting the children in the line so that you encourage children to count beyond 20. Emphasise saying teen numbers and the 20 in the 20 numbers so that children can start to identify patterns in the number system. • Using playful activities, encourage children to apply their number bonds e.g. using 10 skittles. How many have you knocked down, so how many will you have left? Store items in the classroom in groups of 10 e.g. we only have 8 scissors, how many more have we go left to find?
UTW	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. 	<ul style="list-style-type: none"> • Encourage children to observed the natural world around them by posing questions before and during their play. 'I wonder if we will find any insects outside today? Where might we find them?' Ensure children have access to non-fiction texts and the internet to actively research the insects that they find. • Support the children in making comparisons between insects that they have found e.g. what other insects like to live under logs? • Encourage children to look at and create maps. Support children in creating maps of the outdoor environment and using these for different purposes e.g. where they have found bugs, directing children to different areas etc. • Encourage children to observe the change as they plant a seed and as tadpoles grow. Use the language 'What's the same? What's different?' and encourage children to use this vocabulary during their independent play to naturally observe change around them.
EAAD	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> • Encourage children to make observational drawings of what they have seen (animals and insects). Question the children about what they have drawn and model how to draw from an observation, communicating what you are doing 'I can see the stem and then at the top of the stem I can see petals'. Use this as an opportunity. • Support the children in acting out familiar stories making use of objects around them to use as props. Encourage the children to use key phrases and newly learned language during their roleplaying opportunities.

Commitment

Aspiration

Nurture

Knowledge Organiser

*Key Vocabulary

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> Use words and phrases such as earlier in the year, last year, last week to talk about the changes of the seasons drawing on their knowledge from photos captured. 	<ul style="list-style-type: none"> Sinfin is a village in Derby. Derby is a city. The roads are busy in Sinfin. The signpost direct people where to go. The nature reserve is different to school. It has a pond which is the habitat to frogs. Draw a map of their local area drawing buildings, parks and roads. Describe their journey using the map. 	<ul style="list-style-type: none"> Lines are used to enclose a space. Lines can be curved or straight. Symmetrical art is the same on both sides. Observational art means we look closely at a picture or object and draw exactly what we can see. We can mix black to colours to make them darker and white to colours to make them lighter. 	<ul style="list-style-type: none"> Join materials to create bug hotels. Know how to safely use a saw to cut materials to join. Use materials to create rubbings of different textures in the environment. 	<ul style="list-style-type: none"> Natural resources can be used to make music (sticks, rocks etc). 	<ul style="list-style-type: none"> Plants have roots, a stem and petals. Plants need water and sunlight to help them to grow. Frogs start as frog spawn. They turn into tadpoles, the froglets and finally frogs. Frogs need logs so that they can come out of the water to breathe. Know that in the spring, the leaves start to grow on trees and it gets lighter. Know that in the summer, it can be hot. 	<p>PSHE and R.E - Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>	

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