

**Term 5 Curriculum - Reception**

Topic Title	<b>Be Here, Be You, Belong!</b>	<b>Growth</b>
	This term we will be learning under the theme of ‘Be Here, Be You, Belong’ and focusing on acceptance. We will use the book ‘Something Else’ to explore our identities, feeling valued, loved and safe. We will then be learning to name our emotions using the Zones of Regulation and building skills for resilience. There will be a whole school celebration of this learning on Friday 24th May on the field at 2:15 – our Be Here, Be You, Belong Parade that parents are warmly invited to attend.	During our Topic on growth, we will learn about how humans grow and change. We will explore photos of ourselves through our lives and think about how we have grown and changed. We will also learn about the lifecycle of tadpoles/frogs and caterpillars/butterflies and how to take care of living things. We will be growing seeds in class and looking at the conditions they need in order to grow.
<b>Hook</b>	Circle time – what makes us special	Guess Who! (Baby/toddler photos)
<b>Celebration of Learning</b>	Be Here, Be You, Belong parade	Releasing butterflies Art installation to show the importance of trees
<b>Link Text</b>	Something Else	The Growing Story Wangari’s Trees of Peace A seed is sleepy The very hungry caterpillar Tadpole’s promise
<b>Vocabulary</b>	Proud, special, unique, feelings, emotions, identity	Baby, toddler, child, teenager, adult, growing, seed, plant, flower, lifecycle, tadpole, frog, caterpillar, butterfly, trees, deforestation
<b>Parents as partners</b>	At the end of the term, we will be inviting parents to the Be Here, Be You, Belong celebration.	We will be asking parents to send in photos of their child when they were a baby/toddler to use in our lessons at school.
<b>Values</b>	This term we will be learning under the theme of ‘Be Here, Be You, Belong’ and focusing on acceptance. We will use the book ‘Something Else’ to explore our identities, feeling valued, loved and safe. We will then be learning to name our emotions using the Zones of Regulation and building skills for resilience. There will be a whole school celebration of this learning on Friday 24th May on the field at 2:15 – our Be Here, Be You, Belong Parade that parents are warmly invited to attend	
<b>Cultural capital</b>	When reading Wangari’s Trees of Peace, we will be considering what life is like in Kenya and how it differs to the country where we live. Deforestation and its impact will also be explored. We will also learn about the artwork of Andy Goldsworthy and have a go at using his art skills in our own work.	

Play is a hugely important part of the EYFS curriculum. Each day our experienced staff plan in play opportunities for the children that will help them to achieve their next steps within all areas of their learning. We record daily adaptations to our environment and continuous provision on our daily plans.

<b>Communication and Language</b>	<b>Learning Intentions (Development matters)</b>	<b>Learning Journey</b>
	<p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Engage in non-fiction books</p> <p>To re-tell a story</p> <p>To follow instructions with 3 parts</p> <p>To learn new vocabulary</p> <p>To use new vocabulary throughout the day in different contexts</p> <p>Learn increasing number of rhymes, songs and poems</p>	<p>During our PSHE unit of Be Here, Be You, Belong, the children will have many opportunities to discuss their likes dislikes, what makes them special and unique and what they do to make themselves feel proud. They will also talk about what groups/teams they belong to.</p> <p>During our topic Growth, the children will learn new vocabulary and be encouraged to use this vocabulary throughout the day, in lesson time and in Busy Time. They will describe how a seed grows and what it needs to grow in detail. They will listen to a range of fiction and non-fiction stories which they will learn to retell with increasing detail.</p> <p>Throughout the term, the children will always be encouraged to talk in full sentences where appropriate and to develop their ideas by using a range of conjunctions (e.g. because, and, but, so).</p>
<b>Personal, Social and Emotional Development</b>	<b>Learning Intentions (EYFS curriculum and Development matters)</b>	<b>Learning Journey</b>
	<p>Understand others might have a different point of view and understand why</p> <p>Celebrates their similarities and differences to others</p> <p>Build respectful relationships</p> <p>See themselves as a valuable individual</p>	<p>Through Be Here, Be You, Belong, the children will learn how they are unique and special as individuals, but also how we can be in different teams and groups. They will learn how people may have different views on particular topics.</p>

	<p>Can talk to others about their own needs, wants and opinions</p> <p>Has a clear idea of what they want to do in their play</p> <p>Develops an understanding of justness and fairness</p>	<p>In Growth, the children will learn about the families of the other children in the class. They will also learn about a healthy lifestyle to ensure that we can grow well (e.g. a balanced diet, regular physical activity, healthy eating, tooth brushing, sensible amount of 'screen time' and having a good sleep routine).</p>
<b>Physical Development</b>	<b>Learning Intentions (EYFS curriculum and Development matters)</b>	<b>Learning Journey</b>
	<p>Develop skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Know and talk about factors that support overall health and well-being</p> <p>Develop the foundations of a handwriting style with is accurate</p>	<p>In Growth, the children will learn about a healthy lifestyle to ensure that we can grow well (e.g. a balanced diet, regular physical activity, healthy eating, tooth brushing, sensible amount of 'screen time' and having a good sleep routine).</p> <p>Throughout the term, the children will develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>The children will have regular fizzy sessions where they will develop skills so that their handwriting becomes more accurate and all letters are formed correctly.</p> <p>Throughout the term, the children will continue to develop patience, turn-taking and self-control when they need to line up and wait. They will also develop their understanding of how to eat with good manners.</p> <p>Through PE sessions, the children will be further developing the skills they have already been taught this year (e.g. movement, ball skills, dance skills) to take part in a range of different activities linked to our Be Here, Be You, Belong topic.</p>
<b>Specific areas of learning</b>		

Literacy	Learning Intentions (EYFS curriculum and Development matters)	Learning Journey
	<p>Read some common exception words  Read simple words and phrases  Re-read books to build up their confidence in word reading  Spell words by identifying the sounds and then writing the sounds  Write short sentences with words and using a capital letter and full stop  Is able to recall and discuss stories or information that has been read to them, or they have read themselves  Describes main story settings, events and principal characters in increasing detail</p>	<p>During this term, the children will be listening to a range of fiction and non-fiction books.  They will be encouraged to predict what they think will happen and to retell the story by thinking of the main events in the story.</p> <p>In Term 5, in RWI, children will continue to be taught in small groups. They will continue to learn to recognise and form their set 1 sounds and most groups will be learning Set 2 sounds. These are:  ay-may I play (play, clay, day)  ee – what can you see? (feet, seen)  igh-fly high (night, sight, might)  ow-blow the snow (blow, snow, glow)  oo-poo at the zoo (soon, moon)  oo-look at the book (book, look, shook)  ar-start the car (far, star, part)  or-shir the door (fork, fort)  air-that's not fair (fair, pair)  ir-whirl and twirl (shirt, girl)  ou-shout it out (shout, pout)  oy-enjoy the toy (toy, boy)</p> <p>We will continue to teach the children to blend and segment sounds in order to be able to read and write regular words. The children will continue to learn some irregular 'red words' (e.g. the, of, my, he, she).</p> <p>The children will also be learning to write short phrases and sentences and will learn to use capital letters, finger spaces and full stops.</p>

		In addition, the children will be learning to re-read what they have written to check that it makes sense and make changes as appropriate.
<b>Mathematics</b>	<b>Learning Intentions (EYFS curriculum and Development matters)</b>	<b>Learning Journey</b>
	<p>Explore how quantities can be distributed equally (within 10)</p> <p>Explore and represent odd and even number patterns within numbers up to 10</p> <p>Explore doubles facts to 10</p> <p>Automatically recall number bonds to 5</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>Show an awareness of properties of shape</p> <p>Describe properties of shape</p>	<p>To start the term, the children will learn how to share equally (with numbers to 10) and they will learn to identify odd and even numbers.</p> <p>They will explore and represent double facts within numbers to 10 and learn to recall number bonds, including subtraction facts, for numbers 0-5.</p> <p>The children will learn to compose and decompose shapes so that they recognise a shape can have other shapes within it. They will learn to describe the properties of 2D shapes. Later on in the term, the children will learn to compare numbers using appropriate vocabulary.</p> <p>Finally, they will make a pattern which repeats around a circle and make a pattern around a border with a fixed number of spaces.</p>
<b>Understanding of the world</b>	<b>Learning Intentions (EYFS curriculum and Development matters)</b>	
	<p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>	<p>During Be Here, Be You, Belong, the children will learn about community, how we are a part of a community and what they can contribute to the community.</p> <p>In our Growth topic, the children will learn about what life is like in Africa (through reading Wangari's Trees of Peace) and compare it to where we live. They will also learn to understand the need to care for the natural environment.</p> <p>The children will also plant seeds and take care of growing plants; recognising what plants need to grow well. They will</p>

		also understand the key features of the life cycle of a plant and animals (caterpillars and tadpoles). We will have caterpillars in the class and will observe the changes which happen to these over time as they turn in to butterflies.
<b>Creative Development</b>	<b>Learning Intentions (EYFS curriculum and Development matters)</b>	<b>Learning Journey</b>
	<p>Draw with increasing complexity and detail Explore mixing primary colours and knowing which secondary colours they will make Use items from natural world to print and make repeating patterns</p> <p>Notice features in the natural world, defining colours, shape, texture and smells in their own words Begin to use items from natural world to create shapes and patterns</p>	<p>In Growth, the children will explore the artwork of Andy Goldsworthy. They will then work as a group to use natural materials to create a piece of artwork.</p> <p>The children will also develop their artistic skills by creating different observational pieces (e.g. trees and flowers).</p> <p>They will also use different art mediums to create artwork to show the lifecycle of a tadpole, while working as a group.</p>

### Learning Journey:

Week 1 15/4/24	Week 2 22/4/24	Week 3 29/4/24	Week 4 6/5/24	Week 5 13/5/24	Week 6 20/5/24
<p>Mon - BHBYB; <b>I am I</b> <b>You are You</b> <b>We are We</b> Explore the Book “something Else” Read the story and explore Something Else’s emotions throughout. Play a</p>	<p>Mon – BHBYB; <b>I am Valued</b> <b>You are Valued</b> <b>We are Valued</b> Something Else Art for display – Create their own ‘Something Else’ character to represent themselves. CT</p>	<p>Mon – BHBYB; <b>I am Loved</b> <b>You are Loved</b> <b>We are Loved</b> Choose a song that represents being loved, loving yourself and your individuality.</p>	<p>Mon – Bank Holiday Tue - BHBYB; <b>I am Safe</b> <b>You are Safe</b> <b>We are Safe</b> What makes me feel safe? How can I make people around me feel safe?</p>	<p>Mon – <b>Resilience = Empathy, Compassion</b> Zones – naming emotions and recognising that everyone has them (we not I). Strategies for regulation – zen</p>	<p><b>Wangari’s Trees of Peace</b> Mon - Environment differences (England/Kenya)</p>

<p>game where children stand on different sides of the classroom depending on certain characteristics/likes/beliefs. Explore how they are all individual but come together as a team</p> <p>Tue – Spring lessons</p> <p>Wed – HOOK: children’s photos from when they were a baby – play guess who, big question</p> <p>Thur – talk about family – using vocab of older/younger/elderly/youngest</p>	<p>to scribe positive words they use to positively describe themselves around the outside.</p> <p><b><u>Growing Story</u></b></p> <p>Tue – life cycle of a human: baby, toddler, child, teenager, adult, elderly</p> <p>Wed – Physical changes as we grow up, including what we can/can’t do at different stages (drink milk, crawl, read, write, drive a car etc)</p> <p>Thur – writing lesson (A baby has milk; A toddler can walk; A child can read; An adult can drive etc)</p>	<p>Listen, explore the lyrics.</p> <p><b><u>Tadpole’s Promise</u></b></p> <p>Tue - read until almost the end of TP, predict and act out how they think the story will end</p> <p>Wed - Life cycle of tadpole/frog (correct vocab for each stage); Art – 4 stages; use different resources to create</p> <p>Thur – role play life cycle</p>	<p>Please introduce keep hands and feet down and kind words. Be gentle? Who are our safe people?</p> <p><b><u>Hungry Caterpillar</u></b></p> <p>Wed - Lifecycle of butterfly</p> <p>Thur - Healthy/unhealthy foods; blindfold – senses with different foods and food tasting</p> <p>Fri: (before PE – link to PE) Healthy lifestyle: tooth brushing/screen time etc</p> <p>Additional this week: Set up bean experiment ready for next week; fair test; change variables; predictions</p> <p><b>RELEASE BUTTERFLIES WHEN GROWN</b></p>	<p>den – identify as a regulation den. Co-regulation together / with a partner / in a space in the school</p> <p><b><u>Seed is Sleepy (non-fiction text)</u></b></p> <p>Tue - exploring outside environment – senses, obs drawing of a flower (not trees)</p> <p>Wed - Andy Goldsworthy art – natural materials</p> <p>Thur - Draw changes to bean growing; writing – beans need light and water</p>	<p>Tue - Tree artwork (observational drawing)</p> <p>Wed – Deforestation and importance of trees – writing – link to BHBYB and ‘community’</p> <p>Thur – art installation to show the importance of trees</p> <p>Fri - Be Her, Be You, Belong Parade</p> <p><b><i>Lots of time in forest area this week (linking to senses, observational drawings)</i></b></p>
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