

Physical Development

- Gross Motor Skills developed (Article 3, 23, 24, 28, 29, 31)
- Soft play/parachute games.
- Games which change in speed and direction, observing the effects of activity on their bodies. (article 6 and 24)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Local area walk - seasonal changes and community focus.
- Develop strength and co-ordination through weekly gymnastic sessions.
- Develop dance drama to show hatching experience, using suitable percussion/music
- Sing and act out '5 Little Chicks' and other rhymes and songs.
- Shape/mould/stick glue chick art
- Handle chicks carefully
- Manage own personal hygiene. (Article 24 and 27)
- To dress and undress independently. (Article 24)
- To take part in sports day and to begin to understand the instructions of simple sports and games.
- Developing fine motor skills and finger gym activities (Article 3, 23, 24, 28, 29, 31)
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases:

Opportunities to follow child-led interests.

Literacy

- Continue to mark make using a variety of materials.
- Asking questions, responding to stories and information books. (Linked with animals, plants and growth).
- Library books and reading books -changed weekly
- Understand traditional stories and Biblical stories such as Noah's Ark. (article 17)
- To read, write and apply tricky words.
- Continue to write simple sentences that can be read by others
- Read words consistent with their phonic knowledge.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Make pictorial growth over time booklets
- To create transition booklets for reception-year1.
- To learn and apply letter names.
- Daily RWI sessions (Article 28 and 29)

Opportunities to follow child-led interests.

British Values (Article 1, 7, 8, 12, 14, 15)

- Democracy: making decisions together, deciding what is right and what is wrong, through the use of fairy tales.
- Rule of law: understanding rules matter to keep us safe, covering stranger danger also, linking with fairy tales.
- Taking part in the King's coronation celebrations

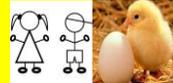
Opportunities to follow child-led interests.

Front Street Primary School Reception Summer Term 1

The World

- Collecting items to note the signs of Summer.
- Road Safety - linked with outdoor area and how to stay safe. (Article 1, 3, 6, 19, 24, 27, 28, 29, 31)
- Compare themselves to chicks - similarities/Differences of growth and life-cycle changes or sort, order and discuss.
- Draw, talk about features they like and dislike
- Observe and record changes in chicks over time
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and learning about the British monarchy, the National Anthem through the King's coronation.
- Understand some important processes and changes in the natural world around them, through recycling and sea life dangers.

Opportunities to follow child-led interests.



Life Cycle

Expressive Arts and Design

- Observational drawings of chicks and plants
- Small world farm activities
- Make chicks from dough, clay, wool, tissue, feathers etc(Article 13)
- Take photos of children and chicks, add captions independently
- Role play area, designed and created by the children (Article 31)
- Plant seeds and watch them grow.
- Continue to develop the outdoor area.
- Making musical instruments, exploring sounds and how to use instruments.
- To move to music, representing ideas and feelings through movement. (Article 13)
- To create and construct with a purpose in mind within the cut and stick area. (Article 13)
- Explain the process in the creations they have made.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Opportunities to follow child-led interests.

Communication and Language.

- Children plan a role play area as a vet, pet shop, farm, dentist (Article 31)
- How children use talk to connect ideas and explain things. (Article 12, 13)
- To confidently use 'how' and 'why' questionings within conversation.
- To use new and 'key' vocabulary appropriately within their play and explanations.
- Take part in philosophy discussions to express opinion or challenge thinking

Opportunities to follow child-led interests.

Personal, Social and Emotional Development

- Care for chicks in brooder box, handle chicks
- taking turns under supervision (wash hands)
- Take turns to feed, water and help clean Chicks.
- Recognising how we stay healthy. (Article 6 and 24) Watch chicks grow and move in various environments, observe characteristics
- Circle time to share feelings about looking after chicks and caring for living things, such as other animals and each other
- To begin to discuss and experience a transition week into year 1.
- Discussing their feelings and describe hatching in positive terms (Article 12 and 13)
- Turn taking, sharing and caring in small groups, showing sensitivity to others (Article 15, 31)
- Expressing their needs and opinions. (Article 12, 13)
- Problem solving with their friends, during 'Make a New Friend Monday' (Article 15, 31)
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Opportunities to follow child-led interests.

Mathematics (Article 28 and 29)

- Observe chicks hatching and record numbers in various forms.
- Sing 'Ten little Chicks sitting on a wall'
- Count one more/less any given number between 0-20
- Weigh chicks over time/measure them using unifix
- Engaging in number problems.
- Sorting objects by their properties and matching the quantity to numerals.
- Counting in 2s, 5s and 10s.
- To use and understand mathematical language involving size, capacity, weight, length and distance.
- To be able to add and subtract number sentences.
- To understand and use doubling and halving within their play.
- To use language and re-enact experiences involving money, as well as problem solving with money.
- Begin to understand and use language associated with time.
- Is increasingly able to order and sequence events using everyday language related to time
- Beginning to experience measuring time with timers and calendars

Opportunities to follow child-led interests.

Community Cohesion (Article 1 and 42)

- School website and newsletter for links and updates
- Parent volunteers to develop outdoor area.
- Reading books and library books.
- Weekly diary shared at chick drop in visit
- Invite parents/guardians and governors in to see the chicks.
- Mystery Reader
- Tapestry updates and weekly challenges between home and school.