



Into the Wild!

Personal, Social and Emotional Development

We will be thinking about 'Being our Best' using the programme of study from SCARF.

Learning Intentions:

- Think about the perspectives of others
- Manage their own needs – beginning to get ready for the transition to Year 1.
- We will be thinking about healthy choices around eating and exercise.

Literacy

We will hook the children into developing their reading and writing using lots of fun incentives relating to our theme of growing and planting, insects and the farm. We will be embedding the skills they have already practiced using the writers tool kit to check their work and remind them about the key elements needed in their own writing.

Learning Intentions:

- Form lower-case and capital letters correctly.
- 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.

We will begin our topic by looking outside into our own outdoor space, we plan to make our own 'Grow and Play' area even more Extraordinary. We shall be discussing and planning our dream garden. We will think about which seeds and plants we want to grow and intend to plant a range of fruits and vegetables that will hopefully grow under our care. Later on, our focus will move to the different mini beasts in our garden, their habitats and life cycles. We will have tadpoles and caterpillars and observe this happening before our very eyes. Our Spotlight story is 'Superworm' by Julia Donaldson.

The last part of this half term will be all about the farm, exploring animals that live on farms and what grows on a farm. We will be exploring where different foods come from and discussing why certain foods do not grow here in the UK. Our Spotlight story is 'What the Ladybird Heard' by Julia Donaldson. We have organised a trip to Hesketh Farm to help us experience the farm in real life.

Communication and Language- Learning Intentions:

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Mathematics

We will embed our understanding of composition and subitising using visualising skills and part, part, whole models. E.g. If one part of a number is visible what part is missing? $_ + 3 = 5$. Working our way up to numbers to 10.

Learning Intentions:

- Develop the ability to automatically recall number bonds for numbers 0–10 through games, puzzles and songs.
- Lots of fun practical activities to compare length, weight and capacity.

Understanding the World

We will be developing our own outdoor space, deciding what we need and what we will plant. Learning what seeds and plants need to grow. We shall also be exploring our school grounds looking for insect habitats and mini beasts. Visiting Hesketh Farm will make our learning more real, as well as using the internet and books to find out more.

Learning Intentions:

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Physical Development

Children will further develop their climbing skills on our indoor climbing wall. Children will follow important safety rules and understand why they are in place.

Learning Intentions:

- Develop overall body strength, co-ordination, balance and agility.
- Combine different movements with ease and fluency to traverse along the wall.
- Talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', a good sleep routine, being a safe pedestrian.

Expressive Arts and Design

We shall be experimenting with a range of mediums, such as paint, collage and clay. We will learn new topic related songs and rhymes.

Learning Intentions:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining techniques.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Reception Songs and Rhymes

Old MacDonald had a Farm

<https://www.youtube.com/watch?v=6HzoUcx3eo>

Old MacDonald had a farm

Ee I ee I oh

And on his farm he had some cows

Ee I ee I oh

With a moo-moo here

And a moo-moo there

Here a moo, there a moo

Everywhere a moo-moo

Old MacDonald had a farm

Ee I ee I oh

Old MacDonald had a farm

Ee I ee I oh

And on his farm he had some ...

(Repeat for other farmyard animals, chicks (cluck cluck), pigs (oink-oink) etc.)



A Tiny Seed Was Sleeping

<https://www.youtube.com/watch?v=IAzo7ZgipH0>

A tiny seed was sleeping, underneath the ground,
A tiny seed was sleeping, underneath the ground,
And the rain came, drip, drop, and the sun shone down.

A little shoot came peeping, out of the seed, A little shoot came peeping, out of the seed, And the rain came, drip, drop, and the sun shone down.
It grew up into leaves of green, swaying in the breeze, It grew up into leaves of green, swaying in the breeze, And the rain came, drip, drop, and the sun shone down.

And from the leaves there grew a flower, yellow and bright,
And from the leaves there grew a flower, yellow and bright,
And the rain came, drip, drop, and the sun shone down.

There's a tiny caterpillar on a leaf

<https://www.youtube.com/watch?v=J0lbSE0CmNM>

There's a tiny caterpillar on a leaf (wiggle, wiggle)
There's a tiny caterpillar on a leaf (wiggle, wiggle)
There's a tiny caterpillar, tiny caterpillar,
There's a tiny caterpillar on a leaf (wiggle, wiggle)
He will eat the leaves around him 'til he's full (munch, munch)
He will eat the leaves around him 'til he's full (munch, munch)
He will eat the leaves around, eat the leaves around
He will eat the leaves around him 'til he's full (munch, munch)
A cocoon is what he's spinning for his home (spin, spin)
A cocoon is what he's spinning for his home (spin, spin)
A cocoon is what he's spinning, cocoon is what he's spinning,
A cocoon is what he's spinning for his home (spin, spin)
Then he'll be a butterfly and fly away (flap, flap)
Then he'll be a butterfly and fly away (flap, flap)
Then he'll be a butterfly, be a butterfly,
Then he'll be a butterfly and fly away (flap, flap)

Wiggly Woo!

<https://www.youtube.com/watch?v=AqchPrhezXQ>

There's a worm at the bottom of my garden
And his name is Wiggly Woo
There's a worm at the bottom of my garden
And all that he can do -
Is wiggle all night...
And wiggle all day...
Whatever else the people do say;
There's a worm at the bottom of my garden
And his name is Wiggly
Wig wig Wiggly
Wig wig Wiggly Wooo-ooo!



I Went to the Cabbages – A song about the life cycle of a butterfly.

<https://www.youtube.com/watch?v=shybVatCDKg>

The Farmers in his Den

<https://www.youtube.com/watch?v=SjZbEEXys0o>

I went to visit a farm one day

<https://www.bbc.co.uk/teach/school-radio/articles/zb43pg8>





Welcome back! We hope you had a lovely Easter and are ready for an action-packed Summer 1!

This half term we will find out about the wild and our own wild outdoor space, what it is and what lives there including animals and minibeasts. We'll also be looking at animals that live on a farm and we will be taking a trip to Hesketh Farm on our first school trip!

The activities below relate to our themes and are for you and your child to talk about, choose and complete at home together.

Please have a go at some of the activities, the children love to share their pictures and experiences with their class mates, developing their communication skills and confidence.

- Have a go at growing some of your own seeds, inside or outside. Discuss what they need to grow.
- Look at some different fruits, can you spot any seeds inside or outside.
- Look at some of the fruits that come from hot climates. Make a tropical fruit salad with a grown up, did you like it?
- Look at your fruit and vegetable packaging. Where were they grown? Can you find the place on a map?
- Find out what a Minibeast is. Make a list of all the minibeasts you can think of using your phonics for spelling.
- Choose your favourite Minibeast book. Have a go at writing your own story about the character. What happens? Where does he live? Where does he go? Who are his friends?
- Go on a minibeast hunt in the garden, or into the woods. What can you find? You can use old spoons to look under rocks, or old logs. Take photos of what you find.
- Draw, paint or make a minibeast out of junk modelling materials. How many legs does it have?
- Have a think about different insects and Minibeast life cycles. Can you draw a picture of one of their life cycles?
- Match up pictures of different minibeasts, or animals and their babies, do they always look the same?
- Which animals do we find on a farm? Do they provide milk? Do they lay eggs?
- Which animal is your favourite farm animal? Write a fact file about it.

**Please feel free to think of your own creative ideas,
we really want to encourage everyone to take part
in home learning and have fun.**

Please remember to practice your TALK skills, phonics skills, Bear Words, Reading and Writing at home, as often as you can. For any support or advice with these please speak to a member of our team.