

Term 5 Curriculum Overview for Reception – Up in the Garden

<p style="text-align: center;">Communication and Language</p> <p>Answering 'how' and 'why' questions in response to observations of plants and minibeasts and experiences of growing plants and flowers. Explain, predict and speculate about story events and discuss characters. Discuss facts and ask and answer questions in response to non-fiction books about minibeasts.</p>	<p style="text-align: center;">Physical Development</p> <p>Gross motor skills: Ball skills, throwing, catching and controlling a ball. Access to large construction, sand pit tools, hoops, ropes, stilts and balls and climbing frame and den making equipment. Fine motor skills: daily finger exercises, button fastening, zips, letter formation, writing opportunities, cutting skills, minibeast craft and design, dough tools, digging and planting in the garden.</p>	<p style="text-align: center;">Understanding the World</p> <p>Learning the names of flowers. Talking about the different parts of plants. Finding out about what plants need to be able to grow. (We will test this out in a cress experiment). Planting and growing – caring for plants and flowers ourselves. Naming different minibeasts and finding out minibeast facts.</p>
<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Jigsaw PSHE: Relationships. Discussing family and friends. Talking about how to make friends, be a good friend and resolve friendship problems. Being organised and encouraging independence in the school environment. Choosing the resources they need with confidence. Looking after themselves and other living things. Learning about growing fruit and vegetables. Observing and taking care with minibeasts in the garden and our class caterpillars and butterflies.</p>	<p style="text-align: center;">Literacy</p> <p>Blending sounds together to read sentences independently. Listening to stories about gardens, growing and minibeasts. Retelling stories orally and through roleplay. Retelling a story by writing in sentences (in longer writing activities.) Label flowers and the parts of a plant, record observations of plants and minibeasts. Write minibeast facts.</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Matisse: Snail. Creating our own snail art with 2D shapes. Observational drawings of flowers. Making tissue paper flowers. Building the Giant's castle – junk modelling. Guiseppe Arcimboldo: Fruit and vegetable faces. Creating garden designs, planting different seeds to grow things to eat and things that bloom.</p>
	<p style="text-align: center;">Mathematics</p> <p>Counting orally, counting actions, listening to number rhymes and songs. Exploring numbers 16-20. Understanding composition of teen numbers 16 is 10 and 6 more. Playing games involving identifying number bonds to 10. Adding two single digit numbers. Subtracting more than one from a number. Mixed addition and subtraction challenges. Counting in 2s and 10s. Measuring and comparing the length of worms and the height of sunflowers. Measuring one minute. Exploring coins up to 20p.</p>	<p style="text-align: center;">Religious Education</p> <p>Discussing how we have celebrated religious events over the holidays – Easter, Eid. Singing hymns in assembly. Attending St Kyneburgha church for key services and celebrating 900 years of St Kyneburgha.</p>