|  |
| --- |
| **Key Theme** |
|  |

# H:\Logo.jpgReception – Summer 1: Gigantosaurus

|  |
| --- |
| **Core Value Focus** |
| Compassion  Accountability  Respect  Emotionally healthy |

|  |
| --- |
| **Cultural/Seasonal celebrations** |
| Summer  Kings Coronation |

|  |
| --- |
| **Cultural/Seasonal Sticky Knowledge**  **Our teachers are helping us…** |
| * To know the lifecycle of one plant and one animal. |

|  |
| --- |
| **Topic Sticky Knowledge**  **Our teachers are helping us…** |
| * To be able to compare and contrast characters from stories (Andy) including figures from the past (Mary Anning). * To know that new life comes from an egg/seed. |

|  |
| --- |
| **We are also learning to…** |
| * Be independent in our work and play * Find our own solutions to problems * Show respect to our teachers, peers and school environment |

|  |
| --- |
| **In Phonics we are learning …** |
| these phonemes – **or, oa, er, igh air, oi**  these high frequency words – **it’s, do, so, come, some, were, one, like, by, when, little, what, day, away, play, children** |

|  |
| --- |
| **Links to past and future learning** |
| The children will build on their knowledge of seasons when learning about summer.  In our topic sessions we will be building on our learning about the world around us. We will link back to our work on animals and habitats. |

|  |
| --- |
| **In Maths we are learning to …** |
| * explore the structure of 7 as ‘5 and a bit’ * understand that two equal groups can be called a ‘double’ * sort odd and even numbers according to their ‘shape’ * join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers * continue to develop their counting skills, counting larger sets as well as counting actions and sounds * explore a range of representations of numbers, including the 10-frame * compare quantities and numbers * continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 * begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 * continue to identify when sets can be subitised and when counting is necessary * develop conceptual subitising skills including when using a rekenrek |

|  |
| --- |
| **Suggested Texts: fiction, non-fiction, poems & rhymes** |
| Dinosaur Roar by Paul and Henrietta Stickland  Katie and the Dinosaurs by James Mayhew  The big book of dinosaurs by Usborne |

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| dinosaur  egg  bones  explore  fear  jaws | herbivore  carnivore  omnivore  palaeontologist  enormous  beast  survived |

|  |
| --- |
| **Key Text** |
|  |