

## Down at the Bottom of the Garden

### Communication, Language and Literacy.

- **Texts being used:**  
*The Very Hungry Caterpillar*  
*The Crunching Munching Caterpillar*  
*What the ladybird heard!*  
*Mad about Minibeasts*  
*You can't call an elephant in an emergency?!*  
*Emergency!*

**Reading:** Phonics recognition and appliance – phase 3 and exposure of phase 4 GPCs and tricky words. Weekly key words sent home (100 words for End of Reception)

Non-fiction – cookbooks, planting instructions, nature guides. looking at contents page and indexes, poems, reading labels, reading CVC words and captions

**Writing:** Apply phase 2 and 3 GPCs and tricky words in independent writing. Write name without aid. form letters correctly (weekly handwriting session)

#### **Listening and attention:**

listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Understanding:** Listens and responds to ideas expressed by others in conversation or discussion.

**Speaking:** Introduces a storyline or narrative into their play. Confidence in speaking in a group and staying on topic, listening and asking a question.

Sequencing events, retelling stories, using language to imagine and recreate.

### Duckling's Class Sum 1 - Topic Web

#### Knowledge and Understanding of the World.

**People and communities:** People who help us. What is their role? What do they do to help us? How can we help them?

**The World:** The garden and looking at seeds, planting, minibeasts and living things. Thinking about where food comes from. Noticing change, growth and decay.

**Technology:** understanding the purpose and uses of technology. use technology to record our veggies growing, data collection (most popular etc.) Introduce Beebots- navigate the minibeast garden.



#### Personal, Social and Emotional Development

**Making relationships:** SCARF: Being my Best

**Self-awareness and self-care:** to be able to show a caring attitude for minibeasts and the local environment. To start to think about beyond their immediate school environment and how their actions impact the environment.

**Managing feelings and behaviours:** to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

#### Physical Development

**Moving and handling:** Outdoor games with balls, hand-eye co-ordination, as well as kicking and handling a ball with a stick. Continue to use the large blocks and bikes for upper body development. Continue to use the digging pit and vegetable garden as well as the large sandpit.

**Handwriting:** sitting correctly, pencil grip, fine motor skills and busy fingers.

**Health and self-care:** Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Practices some appropriate safety measures without direct supervision, particularly in the garden. Careful handwashing.

#### Mathematical Development

**Number:** In practical activities, perform additions and subtractions and use the appropriate and relevant vocabulary. Use appropriate marks to record numbers and operations: begin to use +, -, and = to record additions and subtractions. Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Shape, Space and Measure:** Describe own position using pre-positions. Measure length using non-standard measures.

Recognise the common units of time (minutes, hours, days, weeks, months, years).

Using money in practical contexts (subtraction and finding the change)

#### Expressive Art and Design

**Exploring and using media and materials:** exploring mixing and texture (plants/ nature) digital pictures (wildlife books) observational drawings (minibeasts) construct and adapt tools and techniques (bug hotel)

**Being imaginative:** role play garden centre, cafes or science labs. Purposeful opportunities to use money in play. Using imagination to move in different ways. Develop narratives in co-operative role play- people who help us (fire station, police station etc.)