

Term: Summer 2 – Ourselves and Keeping Healthy

Core Books to be used:

Handa's Surprise by Eileen Browne
 Supertato by Paul Linnet and Sue Hendra
 Kitchen Disco by Clare Foges and Al Murphy
 Billy and the New School by Catherine and Laurence Anholt
 Non-fiction books on the theme of keeping healthy and healthy eating



Areas of Learning	Detailed Knowledge Content	Vocabulary
Personal, social and emotional development	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> That they need to wash their hands before they eat to get rid of any germs Some reasons of the importance of a healthy diet. How to recognise their own needs such as when to go to the toilet and when to put on or take off own coat The routines of brushing teeth, using the toilet, washing and drying their hands. Examples of healthy choices and can begin to make choices about food, drink, activity and tooth brushing <p>Reception Children to Know:</p> <ul style="list-style-type: none"> How to manage their own needs and personal hygiene independently About the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine• being a safe pedestrian The sequence of the instructions and can re-tell these to others That we have grown and changed over time and will soon be moving to a new class That we can feel a mixture of emotions when faced with change and new experiences - excited, nervous, scared, happy 	<p>Nursery Vocabulary Toilet, wash, hands, flush, clean, dirty, hygiene, healthy choices, tooth brushing</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Keeping healthy and fit, regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Toothpaste, toothbrush, clean, decay, dentist</p> <p>Instructions, steps, listen, sequence, follow, re-tell</p> <p>Growth, change, time, past, present, future, feelings, emotions, scared, happy, excited, nervous</p>
Communication and Language	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> The names of fruit that they like and dislike To discuss stories using an extended range of vocabulary in own sentences .How to use new words in conversations with others How to listen carefully when instructions are given <p>Reception Children to Know:</p> <ul style="list-style-type: none"> To ask own questions to find out more To use new vocabulary in conversations with others and explain the meanings of new words To use social phrases and manners throughout the day (without prompting) - Good morning, good afternoon, please, thank-you How to use knowledge of rhyme to predict words that will come next in poems, refrains and rhymes How to join in and recite poems and rhymes How to use expression when re-tell events or reciting poems That instructions tell us how to do something How to re-tell the instructions in the correct order when making washing their hands and going to the toilet The vocabulary related to sequencing - first, then, next, after, finally 	<p>Nursery Vocabulary Preferences, likes, dislikes, favourite, love, hate</p> <p>Instructions, listen, focus, pay attention</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Questions, ask, information, what, why, when, how</p> <p>Manners, please, thank-you. How are you? very well thank-you</p> <p>Poem, rhyming words, next, listen, same sound at the end, recite, say, memory</p> <p>Instructions, inform, steps, listen, re-tell, sequence, order, first, then, next, after, finally</p>

<p>Physical Development</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> Some of the things we need to do to stay healthy, fit and well - wash hands, dry hands, have a bath, clean teeth, brush hair, exercise, eat healthy foods How to use a range of tools with increasing control and skill - pencils, brushes, chalk, glue sticks <p>Reception Children to Know:</p> <ul style="list-style-type: none"> A range of things we need to do to stay healthy and well - tooth brushing, toothpaste, keeping clean, exercising, eating healthily, drinking water How to use a range of tools with improved skill and accuracy - pencils, scissors, different sized paintbrushes, gardening equipment (trowels, spade, forks), cutlery when eating, peeler The need for hygiene when preparing and eating food 	<p>Nursery Vocabulary Healthy, Food, Taste, Cut, Eat, Fruit, Like, Dislike, Washing, Soap, Water</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Healthy living, lifestyle, tooth brushing, toothpaste, keeping clean, exercising, eating healthily, drinking water</p> <p>Tools, control, care, grip, hold, pencils, scissors, different sized paintbrushes, gardening equipment (trowels, spade, forks), cutlery when eating</p> <p>Knife, chopping board, hold, chop, hygiene, clean, wash</p>
<p>Literacy</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> That books can be fiction or non-fiction To discuss favourite characters and events in a story That print has meaning and is all around us What their own name looks like How to write their own name How to write some letters with the correct sequence of movements <p>Reception Children to Know:</p> <ul style="list-style-type: none"> How to apply phonic skills when reading and writing independently To read on sight words that have 'tricky letters' That we can write for a range of purposes A fiction book is a made up story A non-fiction book provides facts and information The features of a fiction and non-fiction book - character, story, event, fictional, facts, information, contents page, illustrator, photographer The title and blurb provide clues as to what the story will be about To say out loud what they wish to write ahead of writing it The need to read what they have written to check that it makes sense That we can write for a range of purposes How to find pairs of rhyming words - same sound at the end How to use knowledge of rhyme to predict a word that will come next 	<p>Nursery Vocabulary Fiction, non-fiction, characters, events</p> <p>Print, name, letters, recognise, write, capital letters, form, pencil, grip</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon) Phonic skills, sound out, blend, write, spell, special friends, tricky words, plan, say out loud, word order, check for sense</p> <p>Fiction book, non-fiction, character, story, event, fictional, facts, information, contents page, illustrator, photographer</p> <p>Rhyme, rhyming word, same sound at the end, poem, recite, remember</p>

<p>Mathematical Development</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • That there are 2D and 3D shapes. • Some objects that look similar to 2D and 3D shapes • How to combine 3D shapes to create new shapes or models • Language related to length and can use this vocabulary to compare objects • That they can use different items to measure objects. • How to solve a real problem using knowledge of number, shape and size <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • How to explore a range of 2D and 3D shapes and to use these appropriately for tasks • How to match number to amounts • How to use 10 Frames to represent larger numbers to 20 and beyond • How to estimate and then count to check • The numbers to 20 and the order of these • How to add more • How to take away • How to double amounts / numbers • How to group amounts • Some numbers are odd and some are even • How to recognise and create a repeating pattern • How to recognise and create a symmetrical pattern • The meaning of the words 'whole' and 'half' 	<p>Nursery Vocabulary</p> <p>2d shapes, 3d shapes, triangle, square, circle, rectangle, hexagon, pentagon, oval, trapezium, parallelogram, sphere, cube, cone, pyramid, environment, similar, same, faces</p> <p>Length, long, longer, longest, short, shortest, shorter, tall, tallest, taller, small, smallest, smaller, compare, same, different</p> <p>Problem, solve, answer</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Numbers 0 to 20, forwards, backwards, amounts, match, count, next, after, sequence, order</p> <p>5 frame, 10 frame, larger numbers</p> <p>Add, combine, altogether, equals, makes, how many, more, count on</p> <p>Take away, subtract, less, left</p> <p>Repeating, continue, carry on, create, make</p> <p>Symmetry, same, both sides</p> <p>Whole, half</p>
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<p>Understanding the World</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • To use senses when exploring different fruits and vegetables • To name different fruits and vegetables • To know that plants need water and light to grow <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • The importance of a balanced diet - to keep us healthy and well • The names of a range of fruit and vegetables • Words to use when describing different fruits and vegetables • To know that some fruits and vegetables are grown in our country and others are grown in other countries around the world • That we can use non-fiction books and the computer to find out more information • Some of the conditions that plants need to grow - water, soil, light, warm weather • To use a world map to locate different countries • That a healthy diet and life style is needed for healthy growth • How we have grown and changed from baby to now • How much they have learnt and the new things that they can do now that they couldn't do when starting school • That the past is time that has already happened, the present is now and that future is time to come • That a memory is something remembered from the past • That the summer holidays will be starting soon and that we come back to school in the month of September • That in September we will be moving to a new class and know the names of the adults we will be meeting in Year 1 	<p>Nursery Vocabulary Senses, taste, see, touch, smell, hear, fruits, vegetables, water, light, grow,</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Taste, smell, touch, texture, rough, smooth, furry, bumpy, squishy, sweet, sour</p> <p>Balanced diet, healthy, well, fit, fruits, vegetables</p> <p>Computer, non-fiction book, find out, research, information, country, climate</p> <p>Water, soil, light, grow, warmth</p> <p>Past, present, now, time, growth, change, months of the year, new class, moving up, getting older, memories</p>
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<p>Expressive Arts and Design</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • How to use a pencil to create lines to represent different animals • How to use words to create their own songs • The names of colours • That they can mix colours to create new ones • That they can use paint and other resources to create simple representations of people, animals and objects • That they can look at an object or place to help them paint create their own representations <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • How to safely use and explore materials, tools and techniques - paper, card, boxes, tissue paper, foil, crepe paper, scissors, brushes, glue spreaders, cello tape, fasteners, tearing, cutting, layering, collage, assemble, join, fasten, • To experiment with colour, design, texture, form and function • That we mix colours to create new colours • How to share own creations, explaining the process they have used. • To make use of props and materials when role playing characters in narratives and stories. • How to create close observational drawings and paintings of fruit and vegetables. • That Paul Cezanne is a famous painter from France • The Painting 'A Basket of Apples' was created by Cezanne • How to use this famous art work as a stimulus to create their own fruit painting • To observe closely the inside of different fruits and vegetables when these have been chopped in half • To create a close observational drawing showing the inside of a chosen fruit or vegetable • That Antonio Vivaldi is a famous composer from Italy • Vivaldi's 'Four Seasons' • The changes in the music and to recognise the 4 seasons within it • Big Bear Funk - Charanga Unit: Reflect, Rewind and Replay • To listen to and discuss different music • The words to different songs and the meaning of these when singing • We can have our own opinions about music and these may be the same or different to the thoughts of others • The need to respect and listen to the views of others • To discuss own likes and dislikes • The names of percussion instruments - tambourine, triangle, claves, drum, cymbals, bells, castanets and how to play these • The changes in music - fast, slow, loud, quiet 	<p>Nursery Vocabulary Pencil, line, draw, discuss, meanings, marks, explain</p> <p>Words, rhymes, songs, rhyming words</p> <p>Paint, draw, colours, match, mix, create</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Paper - tissue, foil, crepe paper, sugar, newsprint</p> <p>Tools - scissors, brushes, glue spreaders, cello tape, fasteners, pencils, crayons, chalk, water, paint</p> <p>Techniques - tearing, cutting, layering, collage, assemble, joining, fastening, mixing</p> <p>Colour mixing - match, create, new</p> <p>Role-play, props, characters, experiences, stores, re-tell, re-enact</p> <p>Artist, Paul Cezanne, artist, famous, France, 'A Basket of Apples'</p> <p>Vivaldi's 'Four Seasons', composer, Italy, music</p> <p>Sing, join in, repeat, reflect, discuss, share, opinions, like, dislike, share, respect</p> <p>Percussion instruments - tambourine, triangle, claves, drum, cymbals, bells</p> <p>Changes in music - fast, slow, loud, quiet</p>
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