



## Down in the garden... Reception

### Essential Learning

#### By the end of this unit children will...

- Know how to take care of wildlife inside and outside of the classroom.
- Know about and express their opinions on healthy and unhealthy foods.
- Write for a range of purposes, including instructions, information texts and lists.
- Learn about lines of symmetry when investigating butterflies.
- Record results from science experiments in graphs and tables.
- Learn about the life cycle of plants and animals.
- Go on nature walks around the local area to collect natural materials and make observations of the wildlife that they see.
- Plant and grow flowers and vegetables in a class allotment.
- Use money and counting as part of their role-play.
- Explore colour and texture taking lead from the work of others.

### Intent

Children need to learn to look after themselves and the world in which they live. They need to understand how to keep themselves healthy and why this is important. They also need to develop their independence as they move towards the end of their first school year. Through this topic we will learn about caring for things that grow. We will find out about where our food comes from and will write about the different things we observe. We will continue to develop our knowledge of number in Maths.

### Implementation

Children will learn through play and planned activities. We will develop our role play area to encourage the children's imaginative play, and to support language. Children will be growing things inside the classroom and within our outdoor learning environment. They will make observations of mini-beasts and will learn the new vocabulary associated with this. Through PE sessions on a Monday, we will support the children to develop their gross motor skills and participate in team games. Regular 'Show & Tell' sessions will support the children's speaking, listening and questioning skills.

### Impact

We will continue to assess the children's learning through observations and through activities and learning challenges. We will assess whether the children have gained the knowledge and skills outlined in this theme overview. We will identify any gaps in the children's learning and ensure that these are planned for next term.

## Communication and language

We will be:

- Learning new vocabulary
- Asking questions to find out more
- Engaging with non-fiction books

## Personal social and emotional development

We will be:

- Able to see ourselves as a valuable individual
- Think about the perspectives of others
- Know and talk about the different factors that support our overall health and wellbeing.

## Physical Development

We will be:

- Further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently
- Further develop the skills they need to manage the school day successfully

## Literacy

We will be:

- Reading simple phrases and sentences made up of words
- Reading and re-reading books to develop our fluency
- Composing and writing short sentences with known sound-letter correspondences
- Beginning to use capital letters and full-stops in our writing

## Mathematics

We will be:

- Counting beyond 10 and developing our understanding of numbers to 20
- Sorting and matching different objects
- Adding and taking away within 10

## Understanding the World

We will be:

- Exploring the natural world around us
- Describing what we can see, hear and feel whilst outside
- Understanding the effect of changing seasons on the natural world

## Expressive art and design

We will be:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Create collaboratively, sharing ideas, resources and skills
- Develop storylines in their pretend play



# Down in the garden...Statutory Early Learning Goals & Development Matters Skills Statements

## Prime Areas:

### PSED

#### ELG: Building Relationships

Work and play cooperatively and take turns with others.

*Build constructive and respectful relationships.*

#### ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

*Show resilience and perseverance in the face of challenge.*

#### ELG: Self-Regulation

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

*Identify and moderate their own feelings socially and emotionally.*

### PD

#### ELG: Gross Motor Skills

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.*

#### ELG: Fine Motor Skills

Begin to show accuracy and care when drawing.

*Further develop the skills they need to manage the school day successfully.*

### CL

#### ELG: Listening, Attention and Understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*Ask questions to find out more and to check they understand what has been said to them.*

#### ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.

## Specific Areas:

### Literacy

#### ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.*

#### ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs. *Read a few common exception words matched to the school's phonic programme.*

#### ELG: Writing

Write recognisable letters, most of which are correctly formed.

### Maths

#### ELG: Number

Have a deep understanding of number to 10, including the composition of each number. *Link the number symbol (numeral) with its cardinal number value.*

#### ELG: Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system. *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.*

### UW

#### ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

#### ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants. *Describe what they see, hear and feel whilst outside.*

### EAD

#### ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Return to and build on their previous learning, refining ideas and developing their ability to represent them.*

#### ELG: Being Imaginative and Expressive

Sing a range of well-known nursery rhymes and songs.

## Characteristics of effective learning:

### Playing and Exploring

#### Finding out and exploring

Do they initiate activities themselves or join in an existing one with a group? Do they think aloud describing what they do?

#### Using what they know in their play

Do they act out situations in the role-play area?

Are they confident in finding tools, materials and resources they need for a particular project or idea?

#### Being willing to have a go

Levels of persistence – do they give up at first hurdle or keep trying?

Do they work best with continual support or prefer to get on with activities themselves?

### Active Learning

#### Being involved and concentrating

Do the children keep focused on a self-initiated activity for a long period of time?

#### Keeping on trying

Do they ask for help / support if they need it?

Do they discuss solutions for challenges with peers / adults or work things through themselves?

#### Enjoying achieving what they set out to do

Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people?

Do they evaluate themselves and try different things as a result?

### Creating and Thinking Critically

#### Having their own ideas

Do they try something different rather than follow what someone else has done?

Do they address a problem with a strategy?

#### Using what they already know to learn new things

Do they draw upon knowledge or experiences not immediately related to their activity?

Do they understand patterns and predictability of events?

#### Choosing ways to do things and finding new ways

Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work?

Do they choose different ways of approaching activities, adapting if it doesn't work?