



Ash

Girton Glebe Primary School Curriculum Inquiry

Class (Reception) – Summer 1

<h2>How The World Works</h2>	<p>Central Idea: Living Things and practices grow and change over time</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • An inquiry into the parts of plants (form and function) • An inquiry into farming machinery and practices now and in the past(perspective) • An inquiry into why some animals became extinct? (change) 	
<p><u>Characteristics of Effective Learning</u></p> <p>This is one part of the Curriculum which supports all the others. Through the year we will focus on supporting your child to embed and develop their Characteristics of Effective Learning. These are the ways in which children engage with their learning.</p> <ol style="list-style-type: none"> 1. Playing and exploring - Children investigate and experience things and 'have a go'. 2. Active learning - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements. 3. Creating and thinking critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 	<p><u>Physical Development-(including P.E.)</u></p> <p>Gross Motor Skills Ball Skills - Develop group work and further develop ball skills. Further develop balance and physical literacy skills using obstacle course and the hanging and climbing opportunities in Forest School.</p> <p>Fine Motor Skills Use tools safely and continue to improve letter formation Draw with care both when drawing outlines and colouring in.</p>	<p><u>Personal Social and Emotional Development</u></p> <p><u>Self-Regulation</u> know that children think and respond in different ways to them. Can talk about their own abilities positively</p> <p><u>Managing Self</u> Confident to try new activities Talk about the benefits of resilience and perseverance. Get changed for P.E. independently.</p> <p><u>Building Relationships</u> Know how to make friends and solve friendship problems. Describe how to show respect to others and be a good friend</p> <p>JIGSAW: RELATIONSHIPS(Including Bullying)</p>
	<p><u>Communication and Language</u></p> <p><u>Listening Attention and Understanding</u> Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Use language to reason. Learn and retell more complex stories including interesting vocabulary Hold a conversation with peers and adults with back-and-forth exchanges. Listen to and understand instructions while busy with another task.</p> <p><u>Speaking</u> Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. Tell a story including a sequence of events and talk about stories in more detail describing characters and events. Ask a variety of questions about what they have heard Attend to others in play.</p>	



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Key Concepts: Form and Function Perspective Change	Key Vocabulary				Approaches to Learning: Thinking Skills Analysing – Understand plant form and function. Compare past and present farm tools. Metacognition – Practice focus; value resilience and perseverance Communication Skills Listening – Follow instructions while multitasking. Understand key question types. Speaking – Reason aloud. Retell rich stories. Converse clearly. Describe, sequence, and question Social Skills Relationships – Make friends and solve conflicts. Emotional Intelligence – Show respect and kindness Self-Management Skills Self-Regulation – Recognize others think differently. Reflection – Speak positively about abilities. Goal Setting – Take risks; try new things. Organisation – Change for P.E. independently
	Plant	Root	Stem	flower	
	Petal	stalk	leaf	seeds	
	bulb	plough	germination	part	
	past	present	extinct	used to	
	harvest	Combine harvester	Baler	spreader	

Line of Inquiry: An inquiry into the parts of plants (form and function) In this Line of Inquiry, we will cover the following : <u>The Natural World</u> Different kinds of plants and the form and function of the different parts . Grow different plants and compare our plant growing with plants grown on farms. We will closely observe germination of different seeds and bulbs	Line of Inquiry: An inquiry into Farming machinery and practices now and in the past(perspective) In this Line of Inquiry, we will cover the following : <u>Past and Present</u> How was farming different in the past ? We will compare different farm machinery and the methods they used with how we farm now. <u>People Cultures and community</u> We will learn about how farmers and farming are an important part of our community.
Line of Inquiry: An inquiry into why some animals became extinct? (change) In this Line of Inquiry, we will cover the following : <u>Understanding the World: Past and Present</u> What was different in the time of the dinosaurs? How did they become extinct?	Important Info: <ul style="list-style-type: none"> Tuesday- Forest School Thursday- P.E.



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		<ul style="list-style-type: none"> Focus Children – These will be sent out in the first week. During this week we spend time learning alongside your child and hope to post some of this on Tapestry
<p><u>Understanding the World</u></p> <p><u>Creating with Materials</u> Know which colours mix to make new colours Create their own songs or improvise a song around one they know Explore colour and colour mixing</p> <p><u>Being Imaginative and Expressive</u> Tell a story including a sequence of events and talk about stories in more detail describing characters and events. Create our own alternatives to stories Play instruments with increasing control</p>	<p><u>Literacy</u></p> <p><u>Comprehension</u> Predict what might happen next. Think of our own questions with regards to stories. Use story language to retell Stories and imagine our own versions.</p> <p><u>Word Reading</u> Blend consonant clusters and read suffixes. Talk about which GPCS or HRSW they need to learn next.</p> <p><u>Writing</u> Write a few sentences as part of a story Use “The Tiny Seed” as inspiration for our own writing. Write sentences independently as part of our continuous provision.</p> <p>ELS- Phase 4 phonics Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3</p>	<p><u>Maths</u></p> <p>Mastering Number</p> <p><u>Number</u> Subitising – to 6, including in structured arrangements Composition – ‘5 and a bit’ Composition - of 10 Comparison – linked to ordinality Play track games</p> <p><u>Numerical Patterns</u> Counting – larger sets and things that cannot be seen. Count things which can or can’t be moved using different techniques.</p>