



Ash

# Girton Glebe Primary School Curriculum Inquiry

Class (Reception) – Summer 1

<h2>How We Express Ourselves</h2>	<p><b>Central Idea:</b> The Earth gives living things what they need to survive and grow</p> <p><b>Lines of inquiry:</b></p> <p>An inquiry into the parts of plants (form and function)</p> <p>An inquiry into the habitat of small animals (connection)</p> <p>An inquiry into extinction (change)</p>	
<p><b><u>Characteristics of Effective Learning</u></b></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 <b>Characteristics of Effective Learning</b>. These are the ways in which children engage with their learning.</p> <ol style="list-style-type: none"> <li><b>Playing and exploring</b> - Children investigate and experience things and 'have a go'.</li> <li><b>Active learning</b> - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</li> <li><b>Creating and thinking critically</b> - Children have and develop their own ideas, make links between</li> </ol>	<p><b><u>Physical Development-( including P.E.)</u></b></p> <p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Fine motor:</p> <p>Develop pencil grip and letter formation consistently.</p>	<p><b><u>Personal Social and Emotional Development</u></b></p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals.</p> <p>Confident to try new activities, Explain the reasons for rules. Manage own basic hygiene and personal needs</p> <p>Get Changed for P.E.</p> <p><b><u>Jigsaw: Relationships</u></b></p>
	<p><b><u>Communication and Language</u></b></p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.</p> <p>Name the different parts of plants and describe their function.</p> <p>Describe small animals and where they might live.</p>	



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<p>ideas, and develop strategies for doing things.</p>							
<p><b>Key Concepts:</b> Causation, connection, form</p>	<p><b>Key Vocabulary</b></p>						<p><b>Approaches to Learning:</b> Self-management skills Goal setting 2 Self-management skills- perseverance. Social Skills- Interpersonal- respecting others Thinking skills reflection- metacognition</p>
	Stem	Leaves	roots	flower	petals	sepals	
	trunk	habitat	environment	extinct	past	worm	
	insect	bones	herbivore	carnivore	Slug	snail	
<p><b>Line of Inquiry:</b> An inquiry into how plants and animals grow (Causation)</p> <p><b>In this Line of Inquiry, we will cover the following :</b></p> <p>The structure of plants including the structure of different kinds of plants. The conditions plants need to thrive. We will be reading “The Tiny Seed” by Erik Carle and “The extraordinary Gardener” by Sam Boughton. We will make different art work and models of plants using painting and 3D sculpture work.</p>	<p><b>Line of Inquiry:</b> An inquiry into the habitat of small animals. (Connection)</p> <p><b>In this Line of Inquiry, we will cover the following :</b></p> <p>We will be learning about which habitats in our local environment support small animals. We will learn about different kinds of small animals and compare them to animals living in habitats around the world.</p>						



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<p><b>Line of Inquiry:</b> An inquiry into extinction</p> <p><b>In this Line of Inquiry, we will cover the following :</b>          We will read “Are the Dinosaurs Dead Dad? and learn about what happened to the dinosaurs. We will learn about different dinosaurs and what kind of food they ate.</p>		<p><b>Important Info:</b>          Tuesday- Forest School          Monday- P.E.          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>	
<p><b>Understanding the World</b>          Explore the natural world around them.          Draw information from a simple map.          Similarities and differences between the natural world around them and contrasting environments          Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>Forest School          Construct bug hotels and carry out litter-picks to care for the environment.          Follow a picture trail and use identification keys to explore and compare habitats</p>	<p><b>Literacy</b>          Form lower-case and capital letters correctly.          Spell words by identifying the sounds and then writing the sound with letter/s.          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.          Anticipate (where appropriate) key events in stories.          Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p><b>Maths</b>          Mastering Number/White Rose          Subitising – to 6, including in structured arrangements          Composition – ‘5 and a bit’          Composition - of 10 Comparison – linked to ordinality          Play track games          Counting – larger sets and things that cannot be seen          Explore length, Compare length, Explore height, Compare height, Talk about time, Order and sequence time</p> <p>Explore 3D shapes</p>	