



**Barnet Hill Academy Termly Overview**

**Reception**

**Term Summer 2**

**Topic: Moving On**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Literacy Writing</b>  <b>Reading</b>	<b>My Name is not Refugee</b> <b>Word of the week: Refugee</b> Children to draw a picture of the little boy and what was happening in one part of the story, write about how he is feeling  Children to draw and write about what they would take to remember home.  Discuss the question could you live in a place where their no	<b>My Name is not Refugee</b> <b>Word of the week: strange</b> Discuss what they would take in their back pack What would you take activity- draw, label and write sentences.  Discuss what their favourite part of the book was and why. I like when....  Read the story with the children discuss how they felt when	<b>Ruby's Worry's</b> <b>Word of the week: emotions</b> Look at Ruby's picture discuss with the children how Ruby is feeling Ruby is feeling....  Read the first 7 pages of Ruby's Worry Stop reading after: 'Sometimes she even went right to the very bottom of the garden. What do they think Ruby is doing?  Explore the double page title spread look	<b>Ruby's Worry's</b> <b>Word of the week: Worry</b> Look at the pictures of what makes Ruby happiest what makes you happy. Children to draw and write about what makes them happy.  Read to pg 17 What could Ruby do to help her worries, when they are worried about something what do they do. Children to write and draw what ruby could to	<b>Astro Girl</b> <b>Word of the week: determined</b> Look at front cover what is book about? Then turn to the last page introduce Astrid what can they say about her. Discuss what the like to do with their family. I like it when...  Describe Astrid by reading first and second pages. Children to write and draw about Astrid. Astrid is...	<b>Astro Girl</b> <b>Word of the week: Astronaut</b>  Read the story to the children what would they like to be when they grow up? I want to be...  Discuss what they would like to take space with them use Children to write and draw about famous astronauts.  Cookie Baking activity.

	<p>water in the taps and no one to take the rubbish? How far could you walk? Brain storm children's responses.</p> <p>Talk about long journeys they have been on what did they do help keep themselves busy.</p>	<p>we were reading the story and why? I felt....</p> <p>Look at pictures where the boy looks sad or unhappy how could you encourage him to feel better?</p> <p>Discuss with children's what foods they like and dislike.</p>	<p>at the picture and talk about similarities they can see.</p> <p>Children write about what they like to do?</p> <p>Read to the part where it says Ruby was completely happy until one day... discuss what they think will happen next.</p>	<p>help distract her from her worries.</p> <p>Share power point with children. Discuss their worries and what they can do when worried.</p>	<p>Share power point children to draw and write about what they have learnt about space.</p>	
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<p><b>Maths</b></p>	<p><b>Sharing and grouping:</b> Children will begin to develop an understanding of sharing and grouping.</p> <p>Children will group for a purpose and divide a set of objects. They will investigate how many groups they need in order to give out all their objects.</p>	<p><b>Odd or even, doubles, patterns:</b> Children will talk through the sharing process, explaining what they notice and how they know whether an amount is odd or even. Children will play with and build doubles Visualise build and map. Identifying units of repeating pattern</p>	<p><b>Describe positions:</b> Children will use small world resources to create a scene and describe positions of different objects.</p>	<p><b>Explore Mapping:</b> Children will be looking at maps and describe where things are.</p>	<p><b>Create own maps from story situations:</b> Children to create their own map or plan of where Red Riding Hood went instead of going to Grandma's house.</p>	<p><b>Patterns and Relationships:</b> Children will explore and investigate relationships between numbers, shapes and patterns to further deepen their understanding and explore possibilities.</p>
<p><b>Understanding of the world</b></p>	<p>Past and present Children to design t shirts with their favourite memory from reception.</p>	<p>Using the growing up picture cards and the children order the picture talking about how they have changed.</p>	<p>Look at seasons power point and explain that we started the year in autumn look at their pictures and sort the pictures according to the seasons.</p>	<p>Transition to year one, Saying Hello and goodbye –</p>	<p>Learning about space and forces in space such as gravity.</p>	<p>Space and astronauts. Looking at famous astronauts</p>

<p><b>Physical development</b></p>	<p>Fun with cones and Quoits Session 1 Warm up Seaweed and Octopus. Main Activity Beanbag Relay and jumping beanbag relay Superman/women training game.</p>	<p>Fun with cones and quoits Session 2 Warm up Trains, cars and planes Main activity Beanbag throws in different positions Linked game Throwing in pairs</p>	<p>Fun with cones and quoits Session 3 Warm up 'Pacman' - In this game, the children must follow the lines that have been marked out (can use the lines on the floor) to avoid the chaser. Main Activity Closest to the cone game each group has a cone and a quoit Linked game Domes and dishes Played in two teams.</p>	<p>Fun with cones and quoits. Session 4 Warm up The flash Main activity Beanbag relay Linked game Beanbag relay</p>	<p>Fun with cones and quoits Session 5 Warm up Trains, cars and planes game. Main activity Bounce &amp; catch Linked games Balloons working in small groups to keep the balloon in the air.</p>	<p>Fun with coned and quoits Session 6 Warm up Pacman Main activity Running and Jumping obstacle course Linked games Throw in pairs and then run away from the monster.</p>
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<b>Expressive Art &amp; Design</b>	<b>Structures Boats</b> They are going to investigate and learn all about waterproof materials.	<b>Structures Boats</b> They explore floating and sinking materials.	<b>Structures – Boats</b> All about boats lesson, children to learn about different types of boats and what the different parts are called.	<b>Structures – Boats</b> Explore the different boats and containers through play. Encourage them to think about: – if the container is waterproof. – if it floats well. – if it is able to carry cargo or passengers (e.g. small world figures)	<b>Structures – Boats</b> Encourage them to think about the shape of their boat, recalling the best shapes from investigation.	<b>Structures Boats</b> Children to use different materials and containers to make their boats. Remind them their boat has to be waterproof what could they use.  In groups/ pairs children to design and make their boat.
<b>Islamic studies</b>	Kalimat Al- كلمة التوحيد Tawheed: The Fundamental of Islam	The fundamental believes in Islam Who is Allah? Who is our prophet? What is the Quran? What do we believe as Muslims?	The five pillar of Islam – Alhaj الحج	Sunnah Practice on Eid-al-Adha عيد الأضحى	Dua for leaving home & come back	Revision of suras & duas