



Barnet Hill Academy Termly Overview

Reception Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Literacy</b></p> <p><b>Writing</b></p> <p><b>Reading</b></p>	<p><b>Core text: Gigantic Turnip</b></p> <p><b>Idiom of week: Two heads are better than one</b></p> <p><b>Word of the week: Gigantic</b></p> <p>Show children a turnip and some other root vegetables can children recognise and name them. Children to label, describe and draw vegetables.</p> <p>Read the story to the children what is their favourite part does it remind them of other stories? Children to write about what part they liked</p> <p>Read the story to the children to remind them of the story</p>	<p>Gigantic Turnip</p> <p>Idiom of week: Head in the clouds</p> <p>Word of the week: Beast</p> <p>Reread story while looking at the story map reminding the children of story. Look at one picture. Come up with a caption from the story Model writing the caption. Children to pick a picture and write a caption.</p> <p>Read to the end of the story and talk about what they could eat with stew, explain we are going to make some bread roles. Look at instructions and recipe.</p>	<p>Naughty Bus</p> <p>Idiom if the week: Hold your horses</p> <p>Word of the week: Passenger</p> <p>Look at photos of local buses and local area talk about transport they have been on and google types of transport. Then listen to the story. Look at the features of the bus and label.</p> <p>Read the story with the children recreate the drama about getting a gift. Read and write transport captions. Choose a caption to write about.</p> <p>Read the book again talk about why it is important</p>	<p>Naughty Bus</p> <p>Idiom of the week In the same boat</p> <p>Word of the week: Powerful</p> <p>Look at the page with buildings, what does traffic mean and name some famous buildings in London. Use <a href="https://www.twinkl.co.uk/resource/lets-visit-london-story-powerpoint-t-e-1702311955">https://www.twinkl.co.uk/resource/lets-visit-london-story-powerpoint-t-e-1702311955</a></p> <p>Model writing about London landmarks in bus shaped book.</p> <p>Read the page where the bus is sent in the garden, discuss why the bus was sent to the garden? Model write from children's responses.</p>	<p>Lost and Found</p> <p>Idiom of the week: I'm all ears</p> <p>Word of the week: Strength</p> <p>Look at the front cover and introduce book what is it about? Read up to the page where the boy goes to bed describe how the boy and penguin are feeling. What other words could we use instead of sad. Shared write how they are feeling</p> <p>Remind the children where we read up to the point where the boy cannot find the penguin. Make a lost poster describing the penguin.</p> <p>Read to the end of the story, what did</p>	<p>Lost and Found</p> <p>Idiom of the week: Joined at the hip</p> <p>Word of the week: Iceberg</p> <p>Read the story again to the children watch <a href="https://www.youtube.com/watch?v=X3uT89xoKuc">https://www.youtube.com/watch?v=X3uT89xoKuc</a></p> <p>Talk about the weather and things they saw if they were going to the south pole what would they pack and why?</p> <p>Look at powerpoint all about penguins <a href="https://www.twinkl.co.uk/resource/all-about-penguins-powerpoint-t-tp-1649793185">https://www.twinkl.co.uk/resource/all-about-penguins-powerpoint-t-tp-1649793185</a></p> <p>Shared write some facts about penguins</p>



	<p>create a story map with the children to recall key events. Children to create own story maps in pairs and write about what part they liked the best.</p> <p>Look at the completed story map and re-tell the story. The children to recreate the story by acting out scenes. Take photos</p>	<p>Sequence recipe pictures and write sentences and short captions underneath.</p> <p>Make a Big Book together, using the Gigantic Turnip as a model, but with an alternative vegetable and characters, e.g. The Gigantic Carrot, with you scribing the words composed by the class, to retell the story. Children to make their own books, the gigantic....</p> <p>Writing short captions</p>	<p>to say thankyou when you get a gift what gift would you get your friend?</p> <p>Look at the picture with the fish and the bus. What part of the story is this, what sounds will you hear what is happening?</p> <p>Look bus photograph pack and using bus shaped paper write information book about a bus.</p>	<p>Read the story again, what is your favourite part of the story and why? Model writing children responses.</p> <p>Look at the story board, and write captions about what is happening for each part of the story.</p>	<p>they like and dislike what was their favourite part. Look at the pictures and describe a picture.</p> <p>Re - read the story to the children look at the pictures children to sequence the story and write captions under some.</p>	<p>Read the story to the end. Look at antartica powerpoint shared write some facts about antartica</p>
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<p><b>Maths</b></p>	<p>3D Shapes Step 1 – Name and sort 3d shapes. Use everyday objects to sort into cubes and spheres.</p> <p>Step 2 – Find 2d shapes within 3d shapes – Printing with 3d shapes seeing what 2d shape it makes. Can you predict the shape from the footprint?</p> <p>Step 3 – Explore 3d shapes provide children with different 3-D shapes and a ramp. Prompt them to explore which 3-D shapes roll down the ramp and which do not. What do they notice about the shapes that do roll? Encourage children to explore which shapes stack and which do not.</p>	<p>Step 6 – copy and continue patterns Children too copy and continue more complex patterns. Step 7 – Children to copy and create their own repeating patterns.</p> <p>To 20 and Beyond Step 1 – Build numbers beyond 10. 10-13 Use different apparatus children to create numbers from 1-13. Step 2 – Continue patterns 10-13 children to play games where they reinforce counting to 13.</p> <p>Step 3- Build numbers beyond 10 (10-14) Use different apparatus for children to build numbers to 14.</p>	<p>Step 4 – Continue patterns beyond 10. (10-14) Identify missing numbers from number line and number towers</p> <p>Step 5 – Verbal counting beyond 20. Play different counting games with children counting to 30. Step 6 – Verbal counting patterns. Children to identify and carry on to different numbers from 20.</p> <p>How many now? Step 1 – Add more Using different apparatus and add 2 or 3 more items and identify how many altogether.</p> <p>Step 2 – How many did I add Using a variety of different resources cubes, ten frames,</p>	<p>Step 3 – Take Away Children to play a variety of different games to reinforce the idea that take away is less.</p> <p>Step 4 – How many did I take away Children to use real objects to find the missing number that was taken away. They can represent the starting number with counters on a ten frame, then remove counters until they represent the number of items there are now.</p> <p>Step 1 – Manipulate, compose and decompose Children to explore the attributes of shapes and to select shapes for a particular purpose.</p> <p>Step 2 – Rotating shapes</p>	<p>Step 4 – Explain Shape Arrangements Children to investigate how many different ways a given shape can be made using smaller shapes.</p> <p>Step 5 – Compose shapes Children to fit shapes together using resources such as pre-cut gummed shapes, pattern blocks and number rods. Encourage children to investigate how many different ways a given shape can be made using smaller shapes.</p> <p>Step 6 – Decompose Shapes Children to understand that shapes can be separated to make new shapes.</p> <p>Step 7 – Copy 2d shape Pictures</p>	<p>Step 1 – Explore Sharing</p> <p>Step 2 – Sharing</p> <p>Step 3 – Explore grouping</p>
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	<p>Step 4 – 3d shapes in the environment Have a variety of every day objects hidden around the hall children find something and bring it back. Gather together and children to identify their 3d shapes.</p> <p>Step 5 – Explore more complex patterns Children to identify by looking and talking through the pattern and identifying the mistake.</p>		<p>themselves find out how many were added to the original amount.</p>	<p>Children to select and rotate shapes to fill a given space. Using jigsaws, number shape baseboards and pattern block templates can help to support this.</p> <p>Step 3 – Manipulate Shapes Children to describe the position of shapes, building blocks or small-world characters. Children to play barrier games.</p>	<p>Children to talk about the properties of the 2-D shapes they use as they make their pictures and encourage them to use shape vocabulary to explain why they have used the shapes in that way.</p> <p>Step 8: Find 2d shapes within 3d shapes Children are encouraged to notice 2-D shapes within 3-D shapes in a range of contexts.</p>	
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<p><b>Understanding of the world</b></p>	<p>Look at the difference between city or country side. Look at clips and talk about differences between countryside and city. Children to cut and stick pictures.</p>	<p>Look at the difference with where we live and where others live. Look at the pictures we took compare it to away what do we have in our local area?</p>	<p>Make time to go on a fantastic journey around the grounds. You could provide a selection of ride on vehicles at different points of the journey for the children to explore, so they experience travelling in different ways.</p>	<p>Explain to the children that they will draw a map with paths and roads for the vehicles to use. Invite them to talk about the different vehicles and the journeys they are going on. Encourage the children to use positional language as they talk. Model adding traffic lights and a zebra crossing or create a train track or landing strips for aeroplanes.</p>	<p>Exploring world Landscapes linked to book Lost and found. Children to look at map and identify different landscapes and talk about the characteristics of the landscapes.</p>	<p>Share the <a href="#">Looking after our world presentation</a> with the children and support them to read the facts. Invite them to ask questions and talk about the information they have read. Ask what sorts of things they could do at school to look after the planet and make the school more environmentally friendly.</p>
<p><b>Physical development</b></p>	<p>Fun games with friends Play a variety games where the children work in small groups and as a class moving in different ways. Add balances as a challenge.</p>	<p>Fun Games with friends Warm up – Red Rover tag game Main lesson – group pass throwing and catching with a ball. Linked game Line up running- Relay races in small groups.</p>	<p>Fun games with friends Warm up - 5 passes works in small groups passing the ball 5 times Main lesson – what’s the time Mr wolf. Linked game Shoot to the hoop</p>	<p>Fun games with friends Warm up rob the nest listening game Main Lesson - Snakes tail working as a team. Linked game Number run listening version of duck duck goose.</p>	<p>Fun games with friends Warm up - red rover Main lesson - cars listening games with hoops Linked games Who's the captain throwing and catching game.</p>	<p>Fun games with friends warm up - 5 passes throwing and catching within a group of 5. Main lesson – Through the gates. First played with running then dribbling with a ball. Linked games Blob – a different version of tag.</p>



<b>Expressive Art &amp; Design</b>	Finger painting: Children to use their fingers to create a painting. Introduce terms figurative and abstract art. See plan on Kapow	Mud painting using a variety of different natural materials and using sticks to make natural paintbrushes.	Painting to music children to create paintings according to sound of music more about process than product.	Collage and Transient art. Remind children of terms figurative and abstract. Go through meaning of these terms. Using collage materials or loose parts children to create art work.	Landscape collages inspired by Megan Coyle. Children to use magazines to create landscape collages inspired by Megan Coyle work.	Group Artwork inspired by fireworks Children to use a variety of different materials to create a group painting inspired by fireworks.
<b>Islamic studies</b>	Kalimat Al Tawheed	Prophet Muhammad (PBUH) his life & legacy	Islamic values such as kindness, honesty, and generosity	Story of Abraha and the Kaaba	Revision	Revision

	<b>How to help at home</b>
<b>Physical development</b>	
<b>Communication and Language</b>	
<b>Personal, Social and Emotional development</b>	