

Wildground Federation Theme Learning Plan

Context for Learning:
Guilty as Charged!

Term:
Summer 2

Year group:
Year R

Hook:

Oh no! There has been an awful crime in the Early Years playground. We will investigate the clues around the environment to discover who might have been responsible. We wonder what the children will uncover as they start investigating.

Outcome:

Children to act out scenes from a traditional tale and make their own mini movie that will be shared with Year 1 and our families via Tapestry.

Key Events:

Wednesday 24th June - Sports Morning

Wednesday 1st July – Marwell Zoo



Language:

To develop our communication skills we will be:

- reading and learning the stories 'Goldilocks and the Three Bears', 'The Three Little Pigs', 'The True Story of the Three Little Pigs' and 'Wolf Won't Bite'. We will be re-telling the stories and exploring different fairy tales
- taking part in small group listening times as well as whole class story time including asking and answering questions in guided reading
- reading inside and outside with stories from familiar authors, linked to children's interests and guided reading texts
- learning about how to predict the outcome of a story and beginning to use inference to explain our ideas
- given lots of opportunities to talk, explain our ideas and thinking and share our opinions and thoughts
- showing confidence and respect when listening to the ideas of others before responding effectively
- identifying the character, setting, problem and solution in the stories we read and explaining how we know

The Arts:

In developing the arts we will be:

- looking at the artist Jan van Kessel and how he uses oil pastels to draw insects
- acting out a scene from a traditional tale and creating our own miniature movie
- exploring a range of materials to create our own wildlife animal and identify different ways to strengthen and attach the material
- continuing to explore our understanding of how to make loud and quiet sounds when playing a rhythm on a drum
- using different materials in our environment to create our own musical instruments that we can tap, pluck or shake

Inclusion:

To be as inclusive as possible we will be:

- learning more about our school Learning Values, Golden Rules and Core Values
- continuing to develop our Makaton skills to support all of the children
- learning the Makaton to support the key vocabulary within our new stories
- welcoming the children from Nursery into our environment, engaging in games, songs and stories with them

Possibilities:

In order to widen our knowledge and understanding of the future we will be:

- exploring different careers such as wildlife workers, musicians and story writers
- exploring the Year 1 environment ready for new classes and building relationships with new adults
- explore different athletes, understand their achievements and share different world wide competitions such as the Olympics as we start our athletics learning prior to whole school sports morning

Environment:

As people concerned with our environment we will be:

- exploring recycled materials when making creations at the junk modelling table
- learning about how we can look after our environment
- completing Wellie Walks in our local area, identifying and discussing signs of summer
- exploring the Year 1 provision and recognising similarities with our own in Year R

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| Main areas of Learning | |
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| In Literacy we will: | <ul style="list-style-type: none"> • write sentences which can be read by themselves and others • correctly spell some key words • write in a phonetically plausible way • create a wanted poster using opinion and description • write to persuade who is guilty and reasons why • sequence ideas to form a short narrative of a well known tale |
| In Maths we will: | <ul style="list-style-type: none"> • estimate how many cups it will take to fill up a jug • continue to spot errors in more complex patterns and amend these errors • correctly identify the different properties of 2D and 3D Shapes • explore the different ways numbers can be partitioned and how this can be done using more than 2 groups e.g. $1+1+1=3$ |
| In Physical Development we will: | <ul style="list-style-type: none"> • start to learn the skills within athletics including hurdles, target practice and javelin • practise athletics activities in readiness for the Sports Morning • show increased control when cutting along shapes and straight lines • hold a pencil in a static tripod grasp • get dressed independently before and after PE |
| In Express Arts and Design we will: | <ul style="list-style-type: none"> • rhymes and songs • represent own ideas, thoughts and feelings in a range of different ways • act out scenes from traditional tales • independently colour mix prior to creating their own painting • practise using tools and joining materials effectively • create their own storylines and props to then create their own miniature play |
| In Understanding of the World we will: | <ul style="list-style-type: none"> • know some similarities and differences between things in the past and now • understand the past through settings, characters and events encountered in books shared in class • know which animals live in similar environments • recall facts from some of the new environments • identify different seasons and recognise aspects of summer in different environments • identify different seasons and recognise aspects of summer in different environments |
| In Personal Social and Emotional Development, we will: | <ul style="list-style-type: none"> • continue to work on playing games with our peers, turn taking and listening to others • embed our Learning Values • compete respectfully in a whole school sports morning • share our thoughts and feelings as we start to engage in transition activities with Year 1 |
| In Communication and Language we will: | <ul style="list-style-type: none"> • problem-solving within our own play • develop own narratives • recount events from the school visit • retell stories by identifying the characters, setting, problems and solutions • respond to questions with relevant answers based around a text • identify key parts of the story |