

### Prime Area: Personal, Social and Emotional Development (PSED)

- We will show that we can be as kind as the ladybird in the story and think of kind things to say about the people in our class.
- Linking to the story, we will think about what we would do if we saw someone doing the wrong thing.
- In the story 'What the Ladybird Heard' the animals work together to achieve the desired outcome. We will try and learn from this and play team games.

### Religion

We will be focusing on Easter this half term.

Our Driving Big Question is: **'Why is Easter a time for hope and joy?'**

- We learn that Jesus died for us and how he rose again on the third day. We will make our own Easter gardens and reflect on the liturgical colour: white, used for this season.

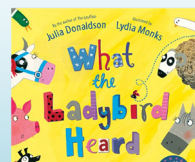
### Specific Area: Expressive Arts and Design (EAD)

- The children will have opportunities to explore a variety of materials to make their own ladybirds, animal masks and characters from the story.
- During Music and through child- initiated play, they will be encouraged to share their musical talents and sing well known animal and farm songs to their peers.
- We will talk about how the illustrator uses different materials to create texture. Using a range of papers and materials including paint, create collage pictures with different textures and encourage children to make their own collages. You could also retell the story in pictures as a textured book or wall story.
- Using stapled mini booklets, we will encourage the children go on to write their own version of the story, hiding their ladybird on each page.

### Prime Area: Communication and Language (CL)

- We will listen and over the next few weeks become very familiar with the story of 'What the Ladybird Heard'. The children will be encouraged to join in during key parts and making the animal noises.
- We will be re-telling the story of 'What the Ladybird heard' and re-enacting it through small world play.
- We will continue to explore and play around with rhyming words and think of words that animals say eg 'neigh' and find words that rhyme with it eg hay, pay, weigh, clay, day.
- They will talk about their trips they may have had to farms, sharing what they learnt with others.
- Our role-play area will be a vet surgery where they will engage in imaginative play to solve problems and make the animals better.

### St Peter's Reception Year Summer 1: New Life What the Ladybird Heard 4 weeks



### Specific Area: Understanding the World (UW)

- As part of our hook into our New Life topic, the children will be responsible for taking care of baby ducklings which will arrive at school in an incubator. They will learn about a duck's life cycle and observe the different stages of development.
- We will also be looking at the life cycles of ladybirds and caterpillars. We will have our own class caterpillars to look after, which will enable the children to see at first hand the process of metamorphosis.
- We will be looking for signs of Spring and will go on a 'Spring' walk around the school grounds looking for changes.

### Prime Area: Physical Development (PD)

- We will explore different ways of travelling. Can they travel like an animal? What animal are they being? (crawling, jumping, hopping, galloping, sliding etc)
- We will play hide and seek in the outdoor area.
- We will make large scale maps with chalk on the playground.
- We will play 'stuck in the mud', negotiating space well.

### Specific Area: Literacy

- We will write a 'Wanted' poster for Hefty Hugh and Lanky Len.
- The children will be drawing the main characters and labelling key features as well as writing character descriptions.
- Their familiarity of the story will enable them to re-tell and write about 'What the Ladybird Heard' in the form of a little book.
- By the end of this topic the children should all be familiar at knowing how to look after ducklings and will write instructions on how to do this. This might prove very useful if you are one of the lucky ones to be looking after them over one of the weekends!

### Specific Area: Mathematics (M)

- We will continue with our number a week reaching 19 and finally 20. We will continue to do lots of counting in 2s.
- The children will be learning to double numbers to 10 and beyond using spots on ladybirds to make it fun and visual.
- We will also be looking at problem solving that involve combining groups of 2, 5 & 10 into equal groups. Eg 10 ladybirds had two spots each. How many spots were on the ladybirds in total?
- The children will continue improving on their counting and addition skills.
- Linking to the story of 'The Very Hungry Caterpillar' we will be looking at the days of the week and learning to order them.