

## Topic Name: Homes

**Summary** – Throughout this topic the children will be learning about different types of homes both for humans and animals. We will look at our own homes and family lives, some animal habitats and then larger homes and castles linked to the Jubilee. We will also be receiving some duck eggs to incubate and care for this half term.



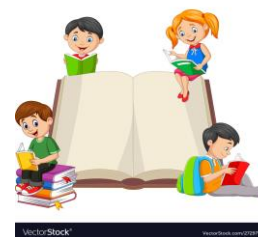
### Maths

In maths the children will be learning to recognise up to ten objects and beyond and match numerals to quantities and recognise numerals to ten and beyond. We will use the vocabulary more, less and the same. We will begin to experiment with symbols and marks as well as numerals. We will be practising forming numbers to ten across the Summer Term. We can select shapes appropriately for task and combine shapes to make new ones.

**At the end of the topic**, I will be able to count up to ten objects and match the correct numeral to show the correct total. I will be able to form some recognisable numbers and I will be able to identify them. I will be able to describe different quantities of objects using the language more, less and the same. I will name and use 2d shapes including circle, triangle, square and rectangle and build and construct with 3d shapes.

Key vocabulary – Square, circle, triangle, rectangle, sides, corners, number, count, shape, build, construct number names one – ten, total, more, less, the same.

### Texts we will be sharing



The Snail and the Whale

On the Way Home

This is Our House

National Geographic Ducks

In the Castle

All About the Queen

### Literacy

In Literacy, the children will be learning how to look at books independently showing great care, understand print has meaning and develop their listening skills and identify different sounds. They will continue to make large and small marks with meaning, as well as practising writing their name and some initial letter sounds. We will continue to use a correct pencil grip. We will introduce rhyming strings and read lots of rhyming stories.

Phonics – We will continue to learn phase two sounds, one a week using resources from the phonics bug scheme – We will start with the sounds c, k, ck, e, u, r and recap sounds we have already learnt.

**At the end of the topic**, I will have experienced adding to a rhyming string. I will be more confident in writing some or all of the letters in my name and I will be able to sit for a sustained amount of time listening to a story.

Key vocabulary - text, non-fiction, fiction, poem, hear, sound, pen, grip, write, rhyme, Queen, jubilee, letter, celebration



### Communication and Language

In communication and language development the children will learn to answer why questions thinking about different types of homes. They will also acquire new vocabulary to describe buildings, homes and habitats. They will also learn simple facts about the life of The Queen

**At the end of the topic,** I will be able to use new words to talk about homes building and habitats.

Key vocabulary – Home, building, habitat, castle, nest, incubator, hatch, grow, The Queen, jubilee



### Physical Development

In physical development the children will become secure in their routines and be able to take care of themselves for example putting on a coat independently and fastening their zips.

Use large muscle movements to paint and make marks and continue to develop their balance, riding and play skills. I will; be able to work as part of a team and choose the correct equipment as I play. I will try and hold my pen using the correct grip and use tools to cut materials appropriately. I will be learning to hold a tennis racket and use it to control tennis ball. We will also be junk modelling to enable the children to select and use their own resources.

**At the end of this topic,** I will be able to make marks with brushes, pens and paints I will be able to put on and fasten my coat independently, wash my hands and use the toilet unsupported. I will be able to hold a tennis racket and practise bat and ball skills. I will also be able to choose resources I need to complete a task.

Key vocabulary – brush, move, mark, grip, soap, water, hand washing, wipe, flush, coat peg, hang, zip, team, racket, hit, choose, resources, join, cut.

### Expressive arts and design

In Expressive Arts and design the children will remember and sing entire songs, enjoy movement to music and listen with increased attention to sounds. They will learn to join different materials and explore my ideas about how I use them and what I am going to make.

**At the end of the topic,** children will have experience of collaging, singing and moving to music and using different materials to explore their own ideas. We will be creating some buildings through junk modelling.

Key vocabulary- paint, glue, spreader, brush, spread, scrape, stick, sing, loud, quiet, move, material, texture, change and develop.



### Understanding the World

In Understanding the World, the children will learn about different types of homes in their local area and in other countries. We will also look at animal habitats and then look at larger homes such as palaces and castles. This will link to the Jubilee.

**At the end of the topic,** I will be able to talk about my home, the features of castle and larger buildings as well as naming some animal habitats.

Key vocabulary- egg, duckling, grow, home, castle, turret, moat, drawbridge, Queen, guard, pond, nest, field, forest.



### Personal, social and emotional development

In PSED, the children will play with one or more children, extending and elaborating play ideas. The children will increasingly follow rules, understanding why they are important. They will have a go at finding solutions to conflicts themselves.

**At the end of this topic,** children will be able to extend their play ideas with their friends and understand why rules are important. They will try to resolve problems independently.

Key vocabulary- friend, share, play, rules, apologise, take turns, independence,



### How you can help at home

- Talk about where you live.
- Challenge: Can you draw a picture of your home?
- Help your child to write their name.
- Share with us any shapes you notice on the buildings around you.



### Key Questions

Can you describe your home?

Who do you live with?

Can you build a home for a...?

Can you recognise and name some of the sounds in your name?

Can you recognise shapes in building around you?