

# We Are Protectors!

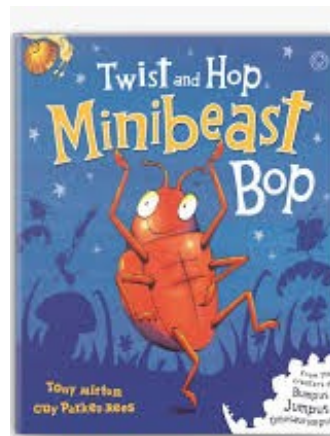
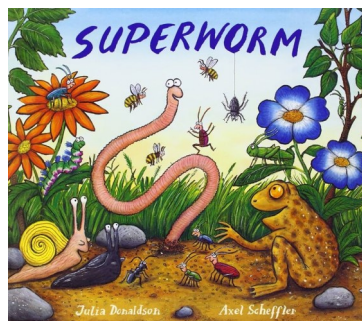
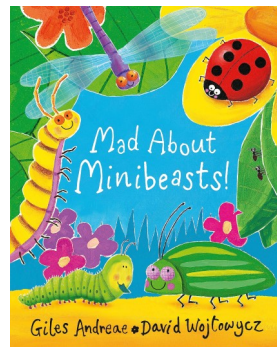
Reception

Summer 2

## Key knowledge

- To know how to protect ourselves from the sun
- To understand the impact we can have on the environment
- To identify the habitats of local wildlife
- To create bug hotels and habitats to protect the local environment
- To understand how recycling will protect our environment
- To observe the changes of the environment in Summer

## Texts to support learning:



Key word	Definition
Recycle	when things can be turned into something new
Reduce	to use less of something
Reuse	to use something again and not throw it in the bin
Material	what something is made from
Protect	to keep things from getting hurt or ruined
Environment	the natural world and area where we live
Non-fiction	writing that is factual and gives information
Wildlife	the animals and plants that live in the wild

### Key Coverage

- How they can impact the environment
- What supports wildlife
- Identify the local wildlife
- Understand that different animals and minibeasts like different habitats
- Identify and sort different materials
- What is recycling and how it helps the world
- Taking care of themselves
- Complete minibeast hunt
- How to record findings in tally charts

### Enhancements

- |                   |                          |
|-------------------|--------------------------|
| • Signs of Summer | • Trip to Lotherton Hall |
| • Sports Day      | • School Photos          |
| • Poetry Slam     | • Father's Day           |
|                   | • World Environment Day  |

### Learning Opportunities

#### Reception

#### C&I

- Learn new vocabulary and use through the day in different contexts
- Ask questions to find out more
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Engage in non-fiction books, listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

#### PSED

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others
- Manage their own needs, know and talk about the different factors that support their overall health and wellbeing

#### PD

- Develop the overall body strength, co-ordination, balance and agility
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently

#### Literacy

- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

#### Maths

- Count objects, actions and sounds

#### UtW

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different from the one in which they live

#### EAD

- Create collaboratively, sharing ideas, resources and skills
- Return to and build on their previous learning, refining ideas and developing their ability to represent them

#### Characteristics of Effective Learning

- Show curiosity about objects events and people
- Realise their actions have an effect on the world, so they want to keep repeating them.
- Respond to new experiences that you bring to their attention.
- Know more so feel confident about coming up with their own ideas.