





Summer 1 Life Cycles and Planting


Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Expressive Arts and Design	Understanding the World
<p>*Children will continue to build constructive and respectful relationships. They will share an understanding with other children about being kind to one another, listening to one another and supporting one another. This will be a focus in their play and their learning.</p> <p>Linked to shared reading Growing Frogs. Children can write on a leaf and add it to the beanstalk each time someone is a good friend to them. As each leaf is added, Jack gets to climb higher up the beanstalk.</p> <p>*Continue to have high expectations</p>	<p>*Children love learning new words, especially subject-specific words learnt about their topic, E.g., seeds, flowers, leaves, stems, roots.</p> <p>*Discuss which category the word is in-a cabbage is a vegetable. It's a bit like a sprout but bigger.</p> <p>*Learn new vegetables, how they taste and feel (Role Play vegetable market in the provision)</p> <p>*Play question and answer games to deepen knowledge about new language, where will you plant your seed? What will happen to the roots? What do we need to do to make</p>	<p>*Continue to develop small motor skills through drawing, painting, using scissors correctly and knives and forks when eating.</p> <p>In their role play, they will dress and undress dolls, play with the small world. Through their topic, they will plant seeds, watch them grow and care for them.</p> <p>*Chn will use junk modelling to design their outside garden and create their own Giant Beanstalk as a joint project.</p> <p>Linked to shared reading text: The</p>	<p>Shared Reading Jack and the Beanstalk Overcoming the Monster Tale</p> <ul style="list-style-type: none"> *Immersion *Imitation *Innovation- substitution and alteration of character, scene, and outcome. *Invent- creating a scene, characters, and plot and to verbally tell their own story. *Independent application- <p>Additional Stories:</p> <ul style="list-style-type: none"> • Sam Plants a Sun Flower (Topic week) • Growing Frogs (Topic week) • Natures Tiny Miracles (Topic week) <p>~Likes and dislikes. Chn show understanding of the good parts of the story and what they do not like and are getting more confident at</p>	<p>To 20 and Beyond.</p> <ul style="list-style-type: none"> *Counting On *Adding More *Take Away *Moving to 20 (White rose) Daily counting routines will help number skills. <p>Use number frames to introduce counting and understanding numbers beyond 10. Build up slowly so that chn secure knowledge.</p> <p>Encourage chn to match numerals to the number.</p> <p>(let chn experience number on number lines and 100 squares in the environment. Play splat the number from Topmarks to introduce number tracks and 100 squares. This will enable chn to spot patterns in number)</p>	<ul style="list-style-type: none"> * Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and</p>	<p>*Children are becoming lively story tellers, leading on from using the TfW imitation process. They are becoming more confident about talking about the past and are beginning to bring that language into their independent story telling.</p> <p>Shared Reading: Jack and the Beanstalk to explore stories and fictional characters set in the past.</p> <p>*Show chn aerial view of Aston. Highlight previous map discussion from last half term-get chn to recall. Discuss the word past/history. Find out what is still the same in Aston/Edgbaston and what's changed-take a</p>

<p>of chn following rules and instructions and being able to support other chn too.</p> <p>*Continue to develop children’s resilience and perseverance. When facing a challenge. Linking in with building a water system that would water their plants. Chn to work together in collaboration. Teacher to model first and then let chn have a go at doing it independently to show that they can work together, share ideas, listen, and respond to one another and self-evaluate what they have, or have not achieved. Linked to shared reading text: Lola Plants a Garden.</p> <p>~Continue to develop problem-solving during learning through</p>	<p>the plant grow so that we can begin to see the root? What colour do you think the flower will be?</p> <p>*Set provocations that help deal with problems-how things work and what may happen. E.g. what do plants need to grow? Our plant isn’t growing-what can we do to help it? Model how to discuss and problem solve. Lola plants a garden (shared reading)</p> <p>*Through bringing words to life games ensure chn use new language repeatedly through the week in focus learning and play. Write up new language and keep referring to it and reviewing it different contexts. Teacher to keep modelling new language and ensuring it is said in the right context.</p>	<p>Seedling & Seed To Plant.</p> <p>Make on-going assessment to ensure children’s confidence in using fine motor skills is appropriate.</p> <p>*Continue to develop core skills through yoga and PE so that children’s posture when sitting at a table or a floor is correct.</p> <p>*Create challenging obstacle courses that enable chn to combine different movements with ease and fluency, through tunnels, climbing on a chair, jumping into a hoop, running, and lying down.</p> <p>*Build up chn ready for sports in the outdoors, racing, jumping over hurdles.</p>	<p>discussing this. ‘I don’t like...because...’</p> <p>~Bringing Words to Life-key words in story and nonfiction texts.</p> <p>*Children are understanding more complex stories, they are becoming more confident with story structures and learning new and relevant language about lifecycles of a plant.</p> <p>Poems:</p> <ul style="list-style-type: none"> • I'm a Little Bean • How to Make the Flowers Grow • Growing Plants, Growing Seeds. <p>Shared Reading Lifecycle of a sunflower.</p> <p>Writing- Instructions</p> <p><i>How to plant and grow a flower</i></p> <p>*Chn to put together a flower journal-using subject-specific language.</p> <p>*Children are becoming more confident with the phonics they are learning, and this is having a</p>	<p>*Introduce number tracks to chn, play games such as roll a dice or pick a number out of the bag and place counters to represent numbers.</p> <p>*Extend choose a range of containers, ask chn how many cubes will fill the container and then get them to count them in. Write the number down to match the amount then ask chn to place them in order of size.</p> <p>*Introduce one more/one less with numbers to 20. Use objects first so they can see you physically counting and what happens when you take or add one. Line up the numbers (choose your own way to do this).</p> <p>*Cover numbers up and ask which is one more one less. *Extend without the number line by choosing a number out of the bag and chn saying the number before and the number after.</p> <p>*Play games that involve partitioning and recombining. *Play games in the outside e.g., throwing bean bags into a</p>	<p>precision. Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see.</p> <p>Van Gogh sunflower art project for children:</p> <p>In this Van Gogh sunflower art project for children we will learn about famous art inspired by sunflowers, including work by O’Keeffe, Matisse, and Klimt, and create our own sunflower art projects:</p> <p>https://nurturestore.co.uk/van-gogh-sunflower-art-project-for-children</p> <p>Artist: Matthew Willey – graffiti artist (The Good of the Hive)</p> <p>*Create collaboratively sharing ideas, resources, and skills.</p>	<p>theme particular shops, churches/mosques. Discuss Yew Tree/ City Road and how long it’s been there. Get photos from past chn etc. Invite past pupils in, (Miss Lee-past teachers) Make a collage of past and present.</p> <p>*Find information about Aston Villa football ground. Look at photos of past and present player. (black & white photos)</p> <p>*Through the topic of growing chn will find out about the importance of food and the sun to help their plants to grow. Link to shared reading text: Buzz Bee.</p> <p>Investigation/observati on-grow flowers in the sun and with regular watering and grow some in the shade with little or no watering. Chn observe and record what happens-link to PS&E independently to show that they can work together, share ideas, listen, and</p>
--	--	---	--	--	--	---

<p>play. Set up provocations such as den making in the outdoors. Chn to follow the routine of plan, prepare, build, and evaluate.</p> <p>*Develop the understanding that it is OK to make mistakes and build perseverance in trying again and mistakes are not seen as a failure.</p> <p>Link to shared reading text: Willbee the Bumblebee</p> <p>*Encourage chn to Identify and moderate own feelings when feeling frustrated or angry. Discuss strategies and support so that chn can do this independently. Sharing, taking turns, waiting politely and tidy up after ourselves is key to building up confident resilient chn. Make it part</p>	<p>*Chn discusses what they have learnt about the story answering who, what, where, when and how questions and in real contexts about growing and planting-linking to non-fiction books.</p> <p>*Continue to build up incidental talk, modelling, 'I think your plant is the tallest. Do you think it will grow any taller? Encourage chn to ask questions of each other, particularly during focussed learning.</p> <p>Link to Topic Week Texts:</p> <ul style="list-style-type: none"> • Sam Plants a Sunflower • Growing Frogs • Natures Tiny Miracles <p>*Focus on open-ended questions, 'I wonder why bees like flowers? I wonder what will happen if we did</p>	<p>Think about the change of speed and direction to challenge, football games, etc.</p> <p>*Continue to develop ball skills, including throwing, catching, kicking, passing, etc.</p> <p>*Introduce bats and balls support chn to be able to bat accurately and bat back. Chn will need plenty of time to practise this skill. Ensure chn access a range of resources, different bats, different weight, and size balls, e.g., football, beach ball, tennis ball, tennis bat, rounders bat, cricket bat, etc.</p> <p>*Continue to teach chn in school and build workshops with parents about living healthy. The importance</p>	<p>positive impact on reading and writing.</p> <p>*Blending to read words independently is having an impact on the focus reading, with books that are matched to children's individual phonic ability.</p> <p>*Chn can read more complex reading books using the phonics they are learning. Chn are confident at blending and recognising a few exception words.</p> <p>*Tricky words are taught daily to read and spell until children can say them independently. Introduce children to read simple sentences and phrases as part of their focus reading. Keep re-reading until children are confident with what they are reading to help develop fluency.</p> <p>*Through focussed writing children will be beginning to form the graphemes they are learning correctly.</p> <p>*Children will be allowed to practice writing independently across the curriculum.</p> <p>*Chn will be encouraged to read</p>	<p>hoop and see how many are left, then recombine.</p> <p>*Move this into focussed groups to see if chn can apply in a more structured manner.</p> <p>* Spatial Reasoning: Making new shapes: Find my match, teacher to hold up a shape and chn to match it. Change orientation to see if they can still recognise. Stretch to making shapes out of cubes and see if chn can replicate the shape you make. select, rotate, and manipulate different resources, such as, building sets, pattern blocks, magnetic and construction tiles. Encourage chn to think about the shape they want to create ensure there are pictures etc to follow. E.g., encourage chn to explore the different arrangements and shapes they can build using tangrams.</p>  <p>Chn to make pictures out of shapes. Think about</p>	<p>Create a beanstalk using resources from the natural world, chn will define the shapes such as leaves, discussing about textures and shape and smells.</p> <p>*Draw/paint a picture garden so that the chn can plan what their growing/surprise garden will look like outside. (Encourage all the language being taught in C&L.) Chn are to think, will the resources they use be fit for purpose- Practitioner give guidance where necessary.</p> <p>*During play support chn to follow rules of play. Teach chn to negotiate, be patient and solve conflicts.</p> <p>* Continue to give children an insight into new musical worlds. Continue to introduce them to various kinds of music from across the globe. (Link with music lead)</p> <p>Give Chn opportunity to listen to a range of music, encourage them</p>	<p>respond to one another and self-evaluate their learning. Link to shared reading texts: The Amazing Life-Cycles of Plants, Bean Life-Cycle, The Seedling & Seed To Plant.</p> <p>*Explore Spring. Link to shared reading text: The Spring Book.</p>  <p>Children can ~compare and contrast characters from stories, including figures from the past ~ explore the natural world around them and they are amazed and excited about what they see, hear, feel, and smell. ~ describe what they see, hear, and feel whilst outside ~Understand life-cycle of plants ~ understand the effect of changing seasons on the natural world around them.</p>
---	--	---	--	--	---	---

<p>of everyday learning. ~During circle times focus on feeling and how to express ourselves. Encourage chn to understand their emotions through story and circle games so that in play teachers can refer to the learning. Discuss the meaning of empathy and how important it is to understand how others are feeling and respect that-link it to the story of Jack and the Beanstalk and the emotions the characters felt throughout the story. ~Focus on good behaviour skills and chn recognising how to reflect on how they deal with situations. Develop a garden centre outside,</p>	<p>not water the flower? *Use focussed group time to plan and discuss how to create the garden outside. All ideas are welcome and chn must recognise this. Use sentence stems linked to shared reading to help deepen knowledge and share ideas, such as 'I think...because... It might be...if... *Build children's confidence about using social phrases, 'Good morning Miss..., how are you today?' Model social phrases throughout the day. Ensure that chn experience being taught the shared reading skills throughout the week and can listen to the teacher's excitement of bringing the story to life, so that chn can picture the</p>	<p>of keeping fit, eating healthily, toothbrushing, bedtime, screen time. *Keeping safe on the roads. Take chn out and practise the Green Cross Code, invite a police person or a crossing guard to go through the rules and the importance of keeping safe. Set up scenarios' for chn to practise. Set up roads in the outdoors/indoors . Chn holding hands with parents when crossing the road, walking across the road, what to do if on bikes and scooters-get off and walk across. Do not ride near the road ect.</p>	<p>independently. Re- read books to build up confidence. *Writing – Segment sounds and blend them and use letter names. ~Break the flow of speech into words. ~Form lower and capital letters correctly. ~Spell words correctly by identifying sounds and then writing down the letters. ~ Write sentences correctly using capital letters, full stops, and finger spaces. ~Chn to say sentence first. ~Chn to read back the sentence once written, to make sure it makes sense. ~ Chn use conjunctions in their writing. *Reading- Begins to read words and simple sentences. *Chn can read some common exception words matched in phase 4/5, do, said were.</p> <p>Language Group Texts:</p> <ul style="list-style-type: none"> • Little Blue Truck • Springtime • Jaspers Beanstalk 	<p>how to construct complex 2D pictures and patterns from 3D shapes challenge them to build on, e.g. can you add a bridge.</p>  <p>Children can</p> <p>~confidently count, recognise, and manipulate numbers up to 10 ~are becoming more confident with numbers up to 20 and beyond ~understand the one/less concept relationship between consecutive numbers ~explore the composition of numbers to 10 and beyond ~show understanding of doubling ~show understanding of sharing ~select, rotate, and manipulate shapes. ~ Compare length, weight and capacity.</p>	<p>to express what they are feeling about the music. Encourage parents from different countries to share music they enjoy. *Introduce traditional and folk music from Britain. *Invite musicians in to play music to children and talk about it. *Ensure that chn express and joy both music and song-choose a simple song they have learnt and support chn to play instruments and perform a song from a different culture. Try and encourage chn to listen to pitch and know when to sing high/low gaining good control of a singing voice and keeping to the melody. *Linking with learning about the countries our children come from they will experience dance, song and music. Invite families in and celebrate what's special to them.</p> <p>Focus Songs:</p> <ul style="list-style-type: none"> • Farmer Plants 	
---	---	--	--	---	---	--

<p>children to work together. ~All chn should be able to follow class rules.</p>  <p>Children can ~build constructive and respectful relationships ~ follow rules and instructions ~ show resilience and perseverance ~ problem-solving during learning through play ~Identify and moderate own feelings.</p> <p>UNICEF Rights of the Child Basic rights</p> <ul style="list-style-type: none"> • Right to be protected from harm • Right to play • Right to food and water 	<p>character, the setting, etc. All reading but particularly shared Reading will build up vocabulary both new language and subject-specific language. Link to shared reading text: Sam Plants a Sunflower. The Life Cycle of a Sunflower.</p>  <p>Children can ~learn and use new vocabulary ~articulate their ideas and thoughts in well-formed sentences ~use talk to help work out problems and organise thinking-explaining how things work and how they might happen ~Develop social phrases ~Listen to and talk about selected non-fiction to develop</p>	<p>~use small motor skills when drawing, painting, using scissors correctly and knives and forks when eating ~use the right posture because of building core muscle strength ~combine different movements with ease and fluency ~use developing ball skills ~ develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball ~understand what helps them to stay healthy, safe and have good well-being ~be safe when crossing the roads.</p>	<ul style="list-style-type: none"> • Freddy the Frog  <p>Children can ~take part and be confident with the TfW process ~talk about complex stories, story structures and new language ~take information from non-fiction and apply the knowledge ~use phonic knowledge to read and write simple sentences ~use the correct punctuation when writing simple sentences ~confidently re-read phonetical decodable books independently.</p>		<p>the Seeds Lyric Video - The Kiboomers</p> <ul style="list-style-type: none"> • Here Is The Beehive Super Simple Songs • The Seed Song - What Do Seeds Need? • Spring is Here  <p>Children can ~ Create collaboratively sharing ideas, resources, and skills. ~draw with increasing complexity and detail ~develop storylines in their pretend play ~ listen attentively, move to, and talk about music, expressing their feelings and responses ~ sing in a group or on their own, increasingly matching the pitch and following the melody ~ return to and build on their previous learning, refining ideas and developing their ability to represent them. ~Explore and engage in music making and dance, performing solo or in groups.</p>	
---	--	--	---	--	--	--

	understanding of new language.					
 <p>Pupil Voice: Empathy (How to care for plants)</p>		<p>Educational Visits Planting With Ross Frogs in school</p>			<p>Parent Workshop UTW – Planting</p>	

<https://nurturestore.co.uk/van-gogh-sunflower-art-project-for-children>