

Year R

How does your garden grow? (Ch, Ch, Ch, Changes)

Spring 2

| | Personal, Social and Emotional Development | Communication and Language | Physical Development | Literacy | Maths | Understanding the World | Expressive Arts and Design |
|---|---|--|--|--|---|--|---|
| Wk 1 | Entry Point: Find some beans, soil, spade, etc. What might these be for? | | | | | | |
| Growing Plants (non-fiction) | <p>Imaginative play-gardening</p> <p>Explaining what they know about how plants grow and asking questions</p> | <p>Ask questions such as: What do we use to dig with? (use of objects)</p> <p>Positional language when planting beans and language related to plants</p> <p>Retell planting of bean in correct order</p> <p>Discussion: how does your garden grow?</p> | <p>Handles 'garden equipment' safely - planting beans</p> <p>Fine motor control - picking beans up with tweezers</p> | <p>Writing ideas (incl. Role play):</p> <ul style="list-style-type: none"> - writing simple sentences about growing plants - simple commands/instructions for planting a bean - list of things a plant needs to grow - label pictures of plants - start a class bean diary | <p>Uses beans/seeds for counting activities</p> <p>Use positional language when planting beans</p> | <p>What do plants need to grow?</p> <p>Looking at beans, seeds and plants through magnifying glasses</p> <p>Planting and caring for a bean.</p> <p>Caring for the environment - taking care of plants and trees.</p> | <p>Leaf/bark rubbings</p> <p>Songs/rhymes: <i>Mary, Mary, quite contrary</i> <i>Happy Sun High</i></p> |
| Wk 2 | Entry Point: A beanstalk has grown in the classroom. Where could it lead to? Then a giant footprint appears. Who could it belong to? | | | | | | |
| Jack and the Beanstalk (Book week) | <p>Imaginative play-imagining and recreating adventures with the beanstalk</p> | <p>Joins in with repeated refrains and story telling</p> <p>Discussion: what would you buy with the magic beans?</p> | <p>Construction - building a castle for the giant</p> <p>Threading practice - 'strings' on a cardboard harp</p> <p>PE/movement - contrasting steps of Giant/Jack</p> | <p>Writing ideas (incl. Role play):</p> <ul style="list-style-type: none"> - writing simple sentences about Jack and the Beanstalk - Labelling items from the story - story map to sequence story and aid oral retelling | <p>Measuring giant's footprint and own feet with multilink.</p> <p>Making multilink 'beanstalks' that are - cubes high.</p> <p>Ordering 'beanstalks' by length</p> <p>Counting out giant's coins in money bags</p> <p>Weighing money bags - heavier/lighter</p> | <p>Observing the roots and stem growing - grow bean in see-through container/bag</p> <p>Learning about different types of plants - walk around school groups. What can we see starting to grow?</p> | <p>What is at the top of the beanstalk? Imaginative drawing/painting</p> <p>Songs/rhymes:</p> |

| | | | | | | | |
|---|--|--|---|--|--|---|---|
| <p>Wk 3</p> <p>The Very Hungry Caterpillar</p> | <p>Entry Point: Find some leaves that something has munched through (perhaps the leaves on the class beanstalk display). What could it be?</p> | | | | | | |
| | <p>Imaginative play with small world equipment/puppet/ plastic food</p> | <p>Joins in with repeated refrains and story telling</p> <p>Discussion: why did the caterpillar have a tummy ache? Have you ever had a tummy ache?</p> | <p>Fine motor control - picking small play fruit up with tweezers</p> <p>Fine motor - 'caterpillar' threading through a leaf</p> <p>Throwing large fruit/beanbags into the caterpillars open mouth/hoop</p> | <p>Writing ideas (incl. Role play):</p> <ul style="list-style-type: none"> - writing simple sentences about the caterpillar - sequence story /lifecyle: first, then, next, finally - label the food he ate | <p>Days of the week order</p> <p>Counting fruit the caterpillar has eaten.</p> <p>Counting linked to physical development activities</p> <p>Ordinal language</p> | <p>Growing butterflies - observe changes</p> <p>Life cycle of a butterfly</p> <p>Caring for living things</p> | <p>Caterpillar/ butterfly collage</p> <p>Songs/rhymes:</p> <p>Days of the week song</p> |
| <p>Wk 4</p> <p>Animals: life cycles (Non-fiction)</p> | <p>Entry Point: Children asked to help: pictures of animals and their young have got mixed up, can they match the picture of the baby to the adult?</p> | | | | | | |
| | <p>Explaining what they know about how animals grow and asking questions</p> | <p>Ask questions about life cycles using <i>what, when, how?</i></p> <p>Using vocabulary related to animals and their young</p> <p>Retell lifecycle in correct order</p> | <p>PE warm up: move like a caterpillar, butterfly, frog...?!</p> | <p>Writing ideas (incl. Role play):</p> <ul style="list-style-type: none"> - write simple sentences. - label/sequence life cycle | <p>Ordinal language</p> <p>Using vocabulary of size</p> | <p>Life cycle of a frog</p> <p>Animals and their young (Pets - leave farm animals for Down on the Farm topic)</p> <p>Caring for living things</p> | <p>Making a widemouth frog plate</p> <p>Songs/rhymes:</p> <p><i>5 Little Ducks</i></p> <p><i>5 Little Speckled Frogs</i></p> |
| <p>Wk 5</p> <p>Once There Were Giants (Humans)</p> | <p>Entry Point: Adults bring in photos of when you were a baby/five year old - can children guess who's who?</p> | | | | | | |
| | <p>Explaining what they know about how we grow and asking questions</p> | <p>Use words such as younger/older, baby/adult to describe changes over time.</p> <p>Discussion: what can you do now that you couldn't do when you were a baby? What do you want to do when you are older?</p> | <p>PE/movement - what can I do now that I couldn't do when I was younger? Walk, skip, jump, catch a ball...</p> | <p>Writing ideas (incl. Role play):</p> <ul style="list-style-type: none"> - sequence pictures or photos and label/write simple sentences - When I was a baby I could.../Now I can... lists | <p>Ordinal language</p> <p>Using vocabulary of size</p> | <p>How do we change as we grow?</p> <p>How do you look after a baby? What things can we do that babies can't?</p> <p>What do we want to do when we are older?</p> | <p>Self portraits/ paintings of themselves</p> <p>Songs/rhymes:</p> |

| | | | | | | | |
|--------------------------------------|---|---|--|---|--|--|--|
| Wk 6 | Entry Point: Visit Year 5 chicks | | | | | | |
| Dora's Eggs RE days | Explaining what they know about how animals grow and asking questions | Ask questions about life cycles using <i>what, when, how?</i> Discussion: what came first, the chicken or the egg? | | Writing ideas (incl. Role play): - label/sequence life cycle - | Ordinal language Counting eggs/chicks | Chickens and their young - hatching from eggs. Caring for living things | Chick pictures/ paintings/collage Songs/rhymes: <i>Spring Chicken</i> <i>Chick, Chick, Chick</i> <i>Chick Chicken</i> |

| | |
|---|--|
| Suggested Role Play: | |
| Indoors: - Jack's house with beanstalk - Giant's castle - Garden centre - Small world play | Outdoors: - Garden shed - Allotment - Mud garden |