

Prime areas



Physical development

Gross motor skills – To use counting to help to stay in time with the music when copying and creating actions

To move safely with confidence and imagination, communicating ideas through movement

To explore movement using a prop with control and co-ordination

To move with control and co-ordination, expressing ideas through movement

To move with control and co-ordination, copying, linking and repeating actions

To remember and repeat actions, exploring pathways and shapes

Outdoor – Variety toys and activities to develop

gross motor control – Scooters, bikes, hoops, Skipping ropes, balls, skittles, tunnels, balancing beams...

Fine motor skills – To hold scissors correctly and cut out small shapes. To write letters using correct formation and control the size of letters. To paint using thinner paintbrushes

Roll n write letters, painting, tracing, using pegs etc...

Mark making, Play dough – Moulding fruit and veg shapes, Mark making

Cutting & Sticking

Seed hunt / Using tweezers to sort and collect seeds

Using different gardening tools

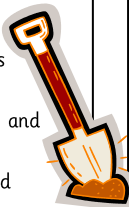
Cutting fruit and veg

Games and using equipment in PE

Swimming

Talk about effects of exercise on our bodies, Healthy snack

Key vocabulary – copy, repeat, action, coordination, linking, formation, mould, health, swimming words



Communication and Language and Specific areas - Literacy

Listening, attention and understanding skills - To understand questions such as who, what, where, when, why and how

Speaking skills - To link statements and stick to a main theme
To use talk to organise, sequence and clarify thinking, ideas, feelings and events

Comprehension skills – To begin to answer questions about what they have read. To use vocabulary that is influenced by their experiences of books.

Join in repetitive parts of stories such as Fee Fi Fo Fum in Jack and the beanstalk. Change the words for the giant.

Role play Garden centre – Discuss experiences of going to a garden centre -Talk about the equipment needed and the roles of people involved in the garden centre.

Identify plants, flowers, trees

Retell and act out The Enormous turnip story

Learn new words associated with fruit and vegetables

Key vocabulary – question words- who, what, where, when, why and how, theme, organise, sequence, feelings, events, fiction, traditional tale, repetitive language in stories, plants, flowers, trees and fruit and vegetables.



Personal Social, Emotional development

Self regulation skills – To control their emotions using a range of techniques

Growing and changing – How do I change as I grow? How do I show my feelings?

Knowing myself- I can tell you what I can do now that I couldn't do when I started school. I can tell you how I have changed.

Understanding my feelings - I can remember feelings I have had, and why I felt like that. I can sometimes tell you how change makes me feel. When I feel bad, I know that it helps to do something different. Understanding the feelings of others. I know that sometimes when people are not very nice to me it is because they don't feel very good inside. I know how to help someone when they are feeling sad.

Making choices - I can tell you what I did with my class/group to make the outdoor area/classroom/setting better.

To set a target and reflect on progress throughout

Managing self skills - To identify and name healthy foods

To manage own basic needs independently

Building relationships skills - To work as a group

To begin to develop relationships with other adults around the school

Keeping safe – How can we keep safe? Water safety: How to be safe in and around the pool at swimming. How to keep safe from the sun

Physical Health and Mental Well-being How can I keep healthy? How to use the toilet.

How to wash hands and the importance of this. How to keep teeth healthy. Importance of physical activity and the changes in how our body feels Identify the names of healthy food and understand the importance of eating healthy food

Learn about the 5 ways to well being and how these can help us to keep our mind, feelings and body healthy. Recognise and talk about different feelings. Recognise how other people might be feeling. Understand and talk about what makes us feel good and what can help us to feel calmer. How to share their feelings through discussion, games and creative activities

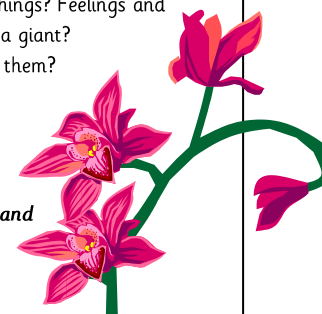
Jack and the beanstalk - How did the giant feel when Jack took things? Feelings and emotions of different characters – drama How could we welcome a giant?

Looking after plants and flowers. What do we need to look after them?

Courtesy and being polite (in role play)

Discussing The Enormous Turnip – Working together/ helping.

Key vocabulary – Feelings and emotions, growing, change, healthy foods, safety, mental health and well-being, courtesy and polite



Literacy

Word reading skills - To recognise taught Phase 2 and 3 sounds s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z qu words with -s /s/ added at the end (hats sits) ch sh th ng nk words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags)

ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words. Words with two or more digraphs words ending in -ing compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end

To read words with short vowels and adjacent consonants

To read books matching their phonics ability

Phase 4 - short vowels CVCC, short vowels CVCC CCVC, short vowels CCVCC CCCVC CCCVCC longer words, compound words, root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est

To recognise taught Phase 2 and 3 Tricky Words is, I, the put* pull* full* as and has his her go no to into she push* he of we me be was you they my by all are sure pure

Phase 4 tricky words - said so have like some come love do were here little says there when what one

To read longer sentences containing Phase 4 words and Tricky Words

Writing skills - To form lower-case and capital letters correctly and of controlled size, To begin to write longer words which are spelt phonetically, To begin to use capital letters at the start of a sentence, To use finger spaces and full stops when writing a sentence, To spell some taught tricky words correctly, To begin to read their work back

Topic - Label plant, Bean diary, Cress growth instructions, Writing own names/initials in cress seeds.

The Enormous Turnip story writing. Supertato story writing

Jack and the beanstalk - Sequence parts of the story

Garden centre - Design a garden plan, Write shopping lists, seed packets, leaflets and signs

Writing labels for the menus and labels for the café

Key vocabulary – grapheme, phoneme, vowel, consonant, lower case, upper case, label, diary, plan, list, leaflets, signs, stories (fiction) and information books (non-fiction)

Understanding of the world

Past and present skills - To know about the past through settings, characters and events encountered in books read in class and story telling

(How does your garden grow? The gigantic turnip an old Russian tale, Katie and the sunflower – Van Gogh)

People, cultures and communities - To identify some similarities and differences between life of others drawing on knowledge from stories, non-fiction texts and when appropriate- maps. Food from around the world. Talk about Ramadan/Eid-al-Fitr

The natural world skills - To plant seeds. To observe the growth of seeds and talk about changes. To know how to care for growing plants. To learn the lifecycles of plants and animals - How does your garden grow? What is a seed? Where do seeds come from? What seeds can we eat?

Plant beans and observe growth. Sequence of bean growth. Planting seeds, taking cuttings, looking for growth. What are plants, flowers and trees? How do they grow? Can we name different parts of plants, flowers and trees? Looking closely at plants & identifying features.

Types of fruit / vegetables. Fruit / Vegetables from Other countries / cultures. Peeled / Unpeeled

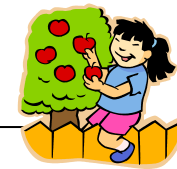
Technology skills - To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving

To explore how a Bee-Bot works. To use the internet with adult supervision to find and retrieve information

RE – Creation. Why is the word 'God' so important to Christians?

Key vocabulary - Russian tale, Van Gogh, plant, seeds, growth, gardens, food – fruit and vegetables, parts of plants

Specific areas



Mathematics

Number skills - To recognise numbers to 20, To revise number bonds to 5, To explore how to make numbers above ten using tens and ones, To match the number to quantity

Numerical pattern skills - To count to 25, To add numbers, To subtract numbers, To find the missing number, To order numbers to 20, To order numbers e.g. 13, 15, 19, To find the missing number in an addition and subtraction sentence problems

Shape, space and measure skills - To measure capacity. To describe the properties of 3D shapes

To make pictures with shape arrangements

Pattern - To copy, continue and create simple repeating patterns.

Topic maths - Sorting and counting beans. Seed patterns & sequencing. Shape & size of plants and flowers.

NCTEM Mastering number – Cardinality, ordinality and counting, Subitising, Composition, Comparison

Key vocabulary – numbers bonds, tens and ones, quantity, add, subtract, count on, count back, double, order, shape names and properties, repeating pattern, size



Expressive Arts and Design

Creating with materials skills - To know which prime colours you mix together to make secondary colours

To draw more detailed pictures of people and objects

To manipulate materials

To create observational drawings of plants, trees, flowers, fruit and vegetables

To know how to work safely and hygienically

To use non-statutory measures (spoons, cups)

To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)

Link to How does your garden grow – fruits and vegetables

Design and create a seed shaker to use for music

Decorating pots, seed collage, dandelion ink, leaf prints and collage,

Being imaginative and expressive skills - To move in time to music

To learn dance routines. To join in with whole school singing assemblies.

To act out well know stories.

To follow a musical pattern to play tuned instruments.

To create narratives based around stories, wet sand – mud pies and sloppy spider stew etc...

Songs, rhymes and poems about plants and growth and food

Key vocabulary - Primary and secondary colours, detail, materials, observational, cooking techniques words, song, rhyme and poem words

