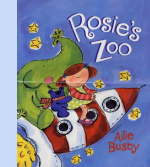
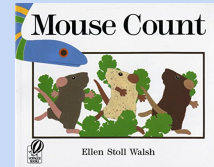

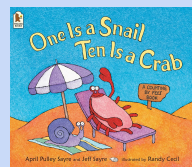

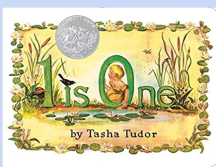
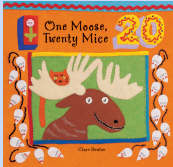


Possible Themes & Interests	<div>Growing & Minibeasts (Summer 1) Medium Term Plan</div> <div><div>SPRING</div></div> <div><div>PLANTING/GARDENING</div></div> <div><div>MINIBEASTS/LIFE CYCLES</div></div> <div><div>OUR LOCAL AREA</div></div> <div><div>RECYCLING</div></div> <div><div>EID</div></div>
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Area	Aims/Objectives	Progression of Skills (Summer 1)
Communication and Language	<p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time.</p> <p><i>Tapestry Time</i> - learning to ask and answer "why" questions.</p> <p><i>Daily Storytimes/ Literacy Lessons</i> - Learning to link events in a story to own experiences. Developing our ability to retell stories using actions, story maps and picture ques.</p> <p><i>Circle Time</i> - class discussions relating to topic, children are encouraged to ask questions to find out more and answer questions using well-formed sentences, beginning to use connectives.</p> <p><i>Helicopter Stories</i> - children to create their own stories and act them out as a class.</p> <p><i>Non- fiction Books</i> - non fiction books. Can you recall any facts?</p> <p><i>Science Experiments / Flavour School</i>- talking about how things work and why they might happen.</p> <p><i>Come Outside</i> - learning topic related vocabulary, including life cycles, growing, recycling.</p> <p><i>Book Partners</i> - talking about books with book partners.</p> <p><i>Pobble 365</i> - looking and talking about pictures, learning new vocabulary</p>	<p>Listening, Attention and Understanding Children will link events in a story to their own experiences. Children will ask why questions.</p> <p>Speaking Children will know and retell 'Jack and the Beanstalk'. Children will know and use vocabulary linked to their theme 'Come Outside!' including recycling, environment, life-cycles, and wild plants. Children will talk about books with their book partner.</p>
Personal, Social and Emotional Development	<p>Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc.</p> <p><i>Circle times/ throughout the day</i> - children will learn that it is ok to be different and have different opinions. Children will learn why sleep is important.</p> <p><i>My Happy Mind</i> - learning how and why it is important to be thankful.</p> <p><i>PSED Books</i> - The Colours of Us, Jabari Jumps, It's OK to be Different, Be Who You Are.</p>	<p>Self-Regulation Children will know to use the calm corner when they are feeling upset/angry.</p> <p>Managing Self Children will know about the importance of a good sleep routine for their health.</p> <p>Building Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>
Physical Development	<p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle. Children will have opportunities to practice balancing on the balance beams, bikes and scooters.</p> <p><i>Enhanced Provision:</i> litter pickers, small gardening tools, letter formation sheets, small construction blocks, drawing, scissors, threading, playdough</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p> <p>Fine Motor Children will know how to thread and sew. Children will know how to correctly form some capital letters.</p>
Phonics	<p><i>Phonics</i> - children will begin phase 4 phonics. They will practice reading and writing cvcc and ccvc words and tricky words; said, have, like, so, do. Children will continue to develop letter formation and their ability to write a sentence.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p>
Literacy	<p>Key Text: The Extraordinary Gardener</p> <p><i>Comprehension</i> - during comprehension lessons and book talks, effective questioning is essential to develop VIPERS (Vocabulary, Inference, Prediction, Explaining, Retrieval, Sequence/Summarise) skills.</p>	<p>Word Reading Children will sound and blend words with all phase 2 and 3, and some phase 4 sounds. Children will blend known sounds in words. Children will know tricky words said, have, like, so, do.</p>

	<p>Key Questions: What does this word mean? What do you think will happen next? What do you think will happen at the end? What do these pictures tell us? What does the blurb tell us? Why do you think that happened? Can you retell the story? Can you sequence the story/ create a story map?</p> <p>Other texts: The Sweet-Talking Potato,</p> <p>Helicopter stories – More phonetically correct words are written by child along with common words, e.g., 'the' and known tricky words. Can use a sound mat to support. Adult writes any unknown words.</p> <p>Opportunities to demonstrate writing skills – Story maps, labels and captions for life cycles, lists.</p>					<p>Writing</p> <p>Children will know how to correctly form some capital letters.</p> <p>Children will know how to write a short sentence.</p> <p>Children will understand the features of a recount.</p>
Mathematics	<div></div> <p>Building numbers beyond 10- Building and identifying numbers to 20 and beyond using a range of resources. 10 frames, numicon, cubes and bead strings. Seeing that numbers beyond 10 are made up of one whole ten and part of another ten.</p> <p>Counting patterns/spatial reasoning – Counting forwards and backwards. One more/one less. Using positional language. Arranging shapes and making pictures with shapes.</p> <p>Adding more – practical addition and combining groups.</p> <p>Taking away – practical subtraction.</p>					<p>Number</p> <p>Children will know 5+5=10, 0+10+10.</p> <p>Children will count forwards and backwards within 10.</p> <p>Numerical Patterns</p> <p>Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>
Understanding the World	Children develop their expressive arts and design skills throughout the year through role play, construction and creative area provision enhancements.					<p>History: Past and Present</p> <p>Children will know that the past is anything before the current day.</p> <p>Children will know that the present is now.</p>
	<p>Pen Pals – learning about other cultures and countries.</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	<p>Geography: People, Culture and Communities</p> <p>Children will know that we can only grow certain fruit/ vegetables in England.</p> <p>Children will identify typical weather in Spring.</p> <p>Science: The Natural World</p> <p>Children will know the life cycle of a sunflower.</p> <p>Children will know how to care for a plant.</p> <p>Children will know that this time of year is Spring.</p> <p>Children will draw pictures of plants.</p> <p>Children will understand how and why things change during Flavour School, and ask questions to find out more.</p> <p>Children will ask questions about their natural world during Forest School.</p> <p>RE: People, Culture and Communities</p> <p>Children will know why the first disciples changed their lives when they met Jesus.</p> <p>Children will know what Christians say the Holy Spirit is like.</p>
	<p>Geography: People, Culture and Communities</p> <p>I can talk about and describe Spring. How do I know it is Spring? What happens in Spring? How long is Spring? What months are in Spring?</p> <p>Science: The Natural World</p> <p>Life cycle of a sunflower.</p> <p>RE: People, Culture and Communities</p> <p>Why did the first disciples change their lives when they met Jesus?</p> <p>Forest School – spring scavenger hunt</p> <p>Flavour School – sunflower biscuits</p>	<p>Science: The Natural World</p> <p>how can we care for plants? science experiments - what happens if we don't look after plants? Planting a beanstalk.</p> <p>RE: People, Culture and Communities</p> <p>Why did the first disciples change their lives when they met Jesus?</p>	<p>Science: The Natural World</p> <p>Planting vegetables.</p> <p>Geography: People, Culture and Communities</p> <p>Which fruit/ vegetables can we grow in England? Looking at Olivers Vegetables.</p> <p>RE: People, Culture and Communities</p> <p>What do Christians say the Holy Spirit is like?</p> <p>Flavour & Forest School – exploring and planting herbs. Exploring bag of vegetables.</p>	<p>Geography: People, Culture and Communities</p> <p>Talking about different vegetables. Make a graph of our favourites.</p> <p>RE: People, Culture and Communities</p> <p>What do Christians say the Holy Spirit is like?</p> <p>Forest School – making spring potions/soup.</p> <p>Flavour School – Tasting different vegetables. Making beetroot jelly.</p>	<p>Science: The Natural World</p> <p>Exploring minibeasts and lifecycles, linking to the Very Hungry Caterpillar. Minibeast hunt.</p> <p>History: Past and Present</p> <p>What is the past? What is the present?</p> <p>RE: People, Culture and Communities</p> <p>What do Christians say the Holy Spirit is like?</p> <p>Forest School – bug hotels.</p> <p>Flavour School – crunch test linking to hungry caterpillar.</p>	
Expressive Arts and Design	Children develop their expressive arts and design skills throughout the year through role play, construction and creative area provision enhancements.					<p>Music: Being Imaginative</p> <p>Children will listen and appraise Funk music.</p> <p>Children will explore dimensions of music using voices and instruments.</p> <p>Children will play instruments to the song Big Bear Funk.</p> <p>Children will perform for their peers.</p> <p>Children will develop storylines in pretend play and create their own props.</p> <p>Children will act out their own story, and stories of their peers, together.</p> <p>Children will role play a Garden Shop.</p>
	<p>Helicopter Stories – taking on a role and acting out stories.</p> <p>Music (Charanga) – learning new songs, finding a pulse and talking about music, performing, playing instruments</p> <p>Artist study – Van Gogh Sunflower Art</p> <p>Colour Mixing– different shades of the same colour</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	<p>Art & Design: Creating with Materials</p> <p>Children will explore the art of Van Gogh's Sunflower picture, and create their own art using similar effects.</p> <p>Children will know how to make different shades of the same colour.</p>
	<p>Music: Being Imaginative and Expressive</p> <p>Charanga</p>	<p>Music: Being Imaginative and Expressive</p> <p>Charanga</p>	<p>Music: Being Imaginative and Expressive</p> <p>Charanga</p>	<p>Music: Being Imaginative and Expressive</p> <p>Charanga</p>	<p>Music: Being Imaginative and Expressive</p> <p>Charanga</p>	

	Art: <i>Creating with Materials</i> Making handprint sunflowers.	Art: <i>Creating with Materials</i> Drawing and painting plants. Construction - building a lego flower.	Art: <i>Creating with Materials</i> Painting and printing with vegetables. Role Play - Vegetable Shop	Art: <i>Creating with Materials</i> Healthy Eating Collage. Role Play - Vegetable Shop	Art: <i>Creating with Materials</i> Observational drawings of minibeasts with chalk on black paper. Construction - making a bug hotel.	
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