

CL

Listen attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back and forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Planting cress—talking about how to plant the seeds, and observing and talking about what has changed over time. Introduce vocab arounds plants .

Talking about other things that grow e.g. plants, flowers, trees, people, animals. Discuss life cycles.

Invite Mr Busby/ Mr Binns to talk about gardening and allotments—answer childrens questions.

PSED

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and others' needs.

Children choose their favourite flower and talk about the flowers being different and how people are all different and we should celebrate this. Link to books—bear and bees, odd dog out.

Cleanliness and hygiene when handling plants and soil.

Creating a friendship tree and talking about the ways to grow a good friendship.

Making fruit and veg kebabs, discussing how/where they have grown and making healthy choices.

Taking care of living things—plants , chicks, tadpoles. Including feeding, cleaning, creating safe environments for them

EAD

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, from and function. Share their creations, explain the process they have used. Make use of props and materials when role playing in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.

Observational drawings of plants, flowers and chicks.

Colour mixing to create a variety of colours for different flowers

Singing and acting out “5 little peas in a peapod pressed”

Using gardening tools and props in the outdoors, dress up basket and small world (wellies, aprons, gloves, spades, wheelbarrows)

UW

Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps Explore the natural world around, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around and contrasting environments, drawing on experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Planting seeds to make cress, observing changes

Nature walk around environment, observing how the trees have changed

Map out the nature walk around the school grounds

Observing chicks hatch and grow over 2 weeks (and tadpoles to frogs) observing and discussing stages of life cycles and reflecting what has changed from the beginning

Reflection and comparison between last Eid and current Eid plans and celebrations—what has changed in this time, anything different

How may Eid be different in another country e.g. Pakistan, look at celebrations and compare to ones children experience here—similarities and differences

How does plants grow

Life cycles

Growing plants

Exploring plants in the environment

Eid

PD

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Uses a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

Navigating wheelbarrows around the outdoors, moving safely around obstacles

Creating gardening tools in DT using a variety of resources

Digging in soil using spades, rakes, forks

Activity tray for planting including fine motor tools such as tweezers, tongs, spoons, scoops and small pots

Constructing dens and toys for the chicks

Literacy

Say a sound for each letter of the alphabet plus 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. To read a selection of common exception words. Read aloud simple sentences and books that are consistent with their phonic knowledge. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (when appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Rules around chicks, signs e.g. “do not touch”

Letter to farmer, updating on chicks

List of things we need to look after the chicks, labelling the environment e.g. incubator, hay, lights

Plant diary and chick diary—observation including picture and writing to record main stages of process

Instructions on how to take care of the chicks

Range of books including plants, growing e.g. ‘Tiny seed, Tad’

Maths

Can count objects, actions and sounds up to 20. Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Explain how to solve a problem using mathematical vocabulary. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Continue, copy and creates own patterns. I can show resilience and learn from making mathematical mistakes. Selects, rotates and manipulates shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that they recognize that shapes can have other shapes within it, just as numbers can. Compares length, weight and capacity.

Number bonds to 10 and subtraction with chicks e.g. start with 10 eggs, one hatched, how many eggs left

Provide a selection of 2d shapes to create flower and garden pictures

Measuring the plants and chicks, comparing and ordering by size