

Communication and Language

- Talking about own prior knowledge of life cycles and asking questions.
- Re-telling stories and joining in with key phrases eg Handa's Surprise, The Very Hungry Caterpillar, Jack and the Beanstalk, Gotta Go, Gotta Go.
- New vocabulary related to change and growth.
- Re-telling and sequencing events (stories, lifecycles, changes)
- Persuasive posters re environmentally friendly/ healthy foods.

Personal, Social and Emotional

- Learn about sun safety.
- Recap on eating healthily
- Resilience (whole-school EMERGE theme) - link to The Hugging Tree by Jill Neimark, and Gotta Go Gotta Go by Sam Swope.
- Being able to wait! (as seedlings grow!)
- Increasing responsibility, independence - cooking activities, choosing healthy options.

Physical Development

- Planting and gardening – use tools safely and effectively.
- Use of one handed tools– pencils for writing, scissors for cutting (Matisse).
- Make chocolate krispie nests and honey biscuits on own.
- Being safe in the sun– recognise the need to wear suncream, a sun hat and sun glasses to protect themselves from the sun.
- Swimming sessions this term at local Leisure Centre - developing confidence, and fun in the water, at children's own level.

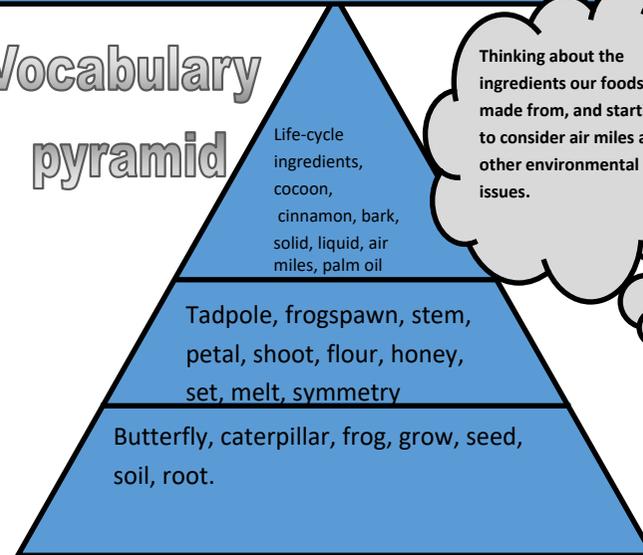
Understanding the World

- Talk about the changing seasons– Signs of Spring.
- Make observational drawings of flowers, learning different parts
- Find out about life cycles– butterfly, frog, sunflower, bean plant.
- Plant and grow own seeds.
- Taste different food, exploring using senses
- Explore healthy/ unhealthy food in more depth (Very Hungry Caterpillar and fruits in Handa's Surprise.)
- Caring for living things– plants, butterflies, environmental issues re food ingredients, eg palm oil, air miles
- Changing states of matter – chocolate crispy nests for Easter.
- Where do ingredients come from? Link to honey biscuit ingredients

Growing in the Sun

Ogden Trust Science Talk– party for parrot (sorting and classifying animals and fruit), lifecycles

Vocabulary pyramid



Thinking about the ingredients our foods are made from, and starting to consider air miles and other environmental issues.

Expressive Arts and Design

- Songs and rhymes linked to life cycles and growth.
- Act out the stories from our topic (see Literacy).
- Scissors art. Oil pastels and paint - cut out coloured paper and stick.
- Make junk modeling animals.
- Butterfly fold pictures, colour mixing.
- Observational drawing and painting of flowers.
- Artist study – Matisse - " with focus on Henri's Scissors" by Jeanette Winter. Also, a look at Eric Carle's art work, and use his paint, cut and stick method.
- Music - Rainbow Pond - explore pitch. Explore examples of African music.

Mathematics (additionally see White Rose plan)

- Count and sort fruit– record numerals, look at odd and even numbers.
- Measure and compare growth– height, length, size.
- Symmetry– butterflies.
- Doubles– spots on ladybirds, butterfly wings.
- Positional language in stories
- Addition and subtraction with topic related real objects
- Number bonds to 10.

Literacy

- Handa's Surprise, The Very Hungry Caterpillar, Jack and the beanstalk, Sam's Sunflower – Story mapping, sequencing, hotseating , re-telling and acting out.
- sunny days poetry
- Write about beginning, middle and end of a story. Re-read their learning to check that it makes sense.
- Make class books information books, diaries.
- Writing about and recording lifecycles.

Key texts: Jack and the Beanstalk, Handa's Surprise, Gotta Go The Hungry Caterpillar, My Bean Diary, Sun (Carol Thompson)

Communication and Language– Working towards all ELGs

Listening, Attention, and Understanding

- Listen attentively and respond 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

Speaking

- 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

Personal, Social and Emotional– Working towards all ELGs

Self– Regulation

- 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.

Managing Self

- 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

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development– Working towards all ELGs

Gross Motor Skills

- 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.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Understanding the World

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their 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.

Growing in the Sun

This topic teaches the children how plants grow, and about the life-cycles of sunflowers and beanplants. They also learn about the butterfly and frog lifecycles, and make links between these and the ways they themselves grow.

They learn about plants that we can eat, and learn about balance diets, and healthy and unhealthy food. They will begin to think about where our foods come from, and compare foods that grow here with those that grow in a different climate.

Expressive Arts and Design

Listen attentively, move to and talk about music, expressing their feelings and responses.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with peers and their teacher.

Mathematics

Link the number symbol (numeral) with its cardinal number value.

Count beyond ten.

Compare numbers.

Explore the composition of numbers to 10.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

Have a deep understanding of number to 10, including the composition of each number.

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.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Literacy

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others. Say a sound for each letter in the alphabet and at least 10 digraphs.