

Personal Social Emotional Development (PSED)

- Children play co-operatively, taking turns with others and showing care and concern for peers, forming positive relationships.
- They discuss feelings when co-operation is difficult and strategies to overcome this.
- Children are confident to try new activities and will talk about their ideas within a group, asking for help when necessary.
- Children show understanding of the need for boundaries and try to adhere to these, sometimes with support.
- Children show increased ability to listen and respond appropriately to an adult and follow instructions involving several actions.
- Children can manage own hygiene needs and show understanding of healthy food choices.

Physical Development (PD)

- Children show confidence in gross motor movements; balancing, jumping, landing and climbing with a variety of imaginative body movements.
- They show increased accuracy when throwing and catching and negotiate space safely and confidently.
- Children show increasing control and coordination with fine motor skills and can safely handle a variety of small tools including scissors, paintbrushes and cutlery.
- They are developing an effective tripod grip when using a pencil and show increasing care and accuracy when drawing.

Communication and Language (CL)

- Children will listen attentively and respond appropriately to stories and nonfiction books about farms, animals and life cycles and be exposed to new vocabulary which they use to create a narrative.
- Children are able to follow instructions involving several actions and can respond to 'how' and 'why' questions about their experiences or in response to stories.
- Children can discuss their new learning, expressing themselves using full sentences, with some correct tenses/use of conjunctions and showing awareness of audience.

Growing and Farms Summer 1 2024/25

Possible activities depending on children's interests



Understanding the World (UW)

- Children will find out about the job of a farmer and the animals on a farm and how they are cared for, following a visit to Nettlecombe Farm.
- Children will talk about living things and what they need to grow well. Children will be introduced to the life cycle of a butterfly, frog, chick.
- They will observe the butterfly eggs hatch, growing caterpillars change into butterflies and be able to talk about the life cycle using appropriate vocabulary.
- They will observe the changes that occur from spawn to tadpole + frog.
- Children will know about the features of their environment, make observations of plants and flowers and be able to explain why some things occur and talk about changes.
- They will discuss what grows in our garden and plant sunflowers to observe seed changes.

Expressive Arts & Design (EAD)

- Children safely use a variety of tools, techniques and materials, experimenting with design and function.
- They are able to share and talk about their creations and the process.
- Children represent their ideas in a range of ways; art, DT, role play and stories using their knowledge of media/materials.
- They are able to invent and adapt narratives and sing a variety of familiar rhymes and songs.
- They will begin to mix their own colours when painting and explore creating new shades for a particular purpose.

Mathematics (M)

- WRM: Phase 7 'To 20 and Beyond'.
- Building numbers beyond 10 (10-13) (14-20). Continuing patterns beyond 10 (10-13) (14-20). Counting on and back from diff starting points. Say what comes before/after and place no's in order. Use loose parts to make larger numbers.
- Develop sentence stems "I can see 1 ten +?" Counting verbally beyond 20, forwards and backwards. How many now? Adding more using real objects. Take away – using everyday objects to take more than 1 away. "First, then, now structure"
- Manipulate, compose and decompose. Explore the attributes of shapes and select shapes for a particular purpose. Rotate and manipulate shapes to fill a given space. Use positional language to describe where shapes are. Understand how shapes can be combined to make new shapes and identify shapes within shapes. Copy more complex 2D shape pictures. Notice 2D shapes within 3D shapes.

RE: Easter/ Pentecost

We remember Jesus at Easter time. There are special words we use to praise Jesus at Easter. We have special signs and colours that remind us of the Easter message. To know that there are people called Hindus and share one of their special stories.

To know that Jesus sent his spirit at Pentecost to stop the disciples from being frightened. To hear about the Holy Spirit and think about what can stop us feeling frightened.

Literacy (L)

- Phase 4 Little Wandle. Focus on short vowels, longer words and compound words. Also root words ending in 'ing', 'ed' (t, id, est) Intro next set of tricky words (18 in total)
- Writing: Phase 4 words and simple sentences written independently, which the children are able to read back to themselves. Sentences to include words which are spelt correctly, phonetically plausible and formed correctly. Create our own nonfiction book about the life cycle of a butterfly.
- Reading: Children will use their phonic knowledge to decode regular words and read them with understanding. They will explore a variety of nonfiction books about growing and farms and talk about what they see.