

Personal Social Emotional Development (PSED)

- Children can describe themselves in positive ways and talk about what they are good at.
- 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 2026

Possible activities depending on children's interests



Understanding the World (UW)

- Children will find out about the job of a farmer and the different animals on a farm and how they are cared for, following our 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, see the 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 6: Building numbers and patterns beyond 10 (10–20)

- Count forwards and backwards beyond 20, starting from different numbers. Say what comes before and after, and order numbers correctly.
 - Begin simple addition and subtraction using real objects, including taking away more than one. Use "first, then, now" to explain thinking.
 - Explore 2D shapes by describing their features and choosing shapes for a purpose. Rotate and fit shapes into spaces, use positional language, and combine shapes to make new ones. Copy more complex shape patterns.
- Mastering Number:
- Continue developing subitising, recognising the same number in different arrangements.
 - Explore how numbers are made (especially 10) and order groups of objects, linking to ordinal numbers (first, second, third).

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)

- Phonics (Little Wandle Phase 4): Focus on short vowels, longer and compound words, and adding *-ing* and *-ed*. Introduce new tricky words.
- Writing: Write Phase 4 words and simple sentences independently, reading them back. Spell words correctly or phonetically and form letters accurately. Create a simple non-fiction book on the butterfly life cycle.
- Reading: Use phonics to decode and understand words. Explore non-fiction books about growing and farms, discussing what they notice.