**STUNNING STARTER**

* Mystery beans, letter and giant footprints to be left
* Garden fairies/elves to leave seeds and a letter

**Medium Term Plan**

**FANTASTIC FINISH**

* Minibeast day
* Garden Party/Platinum Jubilee

**Characteristics of Effective Learning**

**Playing and Exploring – Engagement**

Finding out and exploring

Playing with what they know

Being willing to ‘have a go’

**Active Learning – Motivation**

Being involved and concentrating

Keeping on trying

Enjoying achieving what they set out to do

**Creating and Thinking Critically**

Having their own ideas

Making links

Working with Ideas

**Area of Learning and Development Aspect**

**Prime Areas**

**Personal, Social and Emotional Development**

Making Relationships

Sense of Self

Understanding Emotions

**Physical Development**

Moving and Handling

Health and self-care

**Communication and Language**

Listening and Attention

Understanding

Speaking

**Specific Areas**

**Literacy**

Reading

Writing

**Mathematics**

Number

Spatial Awareness

Shape

Pattern

Measures

Comparison

Counting

Cardinality

**Understanding the World**

People and Communities

The World

Technology

**Expressive Arts and Design**

Creating with materials

Being imaginative & expressive

**Physical Development**

* Sports’ day – Practising the fundamental skills needed – running, skipping, jumping, balancing.
* Moving creatively – mini- beast movements – crawling, hopping, slithering, etc.
* Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
* Develop competence and precision and accuracy when engaging in activities involving a ball.
* To continue to develop handwriting which is fast, accurate and efficient.
* Continue to develop their small motor skills and use a range of tools competently, safely and confidently- use small garden tools, tweezers, pooters.

What’s in our Garden?

**Communication and Language**

* Using new topical vocabulary/storyline or narrative into their play and through the day.
* Ask questions to find out more and check that they have understood what has been said to them.
* Listening to stories, responding and anticipating key events -engaging in story times.
* Retell familiar stories that they have a deep familiarity with in their own words.
* Listening in different situations such as a guest speaker or going on a visit to the garden centre.
* Talking about their experiences of different plants and mini-beasts.
* Articulate their ideas and thoughts in well -formed sentences.
* Describe events in some detail – life cycles, recount of trips, observations made.
* Learn some rhymes, poems and songs related to the garden theme.

**Expressive Arts and Design**

* Exploring texture and sculpture- making minibeasts or plants out of clay.
* Minibeasts or life cycle themed dance – watch and talk about, create their own.
* Move in time to music and perform.
* Singing in a group and on their own – different minibeast and plant growing songs.
* Play simple percussion instruments along to songs they know.
* Perform simple poems related to growing and life cycles. Play instruments along too.
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Make a junk model minibeasts, Dolly peg dragon flies or butterflies/tie dye butterflies, Cake case flowers, Symmetrical butterflies to explore mixing colours, Egg carton minibeasts.
* Share their creations, explaining the process they have used. Likes and dislikes
* Make use of props and materials when role playing characters in narratives and stories. -retell minibeast stories using story sack resources, puppets, creati9ons of their own.

Term: Summer A 2022 Class: Ducklings Teacher: Mrs Catterall /Miss Lees

**SMSC/ PSHE / BRITISH VALUES**

* 23rd April- St George’s Day
* 4th-9th May- Deaf Awareness Week
* 23rd May – Healthy Living Week- Sports’ Day
* 19thJune – Father’s Day
* 21st June – World Music Day
* Queen’s Platinum Jubilee celebrations 4-7th June

**Topic Vocabulary:**

Percussion, perform, create, poem, song, materials, tools, design, texture, symmetrical, props.

Running, skipping, jumping, balancing, throwing, catching, kicking, passing, batting and aiming, accuracy, tweezers and pooters.

Church, belong, family, group, Ramadan, Eid, life cycle, plants, minibeasts, insect, explore, environment, wormery, society, natural, observation, investigate, record, contrasting, similarities and differences, metamorphosis, life cycle, changes, weather, seasons.

Growth, respect, feelings, empathy, resilience, challenge, emotions, hygiene, physical activity, diet, healthy eating, oral hygiene, road safety, transition.

Identify, build, count, pattern, subitise, odd, even, rotate, turn, shape names, problem, add, take away, quantity, number bond, doubling, sharing, halving, equal, grouping, compare, order, sort match and compose.

**Understanding the World/RE**

* RE – The Church and belonging to a family, Who is in my family? What makes a good family? Which different families/groups do you belong to? Do you have to be related to be in a family? What sorts of families are in my class? What does it feel like to be part of a family?
* Talk about Ramadan and Eid
* Life cycles of simple plants and mini-beasts
* Exploring different environments for mini-beasts and plants
* Investigating looking after and growing plants
* Making a suitable environment for a woodlouse – Make bug hotels/wormery
* Talk about the life of the Queen and her role in society.
* Deaf Awareness Week – talk about how hearing aids have developed over time.
* Find out about their gardens at home.
* Draw maps from minibeast stories
* Explore the natural world around them, making observations and drawing animals and plants
* Talking about natural things in contrasting environments- similarities and differences
* Important processes and changes in the natural world- weather, seasons, life cycles.

**Personal, Social and Emotional Development**

* Being My Best & Growing & Changing
* Seeing themselves as a valued individual
* To continue to build constructive and respectful relationships
* Express their feelings and consider the feelings of others
* Show resilience and perseverance in the face of a challenge
* Identify and moderate their own feelings socially and emotionally
* To think about the perspective of others
* To manage their own personal hygiene needs
* Healthy Living Week- to address the importance of sensible screen time, the need for regular physical activity, healthy eating, oral hygiene, sleep routines and road safety (Right Start)
* Transition to year 1.

**Enrichment/Experiences/Trips/Visitors**

* Visit to the Plant Place
* Visit from Mrs Pilling/dental hygienist to know and talk about toothbrushing
* ‘Hand on Animals’ to do a minibeast talk
* Healthy Living Week
* Right Start- child pedestrian training

**Literacy**

* Non-fiction texts about the weather, seasons and the world, plants and animals, gardens, life cycles, mini-beasts
* Non-fiction books about different cultural celebrations – Eid.
* The Very Hungry Caterpillar/From Caterpillar to Butterfly/The Crunching Munching /Ah! Spider!/ The very busy spider/Caterpillar/If Only…./The Tiny Seed/The Bad Tempered Ladybird/The very lonely firefly/Superworm
* Seasonal poems and rhymes – Incy Wincy spider retold using different actions and voices, change and create own different verses. Read Mad About Minibeasts poetry book.
* If I were a mini-beast signing song and poem.
* Listening to rhyming strings, writing our own simple mini-beast poems.
* Write about and label parts of minibeasts, draw and label life cycles, draw and write about their own minibeast creation, instructions or posters for how to look after minibeasts or the garden, investigate and record what they find in a garden, drawing and sequencing the events from a story, writing their own hungry caterpillar stories, write their own seed journeys, Instructions for planting a seed or looking after a plant, posters for around the garden for looking after the bees.
* Anticipate key events in stories/retell stories using their own words and story narrative.
* Continue to recap over and know the sound/letter name for each letter of the alphabet and all of the phase 3 digraphs and trigraphs.
* Being able to read and write words and sentences with different combinations of consonants and vowels in – ccvc, cvcc, ccvcc, cccvc, etc.

**Mathematics**

* Building numbers beyond 10 – build and identify numbers to 20 and beyond.
* Counting patterns beyond 10 – 2s, 5s and 10s. Odd one out in patterns.
* Spatial reasoning – puzzles. Jigsaws and rotating shapes, shape problems, shape patterns. Look at a range of maps related to familiar places – class, school, journey to the garden centre or school.
* Adding more – How a quantity of a group can be changed by adding more.
* Taking away – changing a quantity by taking away items
* Recap of number bonds to 5, including those involving subtraction.
* Doubling – learning that it means twice as many and using real objects to double.
* Sharing and grouping – exploring with real objects, opportunities to recognise and make equal groups with several items.
* Even and odd numbers- relate to sharing and to recognise that some numbers cannot be shared equally.
* Consolidating all key skills – subitising, counting, comparing and ordering, sorting and matching, composition and number recognition.