**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, jumping, balancing.
* Moving creatively – mini- beast movements – crawling, hopping, slithering, etc.
* Develop a range of ball skills including: throwing, catching, kicking.
* To continue to develop control over mark making tools and start to form recognisable letters.
* Continue to develop their small motor skills and use a range of tools competently, safely and confidently- use small garden tools, tweezers, pooters.
* Show independence in getting on their coats, shoes and fastening zips.
* Work with others to safely move large pieces of equipment such as planks.
* To find their own way around the new physical area, based on their own physical skills.

**Enrichment/Experiences/Trips/Visitors**

* Visit to the Plant Place
* ‘Hand on Animals’ to do a minibeast talk
* Healthy Living Week

What’s in our Garden?

**Communication and Language**

* Using new topical vocabulary.
* Understand a question or instruction involving two parts.
* Show an understanding of why questions.
* Listen to longer stories and recall most of the events within it.
* 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 and express their ideas.
* Describe events – life cycles, recount of trips, observations made.
* Join in and learn some rhymes, poems and songs related to the garden theme.
* Use talk to organise their play with others.

**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

**Expressive Arts and Design**

* Explore different materials textures and develop ideas as to how to use them and join them to create minibeasts and flowers from junk materials
* Use continuous lines to create closed shapes to represent objects and draw with increasing detail and represent emotions such as happy, sad.
* 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.
* Share their creations. Likes and dislikes
* Take part in simple pretend play, using objects to represent something else.
* Begin to develop complex stories using small world equipment and to create imaginative and complex small worlds using a variety of construction sets.

Term: Summer A 2022 Class: Ducklings Key Persons: Mrs Stock, Miss Taylor

**Personal, Social and Emotional Development**

* Being My Best & Growing & Changing
* Seeing themselves as a valued individual
* To continue to build constructive and respectful relationships accepting others needs and wants.
* Express their feelings and consider the feelings of others
* Begin to talk to others to solve conflicts and develop positive ways of being assertive.
* 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 and sleep routines.
* Transition to Reception Class.

**Understanding the World**

* Talk about Ramadan and Eid and foster positive attitudes about the differences between people.
* Life cycles of simple plants and mini-beasts
* Exploring different environments for mini-beasts and plants
* Investigating looking after and growing plants
* Caring for our garden and the creatures/plants within it.
* 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.
* 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.

**Mathematics**

* Build and identify numbers to 10.
* Spatial reasoning – puzzles. Jigsaws and rotating shapes, shape problems, shape patterns.
* Subitising to 5 and solve real world mathematical problems to 5.
* Compare objects relating to size, length, weight and capacity.
* Talk about and explore 2D and 3D shapes and select appropriate shapes for a task.
* To continue and create simple ABAB patterns using a variety of resource.
* Show an understanding of position through words alone.
* Talk about the route to the Garden Centre and routes around school.
* Experiment with their own symbols and marks as well as numerals.

**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.
* To draw simple representations of minibeasts, plants and animals.
* To recognise the initial sound in words., clap syllables in words and spot and suggest rhymes.
* To copy/write recognisable letters of their name.
* Anticipate key events in stories/retell stories using their own words and story narrative.

**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.