

English	Mathematics	Music	P.E.
Please see separate Read Write Inc. planning.	Maths No Problem	Kapow unit: Unit 5 See online planning.	Real P.E. EYFS See online planning

Week	Focus Book/Song/Rhyme	Focus Area of Learning	Development Matters Obj.	Vocabulary: Explicitly taught, used and overused		Progression of Continuous Provision	
						Indoor	Outdoor
1	We are Gardeners! The Tiny Seed – Eric Carle	LITERACY Sequencing Retelling Comprehension	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences	Days of the week Sequence Order Events First, second, then, next...		Adult led: 1. Literacy: Sequencing, thought bubbles, keeping a diary 2. UtW: Sorting and categorising seeds. Observational drawings of seeds using different media and magnifying glasses 3. EAD: Observational drawings and create collages using seeds. 4. UtW: Explore plants grown in bags/transparent containers 5. Maths linked to current week's learning in response to AfL.	Adult led: Tuff trays – plant pots, spades and seeds. C&L – Understand how to listen carefully and why listening is important. Listening Walk.
	Song of the Week: (Tune: Farmer in the Dell) The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds	UtW: Planting Seeds Investigate conditions for germination Visit school garden and make observations and drawings of plants.	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.	Seeds Plants Grow Growing Conditions Soil Water Warmth	Roots Stem Trunk Leave Flower Blossom Petal Bulb	Child led: 1. Fine Motor: Sorting a variety of seeds including bulbs 2. UtW: Explore the natural world around them looking at plants and trees. Make observational drawings using different media. 3. UtW: Give children a classification key and ask them to locate the plants in the environment. 4. Maths linked to current week's learning in response to AfL.	Child led: 1. Fine motor – Weaving with sticks and straw. 2. UTW – Exploring the garden area – Free digging and planting. 3. EAD – Music making in the outdoor environment. 4. Maths linked to prior week's learning in response to AfL. 5. EAD – Drawing plants in the natural environment. 6. Florist Role-Play. 7. Lit – Mark making / shopping lists in role-play.
	Learn a new verse each week: Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me	EAD: Observational drawings of plants and trees using different media	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Look, observe, study Notice patterns, lines, colour, shapes and texture		Child initiated: In response to the direction the children take their learning.	Child initiated: In response to the direction the children take their learning.
		UtW/EAD: Explore sycamore seeds and create their own spinners. Test them from various heights and with different weights.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Seeds Investigate and explore Make and test Amend Predict			

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2	We are Growing!	Literacy: Retell story in own words. Create time line of Titch Talk about what they would like to be when they are older. Write captions to go with images of themselves at different stages – babies, toddlers, and now. Write simple sentences about what they could do when they were babies/toddlers, now.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.	Grow Growing up Young Old Younger Older Then and now Babies, toddlers, child/ren First, then, next..... When I was.....	Adult led: 1. Literacy: write captions for different stages – babies, toddlers and children. 2. Literacy: Speech bubbles for characters from the story. 3. Literacy/UtW: Story sequencing 3. PSED: Aspirations – ‘When I grow up, I want to be....’. Encourage children to think of jobs and attributes. 4. C&L: Interview a new mother/father and baby 5: EAD – Create portraits of themselves when they were babies. Create pictures of themselves of what they might be like when they are older. 6. Maths linked to current week’s learning in response to AfL.	Adult led: UTW – Caring for the natural environment – digging and sifting soil / sweeping and tidying. Child initiated: In response to the direction the children take their learning.		
	Titch – Pat Hutchins and Once There Were Giants – Martin Waddell	UtW: Talk about what they were like when they were babies through looking at baby photographs. Look at images of themselves when they were toddlers and talk about how they have changed. List things they could do as babies and what they can do now.	Comment on images of familiar situations in the past. Know some similarities and differences between things in the past and now, drawing on their experiences.	Grow Growth Babies, toddlers, child, children Older, younger Change Taller			Child led: 1. Literacy – role play baby clinic 2. Reading – read to children in nursery. 3. Create a texture book for younger children. 4. Fine Motor – cut and order images of children at different stages (baby, toddler, now). 5. Writing – captions/sentences for images from the story ‘Titch’. 6. UtW: Sort items such as clothing etc. into categories baby/toddler/child Child initiated: In response to the direction the children take their learning.	Child led: 1. Gross motor – Trikes, bikes and scooters. 2. Music – Free exploration of instruments. 3. UTW – Caring for the natural environment – digging and sifting soil / sweeping and tidying. 4. Maths linked to prior week’s learning in response to AfL. 5. EAD – Drawing natural objects – chalk and pastels. 6. Water play – Exploring natural objects – things that make a splash and things that don’t. 7. Lit – Reading and writing shed. Child initiated: In response to the direction the children take their learning.
	Song of the Week: (Tune: Farmer in the Dell) The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds	PD and PSED: Talk about physical activity and how we need to exercise to help us grow into healthy adults. Engage in a range of physical activities. Encourage children to notice changes in their bodies when exercising.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity	Exercise Healthy Health Active Grow Stronger				
	Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me	UtW: Encourage children to share pictures of their family and listen to what they say about the pictures.	Talk about members of their immediate family and community.	Family Family members Photographs Special times/events Celebration Aunts, uncles, grandparents etc.				

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3	We are Growers!	Literacy: Draw and write a report on what has happened to their seedlings. Challenge children to write an explanation for the seedlings grown in different conditions.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.	Non-fiction Title page Photographs Contents page Diagrams Captions Index page Glossary		Adult led: 1. Literacy – Captions for different pictures of plant growth 2. Reading – sequence the story. Role play story using props and masks 3. UtW/EAD – observational drawings of plants grown in class 5. Maths linked to current week’s learning in response to AfL.	Adult led: Physical – Outdoors – Paired and team games and ball skills; throwing, catching, kicking, rolling and racket skills. Link to previous work on exercise.
	Non-fiction Texts: Plant Life Cycles – Seed to Sunflower – non-fiction text	UtW: Observe, measure and record what has happened to their seedlings. Investigate function of roots through celery experiment.	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.	Seeds Plants Grow Growing Conditions Soil Water Warmth	Roots Stem Trunk Leave Flower Blossom Petal Bulb	Child led: 1. UtW – sequence pictures/photographs of plants depicting different stages of growth 2. EAD – observational drawings of their plants or other plants using pastels 3. Construct 3D flowers using a range of resources. 4. Literacy – captions for photograph evidence of their experiments. 5. UtW – caring for plants in the classroom 6. EAD – Painting flowers/plants in style of different artists 7. Maths linked to current week’s learning in response to AfL.	Child led: 1. Fine Motor – Construction materials to make plants and flowers. 2. C&L – Reading and writing shed – non-fiction. 3. UTW – Farm and animals. 4. Maths linked to current or previous week’s learning in response to AfL. 5. EAD – Using 2D shapes to make plant, flower, tree pictures. 6. Physical – Ball skills, throwing and catching. Different sized balls. 7. Lit – Drawing and labelling plants.
	Katie and the Sunflowers – Story about Vincent Van Gogh	UtW: Observe and explain what has happened to seeds which had no water, light or warmth. Explain why their seedlings grew.	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.	Seeds Plants Grow Growing Conditions Soil Water Warmth	Roots Stem Trunk Leave Flower Blossom Petal Bulb	Child initiated: In response to the direction the children take their learning.	Child initiated: In response to the direction the children take their learning.
	Song of the Week: (Tune: Farmer in the Dell)	EAD: Explore artists ‘Georgia O’Keeffe’	Paint plants and flowers in the style of Georgia O’Keeffe’.	Georgia O’Keefe Artist Paintings Flowers	Plants Colour Line Shape		
	The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds	EAD: Explore what sculptures are and look at sculptures created from natural materials. Learn the names of famous artists who use Sticks, twigs and leaves to make sculptures. Use collected sticks, twigs and leaves to make own sculptures.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.	Sculptures Materials Natural Wood Stone Leaves, twigs, sticks, pine cones, flowers, etc.			
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4	<p>We are Scientists!</p> <p>Plant Life Cycles – Seed to Sunflower – non-fiction text</p> <p>The Enormous Turnip (Traditional tale)</p> <p>Song of the Week: (Tune: Farmer in the Dell)</p> <p>The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds</p> <p>Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me</p>	<p>Literacy: Comprehension and sequencing story</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>	<p>Once upon a time First, then, next, later, finally Beginning Middle Ending Build up</p>	<p>Adult led: 1. Sequence story using images and decodable texts 2. Write story using story map to support. 3. UtW: create visual representations of life cycles for different animals and plants. 4. Reading – match captions to photographs for plant life cycles</p>	<p>Adult led: Physical/EAD/Lit Role-play the story of the Enormous Turnip. Start taking part in some group activities which they make up for themselves, or in teams.</p>
	<p>The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds</p>	<p>UtW: Life cycles of various plants. Reinforce learning about seasons and the conditions needed for plant growth.</p>	<p>Understand the key features of the life cycle of a plant and an animal. (3 to 4 years) Understand the effect of changing seasons on the natural world around them.</p>	<p>Life cycle Plant Bean Sunflower Circle Repeat Dandelion Daffodil</p>	<p>Child led: 1. C&L – Role play the story using props and resources from the room. 2. UtW: identify plants in the outdoors using a simple classification key. 3. EAD – observational drawing of flowering plants. 4. EAD – create 3D representations of flowering plants. 5. Maths linked to current week’s learning in response to AfL.</p> <p>Child initiated: In response to the direction the children take their learning.</p>	<p>Child led: 1. Fine Motor – Jigsaw puzzles. 2. C&L – Reading area – non-fiction books. 3. UTW – Matching animals and their young. 4. Maths linked to current or previous week’s learning in response to AfL. 5. EAD – Bark rubbing. 6. Physical – Balls for bouncing and dribbling. 7. Lit – Writing shopping lists for the market stall.</p>
	<p>Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me</p>	<p>EAD Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak.</p>	<p>Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Play Imagine Create Story Roles Pretend Act</p>	<p>Child initiated: In response to the direction the children take their learning.</p>	<p>Child initiated: In response to the direction the children take their learning.</p>

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5	<p>We are Scientists!</p> <p>Animals including Humans Life Cycles</p> <p>Tadpole's Promise by Jeanne Willis and Tony Ross</p> <p>The Hungry Caterpillar by Eric Carle</p> <p>Monkey Puzzle by Julia Donaldson</p> <p>Song of the Week: (Tune: Farmer in the Dell)</p> <p>The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds</p> <p>Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me</p>	<p>Literacy: Predicting what will happen in the stories. Comprehension</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>	<p>Adult Babies Young Tadpoles, frogs, frogspawn Egg, caterpillar, cocoon, butterfly Names of animals and their young</p>	<p>Adult led: 1. Literacy – sequence stories, write sentences for different parts of the stories 2. Writing – speech bubbles/thought bubbles 3. UtW – Match animals to their young/create life cycles for different animals. 4. UtW: sort animals into categories – lay eggs/give birth 5. EAD – Create own animal stories based on the story 'Monkey Puzzle'. 6. Maths linked to current week's learning in response to AfL.</p>	<p>Adult led: Gross motor / EAD – Fabric, scarves etc., to represent movement of a butterfly. Moving in different ways.</p>
		<p>UtW: Learn about the life cycles of different animals: Life cycle of a frog Life cycle of humans Life cycle of butterfly.</p>	<p>Understand the key features of the life cycle of a plant and an animal. (3-4yrs)</p>	<p>Life cycle Frog, tadpole, change Human – baby, toddler, child, teenager, adult, elderly person. Butterfly – egg, caterpillar, cocoon, chrysalis, butterfly. Circle Repeat Offspring</p>	<p>Child led: 1. UtW- match animals to their babies 2. Literacy/UtW – write captions for life cycles they have made for different animals 3. UtW – order images of life cycles for different animals 4. EAD – role play the story 'The Hungry caterpillar' using props and resources from the classroom. 5. Maths linked to current week's learning in response to AfL.</p> <p>Child initiated: In response to the direction the children take their learning.</p>	<p>Child led: 1. Lit – Reading and writing shed. 2. C&L – Life cycles photos to discuss and sequence. 3. UTW – Making water runs in the Tuff Trays to help frogs move around. 4. Maths linked to current or previous week's learning in response to AfL. 5. UTW – Sorting animals using own criteria, include model farm, jungle and polar animals. 6. Water Tray – Describe different forces they can feel – balloons / ping pong balls (eggs) in water. 7. PD – Moving in different ways – tadpole, frog, caterpillar, cocoon, butterfly.</p>
		<p>EAD: Create 3D dioramas of life cycles for different animals using different materials.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.</p>	<p>Model Join Construct Create Build Stages Life cycle</p>		

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6	We are Environmentalist! Caring for Our Living World Dinosaurs and All that Rubbish – Michael Foreman	Literacy: Posters with captions and labels Write some instructions to teach someone how to care for a plant. Make a list of things that people can do to help the environment.	Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.	Instructions Caring, care, look after Important Value Respect Environment	Adult led: 1. UtW – sort rubbish into the 3 Rs 2. Literacy – sequencing story 3. EAD – create posters using paints and different media 4. UtW – look at photographs of parts of the planet which have not been looked after. Create thought bubbles for how these images make them feel. 5. Maths linked to current week’s learning in response to AfL.	Adult led: PD: Revise and refine the fundamental movement skills they have already acquired: rolling- crawling - walking - jumping - running - hopping - skipping – climbing.
	Song of the Week. (Tune: Farmer in the Dell)	UtW: Make a poster to persuade people to reduce waste, reuse items and recycle materials.	Understand the need to respect and care for the natural environment and all living things. (3 to 4yrs) 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.	Caring, care, look after Important Value Respect Environment Reduce Recycle Reuse Poster Rubbish Pollution Planet, Earth		
	The farmer plants the seeds The farmer plants the seeds Hi, Ho, the derry O The farmer plants the seeds	UtW: Sort objects/rubbish into categories recycle, reuse and reduce.				
	Additional Verses: The rain begins to fall The sun begins to shine The plants begin to grow The buds all open up The flowers smile at me	UtW: Observe what has happened to plants that have not been watered or have not been put in light and warm places. Explore concept of decay with children.	Understand the need to respect and care for the natural environment and all living things. (3 to 4yrs) 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.	Plants Life cycle Dying Decay Rot Spoilt Brown, limp. Dry Light Warm Water Conditions	Child initiated: In response to the direction the children take their learning.	