

## Literacy

**Key Texts:** Jack/Jim & the Beanstalk, Oliver's Vegetables, Handa's Surprise, Eddie's Garden. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Sharing and discussing non-fiction books about gardens and growing. Looking at key features of information texts.

**Writing:** Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Beginning to write sentences that can be read by others, remembering finger spaces, capital letters and full stops.

Making posters and writing instructions. Retelling and sequencing stories.

**Phonics & Reading:** Complete Phase 4.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (tricky truckwords)

## Mathematics

**Number:** Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.

**Number Patterns:** Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

**Handling data and measures:**

Create a class pictogram/graph of plant growth

Record favourite foods using chosen way; tally, tick, bar chart.

Length or height of plants – measure, compare and order.

## Expressive Arts & Design

**Creating with Materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

We will use different materials to create representations of fruit and vegetables (papier-mache, clay, paint).

Share their creations, explaining the process they have used.

**Being Imaginative & Expressive:** Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and try to move in time with music.

We will use percussion instruments to represent growing of a seed/flower.

Create own performances using music, song and dance to express ideas.

## Understanding the World

**The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

We will be growing our own seeds and watching growth and progress.

Comment and ask questions about where they live and the natural world.

Through gardening, planting seeds and Nature School we will continue to enhance our love for learning in the outdoors.

## RE links

### Caring For Others:

Thinking about how we take care of ourselves and others

Look at different religious stories to think about how care is shown.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Continuing to learn about the school Christian Values through class worship time –

Generosity, Respect, Agape, Courage & Empathy.

## In the Garden...



### WOW moments/visits or experiences

- \* Visiting Green-fingers Garden Centre
- \* Visiting Nature School
- \* Planning seeds and looking after our outdoor environment

## Foundation Summer 1<sup>st</sup> half 2022

## Physical Development

**Gross Motor Skills** – Indoor & Outdoor PE sessions, focussing on moving in different ways/developing our awareness of space/controlling the speed and direction of our movements. Demonstrating strength, balance and coordination when playing. Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiating space and obstacles safely

**Fine Motor Skills** – Holding a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Using a range of small tools, including scissors, paintbrushes and cutlery.

## PSED

**Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Encourage the children to think about how their actions affect others – How did Jack's actions affect the giant?

**Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

## Communication & Language

### Listening Attention & Understanding:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

### Speaking:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences.