

Hooks for learning		Key Texts		Key Vocabulary		Trips / visitors		Additional Learning	
Giant boots at the top of a beanstalk		Jasper's Beanstalk Oliver's Vegetables Seed to Sunflower Non-fiction: life cycle of a sunflower, minibeasts, planting		-Tier 1 - Mud, dirt, warm, cosy, hole, dig, drink, grow, water, sun, -Tier 2 -Soil, covered, sprinkle, roots, leaves, - Tier 3 - Earth, planted, stem, petals,		Growing sunflowers/ cress / herbs / Ladybirds??		Movement Play from 10.15-11.00 (Open garden at 9.45 on Tues / Thurs)  <b>REGISTRATION = Name writing</b>  Intervention Literacy / maths	
Communication and Lang.			Personal, Social and Emotional Development				Physical Development		
Listening, Att & understanding		Speaking	Self-Regulation	Managing Self	Building Relationships	Jigsaw	Gross Motor Skills		Fine Motor Skills
<p><b>Components:</b> Daily story sessions (ask comprehension questions, begin to make predictions)</p> <p>Shared attention, Respond, Engage, Conversation during Learn &amp; Explore time</p> <p>Key Group sessions: Listening and attention games, Nursery Rhymes</p> <p>Look at simple non-fiction books about plants and learn some fun facts</p> <p>Introduce Helicopter Stories</p> <p>Role play and act out key texts</p>		<p><b>Components:</b> Shared attention, Respond, Engage, Conversation during Learn &amp; Explore time</p> <p>Key sessions: Listening and attention games, poems , story sessions</p> <p>Wow Word Wall - refer back to and celebrate children exploring new words</p> <p>Describing tastes, textures, smells, look of different fruit and vegetables</p>	<p><b>Components:</b> Support children during learn and explore time when issues arise - encourage/model use of language to explain how child is feeling</p> <p>Helping others</p> <p>Refer to regulation zones</p> <p>Taking part in challenges</p> <p><b>End Point:</b> I am starting to listen to others in my play and find a compromise in our ideas</p>	<p><b>Components:</b> Discuss importance of healthy eating while planting and investigating fruit and vegetables</p> <p>Talk about why we need to wash hands when handling food/after the toilet, etc. When exploring fruits and vegetables</p> <p>Support children to work through problems they encounter during learn and explore time.</p> <p>"Learning Detectives " who is showing characteristics of effective learning ?</p>	<p><b>Components:</b> Adults to engage in and model developing narratives in role play, small world, etc</p> <p>Planting and hatching ladybirds. Caring for them as a class</p> <p>Working together to create/develop garden outside</p> <p>Adults to encourage and model respecting others ideas</p> <p><b>End Points:</b> I can initiate play and offer cues for peers to join in</p>	<p><b>Components:</b> <b>Relationships</b></p> <p><b>End Points:</b> I will know how to make friends I will try to solve friendship problems when they occur I will help others to feel part of a group I will show respect in how I treat others I will know how to help myself and others when we feel upset and hurt</p>	<p><b>Components:</b> Create a sequence of movements to music</p> <p>Support children using the climbing frame and when climbing the stairs when moving around the school</p> <p>Explore movements together around the garden e.g. skip, hop, jump</p> <p>Digging and planting using appropriate equipment e.g. trowel, fork, etc.</p> <p><b>End Points:</b> I can create movements to music</p>	<p><b>Components:</b> Making snips in paper to create 'fringing' petals for flowers</p> <p>Observational paintings of flowers - magnifying glasses</p> <p>Support children to cut open different fruit and vegetables when investigating them</p> <p>Leaf and bark rubbings</p> <p>Cutting up leaves and flowers to explore</p> <p><b>End Points:</b> I am using scissors with increasing</p>	

<p><b>End Point:</b> I can retell simple, familiar stories</p> <p>I can listen and attend to longer stories with the help of pictures</p> <p>I can listen to ideas from peers and adults and incorporate them in my play</p>	<p>Talk about what they notice - plants, flowers</p> <p><b>End Point:</b> I am building my repertoire of songs, poems</p> <p>I try to use the correct tense although I may still muddle them e.g. I brought a bag</p> <p>I can continue conversation</p>	<p>I can express my own needs and wants appropriately</p>	<p><b>End Points:</b> I am displaying increasing confidence in new situations</p> <p>I can talk about some healthy choices (e.g. hand washing, food, exercise)</p> <p>I ask for help from adults and peers when needed and show willingness and pride to help others</p>	<p>I am beginning to understand how others may be feeling</p> <p>I can listen to the ideas of others</p>	<p>I will know and demonstrate how to be a good friend</p>	<p>I am developing my shoulder, elbow and wrist pivot</p> <p>I can work with others to move objects e.g. a box</p>	<p>control with one hand</p> <p>I am gaining more strength and control when mark making and writing</p>
--	--	---	--	--	--	--	---

Literacy		Mathematics		Understanding of the World			Expressive Art & Design	
Comprehension	Writing	Number & Number Patterns	Shape, Space and Measure	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being Imaginative & Expressive
<p><b>Components:</b> Introduce Helicopter Stories</p> <p>Role play small world play - support children to create stories around their characters</p> <p>Act out parts of the key texts. Encourage children to use their own words</p> <p><b>End Points:</b> I can retell and perform key events from familiar stories</p> <p>I am beginning to invent my own stories</p>	<p><b>Components:</b> : Children label their seeds, label the garden using marks/attempting letters</p> <p>Writing recipes or instructions to make sandwiches or toast</p> <p><b>End Points:</b> I am exploring initial letter sounds in my writing</p> <p>I am beginning to use mark making/writing as a form of communication</p> <p>I can write some letters accurately</p>	<p><b>Components</b> 10 frames within the environment (e.g. toilet doors, birthdays, etc)</p> <p>Support chn to subitise when comparing who has more/fewer</p> <p>Support chn to point to each item and count accurately when comparing who has more with objects beyond 3</p> <p><b>End Points:</b> I can subitise up to 6</p> <p>I can compare objects to say who has more or fewer</p> <p>I can count using 1:1 recognition</p>	<p><b>Components:</b> Sequence familiar Nursery Rhymes - what happens first, then, next, after, finally?</p> <p>Sequence routines of the day - what do you do first, then, etc?</p> <p>Compare height of plants</p> <p>Play hide the teddy - where is teddy? In front, behind, in, out, next to, under, etc.</p> <p>Explore a variety of containers using water/rice/beans/porridge - discuss full, empty, more, less</p> <p>Create pictures using 2d shapes</p> <p>Make shapes using magnetix</p> <p>Build using wooden blocks - explore the properties of the 3d shapes - do they roll/stack?</p> <p><b>End Points:</b> I can sequence familiar routines or Nursery Rhymes</p> <p>I can use some positional language</p>	<p><b>Components:</b> Look at timelapse videos of plants/trees growing</p> <p>Order images of plants growing from seed to flower (bean / sunflower) <b>NOT CRESS</b></p> <p>Observations of larvae to ladybird- create a timeline. What happened first, next, after, etc.</p> <p>During learn and explore time, support conversation about significant event in child's own lives</p> <p><b>End Points:</b> I am beginning to understand the concept of chronology</p>	<p><b>Components</b> : Learn about the celebration of Eid al-Fitr - parent first-hand talk?</p> <p>Non-fiction books - growing plants and places in the world</p> <p>Look at what grows/where food we eat come from around the world e.g. paddy fields, bananas, etc.</p> <p><b>End Points:</b> I am beginning to learn about different countries around the world</p>	<p><b>Components:</b> Observe and talk about the changes we can see around us (leaves on trees, weather, insects, flowers, etc.)</p> <p>Explore the Wild Garden and changes from the beginning of the year Make a bug hotel / watch ladybirds hatch and develop</p> <p>Hunt for minibeasts found outside with magnifying glasses</p> <p>Take Photos using iPad Observing apple core going brown over time</p> <p>Playdough with different smells/herbs</p> <p>Make collections of different leaves/seeds. Discuss similarities and differences, e.g. shape, size, colour</p> <p>Plant seeds and learn about the things needed to help them</p>	<p><b>Components:</b> Colour mixing to paint flowers and garden scene (collaborative artwork?)</p> <p>Observational drawings of plants and flowers</p> <p>Lark ascending (Vaughn Williams) - children make marks to the sounds</p> <p>Make artwork inspired by patterns and colours from the natural world (caterpillar/butterfly patterns, leaves, etc)</p> <p>Georgia O'Keefe - flower artwork</p> <p>Junk modelling</p> <p><b>End Points:</b> I am developing my ideas about</p>	<p><b>Components:</b> 10 Little Sunflowers Cauliflowers Fuffy song</p> <p>Sequence movements to a poem / song</p> <p>Clap syllables in names as a welcome to key group time</p> <p>Lark ascending (Vaughn Williams)</p> <p>Make own musical instruments (beans/seeds of different sizes in cups) - explore the different sounds they make</p> <p><b>End Points:</b> I am listening with increased attention to sounds</p> <p>I can explore sequences of movements</p>

			<p>I know some words to describe the properties of 2d shapes</p> <p>I can explore volume and capacity</p>			<p>grow (herbs / cress / sunflowers)</p> <p>Look at life cycle of a plant (sunflower)</p> <p>Observational drawings of plants/flowers - magnifying glasses</p> <p><b>End Points:</b> I know about some of the signs of Summer</p> <p>I am beginning to understand some of the things needed to care for the natural environment</p> <p>I am beginning to understand some of the key features of the life cycle of a plant/living things</p>	<p>how and what to make</p> <p>Exploring joining materials</p> <p>I am using lines and mark making equipment to make representations of things</p>	
--	--	--	---	--	--	---	--	--