

In The Garden

This theme encourages children to explore their natural outdoor environment.

It teaches children about what happens during the season of spring, allowing them to investigate what plants and flowers need to help them grow.

It also teaches children about the types of minibeasts that live in the garden.

Key Learning Outcomes From Adult Led Learning

Communication & Language	<ul style="list-style-type: none"> - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (Reception). - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (Reception). - Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG).
Personal, Social & Emotional Development	<ul style="list-style-type: none"> - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG). - Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge (ELG). - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG).
Physical Development	<ul style="list-style-type: none"> - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception). - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG). - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (Reception).
Literacy	<ul style="list-style-type: none"> - Read simple phrases and sentences made up of words and known letter-sound correspondences and, where necessary, a few exception words (Reception). - Re-read what they have written to check that it makes sense (Reception). - Write simple phrases and sentences that can be read by others (ELG). <p><u>Understand the past through settings, characters and events encountered in books read in class and storytelling</u></p>
Mathematics	<ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system (ELG). - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5(including subtraction facts) and some number bonds to 10, including double facts (ELG). - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
Understanding The World	<ul style="list-style-type: none"> - Recognise some similarities and differences between life in this country and life in other countries (Reception). - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG). - Understand some important processes and changes in the natural world around them, including the seasons and changes states of matter (ELG). - Understand the past through settings, characters and events encountered in books read in class and storytelling
Expressive Arts & Design	<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG). - Invent, adapt, and recount narratives and stories with peers and their teacher (ELG). - Share their creations, explaining the process they have used (ELG).

FS2 Computing Curriculum Guidance:

3: Communication: Data

3a - Counting & 3b Sorting (used throughout half term within continuous provision and enhanced activities)

<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
<p>Week 1 W/B 15.04.24</p>	<p>Communication & Language - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (Reception).</p> <p>Personal, Social & Emotional Development - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG).</p> <p>Physical Development - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception).</p> <p>Literacy - Write simple phrases and sentences that can be read by others (ELG).</p> <p>Mathematics - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Expressive Arts & Design - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p>	<p>Fiction Text - The Very Hungry Caterpillar</p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit Inputs - Act out story to retell main events. Read simple sentences about the caterpillar e.g. "I can see an egg/sun/plum/moon/salami". *Discreet daily phonics sessions.</p> <p>- Maths Inputs – Numberblocks 'Blockzilla' and 'Peekaboo', greater and less than.</p> <p>- PD Input - Imoves - Teach dance related to the minibeasts theme - Lesson 1.</p>	<p>Caterpillar, hungry, food, fruit, life cycle, butterfly, cocoon/chrysalis/pupa, egg, leaf, grow, wings, plants, bigger/smaller, environment, full, sick/poorly, story, read, word, sentence, sounds, special friends, error/mistake, common exception words.</p> <p>Shapes, triangle, circle, square, rectangle, diamond, star, inside, sides, corners, 2D/3D, lollipop sticks, match sticks.</p> <p>Dance, core strength, balance, fluency, agility, sequence, moves, actions, minibeasts.</p>

Learning objectives are set over a 2 week cycle, however are flexible to change according to children's needs.

<p>Week 2 W/B 22.04.22</p>	<p>Communication & Language - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (Reception).</p> <p>Personal, Social & Emotional Development - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG).</p> <p>Physical Development - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception).</p> <p>Literacy - Write simple phrases and sentences that can be read by others (ELG).</p> <p>Mathematics - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Understanding The World - Recognise some similarities and differences between life in this country and life in other countries (Reception).</p> <p>Expressive Arts & Design - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p>	<p>Fiction Text - The Very Hungry Caterpillar</p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit/UTW Inputs - Act out story to retell main events. Observe the caterpillar, compare caterpillars you find in different countries. Show Google map of where each country is. Compare what is the same and different between their and our environment. *Discreet daily phonics sessions.</p> <p>- Maths Inputs – Numberblocks greater and less than. ‘The legend of Big Tum’</p> <p>- PD Input - Imoves - Teach dance related to the minibeasts theme - Lesson 2.</p>	<p>Caterpillar, hungry, food, fruit, life cycle, butterfly, cocoon/chrysalis/pupa, egg, leaf, grow, wings, plants, bigger/smaller, environment, similarities, differences, full, sick/poorly, story, read, word, sentence, sounds, special friends, error/mistake, common exception words. Shapes, triangle, circle, square, rectangle, diamond, star, inside, sides, corners, 2D/3D, lollipop sticks, match sticks. Dance, core strength, balance, fluency, agility, sequence, moves, actions, minibeasts.</p>
---	--	--	--	---

Learning objectives are set over a 2 week cycle, however are flexible to change according to children's needs.

<p>Week 3 W/B 29.04.24</p>	<p>Communication & Language - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (Reception).</p> <p>Personal, Social & Emotional Development - Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge (ELG).</p> <p>Physical Development - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).</p> <p>Literacy - Re-read what they have written to check that it makes sense (Reception).</p> <p>Mathematics - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5(including subtraction facts) and some number bonds to 10, including double facts</p> <p>Understanding The World - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG).</p> <p>Expressive Arts & Design - Invent, adapt, and recount narratives and stories with peers and their teacher (ELG).</p>	<p>Fiction Text - Jasper's Beanstalk</p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit Inputs - Discuss what Jasper needs to help plant his seed. What problems may he face and why? Shared write a list of instructions to help him plant his seed. *Discreet daily phonics sessions.</p> <p>- Maths Inputs – Numberblocks episode 'What's the difference' and 'Numberblock Rally' subtraction facts</p> <p>- PD Input - Imoves - Teach dance related to the minibeasts theme - Lesson 3.</p>	<p>Beanstalk, plant/planting, growing, seed, water, sun, soil, plant pot, climate, gardening, weather, shovel, rake, trowel, spade, story, problems, solutions, instructions, list, re-read, check, mistake. Counting, numbers, pattern, number line, number grid, beyond, before, after, one more, one less. Dance, core strength, balance, fluency, agility, sequence, moves, actions, minibeasts.</p>
---	--	---	--	--

Learning objectives are set over a 2 week cycle, however are flexible to change according to children's needs.

<p>Week 4 W/B 06.05.24</p>	<p>Communication & Language - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (Reception).</p> <p>Personal, Social & Emotional Development - Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge (ELG).</p> <p>Physical Development - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).</p> <p>Literacy - Re-read what they have written to check that it makes sense (Reception).</p> <p>Mathematics - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5(including subtraction facts) and some number bonds to 10, including double facts</p> <p>Understanding The World - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG).</p> <p>Expressive Arts & Design - Invent, adapt, and recount narratives and stories with peers and their teacher (ELG).</p>	<p>Non-Fiction Text - Plants & Flowers</p> <p><i>Daily recap main features of non-fiction text.</i></p>	<p>- C&L/UTW/Lit Inputs - Reflect on what Jasper needed to help plant his seed. Use this knowledge when planting own seeds. Record photos and instructions to show instructions on how to plant a seed. *Discreet daily phonics sessions.</p> <p>- Maths – Numberblocks episode ‘ Octoblock to the rescue’ and ‘ten again’</p> <p>- PD Input - Relay races to encourage competing whilst moving in a variety of ways.</p>	<p>Beanstalk, plant/planting, growing, seed, water, sun, soil, plant pot, climate, gardening, weather, shovel, rake, trowel, spade, story, problems, solutions, instructions, list, re-read, check, mistake, environment.</p> <p>Counting, numbers, pattern, number line, number grid, beyond, before, after, one more, one less, caterpillar, sequencing, ordering.</p> <p>Races, running, jumping, dancing, hopping, skipping, climbing, team work, start, stop.</p>
---	--	---	---	--

Learning objectives are set over a 2 week cycle, however are flexible to change according to children's needs.

<p>Week 5 W/B 13.05.24</p>	<p>Communication & Language - Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG).</p> <p>Personal, Social & Emotional Development - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG).</p> <p>Physical Development - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (Reception).</p> <p>Literacy - Read simple phrases and sentences made up of words and known letter-sound correspondences and, where necessary, a few exception words (Reception).</p> <p>Mathematics - Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Understanding The World - Understand some important processes and changes in the natural world around them, including the seasons and changes states of matter (ELG).</p> <p>Expressive Arts & Design - Share their creations, explaining the process they have used (ELG).</p>	<p>Fiction Text - Norman The Slug With The Silly Shell</p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit Inputs - Recap main events of the story. Hide Norman in the classroom, children to verbally express where Norman is using full sentences. Shared read sentences to describe the location of Norman e.g. Norman is on the... *Discreet daily phonics sessions.</p> <p>- Maths Inputs – Numberblock episode ‘eleven’ and ‘twelve’</p> <p>- PD Input - Apparatus and obstacle courses.</p>	<p>Slug, minibeasts, shell, snail, changes, seasons, natural/nature, similarities, differences, emotions/feelings, ideas, past/present/future, hide/seek/find, in, on, under, behind, next to, word, sentence, capital letter, finger space, full stop. Number bonds, digits, addition/adding, subtraction/take away, total, doubling, pairs, two, equals, plus, minus, recall. Apparatus, climbing, safety, obstacle course, equipment, mats, instruction, good listening, good looking.</p>
---	--	---	--	---

<p>Week 6 W/B 20.05.24</p>	<p>Communication & Language - Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG).</p> <p>Personal, Social & Emotional Development - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG).</p> <p>Physical Development - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (Reception).</p> <p>Literacy - Read simple phrases and sentences made up of words and known letter-sound correspondences and, where necessary, a few exception words (Reception).</p> <p>Mathematics - Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Understanding The World - Understand some important processes and changes in the natural world around them, including the seasons and changes states of matter (ELG).</p> <p>Expressive Arts & Design - Share their creations, explaining the process they have used (ELG).</p>	<p>Fiction Text - Norman The Slug With The Silly Shell</p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit Inputs - Recap main events of the story. Describe Norman's shell using full sentences and connective /and/. Shared read sentences to describe Norman's shell e.g. Norman has a round and colourful shell. *Discreet daily phonics sessions.</p> <p>- Maths Inputs – Numberblock episode 'thirteen' and 'fourteen'</p> <p>- PD Input - Apparatus and obstacle courses.</p>	<p>Slug, minibeasts, shell, snail, changes, seasons, natural/nature, similarities, differences, emotions/feelings, ideas, past/present/future, hide/seek/find, in, on, under, behind, next to, word, sentence, capital letter, finger space, full stop. Number bonds, digits, addition/adding, subtraction/take away, total, doubling, pairs, two, equals, plus, minus, recall. Apparatus, climbing, safety, obstacle course, equipment, mats, instruction, good listening, good looking.</p>
---	--	---	--	---

Possible Enhancements To Continuous Provision

- Investigation Table – Add objects which connect with warmer weather e.g. Spring, promote discussions about seasonal changes.
- F2 Garden & Indoor Role Play - Seeds, pots, plants, apron, gloves, watering cans etc.
- Mini beast puppets in reading area/small world.
- Rocks/stones/large wooden carvings to paint/craft mini beast in the F2 outdoor area.
- Real caterpillar's in tubs.
- Potential trip to Meersbrook Park to explore woodland with mini beasts.
- Minibeast tally chart in F2 outdoor garden area.
- Table in construction area, tacky backed white paper to enable children to draw own maps.
- Phonics reading books with lollipop sticks in the reading area.