

### Communication & Language

#### • **Listening and attention**

Listening to stories and rhymes connected to plants  
Promote listening skills through Listening with Lola program.

Daily storytimes and class discussions to encourage comments, questions and actions

Listening to longer stories and remember what happens

Hold confident conversations with peers and adults

#### • **Speaking**

Singing songs and rhymes connected to plant theme  
Retell and make up stories through Helicopter story telling times and familiar texts

Talk about familiar books and stories

Understand, learn and use new vocabulary through a variety of experiences

Introduce word of the week to enhance and introduce new vocabulary connected to themes of plants

Engage and talk about non fiction books on the theme of plants and seeds

Weekly show and tell times to encourage opportunities to describe events in detail and ask questions to find out more.

### Literacy

#### • **Comprehension**

Count and clap syllables in words, spot and suggest rhymes

Ask questions about books and share own ideas

Retelling stories and narratives using their own words and new vocabulary. Use and understand new vocab in various situations

#### • **Word Reading**

Explore wide range of examples of print through labels, signs, menus, lists, recipes, story writing,

Develop the awareness to rhyme and the initial sounds in words

Read simple phrases and sentences using phase 2 and phase 3 letters and sounds

#### • **Writing**

Write all letters in their names independently

Use some letter knowledge in early writing.

Squiggle Whilst you Wiggle to support early writing

Form lower and upper case letters correctly

Spell some words by identifying the sounds and writing

Write simple phrases using phase 2 and 3 letter sounds.

Create invitations, lists, tickets, labels, signs, recipes, potions

### Understanding of the World

#### **People, Culture and Communities:**

RE-

Visit to a garden centre

Visit from a florist to talk about their occupation.

#### • **The Natural World**

Understand the changing seasons of Spring into Summer

Understand how to care for living things

Explore living things in our environment

Plant seeds and watch them grow

Investigate what makes plants grow

Observe seeds growing and keep a diary of their growth

## Medium Term Planning Summer 1 Growing

### Physical Development

#### **Gross Motor Skills**

Weekly Visit to village park to develop strength, balance and coordination on equipment

PE - Athletics

Set up obstacle courses to develop physical skills and become adaptive and creative movers. Be able to negotiate space well.

#### **Fine Motor Skills**

Daily Squiggle while you Wiggle sessions

Daily Dough Disco activities.

Finger gym activities threading, snipping, use of tweezers, pinching, hammers and nails, weaving

Letter formation daily activities to enhance fluency.

Dressing and undressing for PE

Opportunities for using knives for spreading, chopping and cutting

### Mathematics

#### **EYFS Follow the White Rose Maths Scheme**

Building numbers beyond 10

Counting patterns beyond 10

Adding more

Taking away Spatial reasoning 1- Match, rotate and manipulate

Spatial reasoning 3- compose and decompose

### Expressive Arts and Design

#### **Creating with materials:**

Use various watercolours and paint to make observational drawings of flowers and plants in the environment

Look at famous artist Van Gogh and his Sunflowers picture

Create a sunflower using various techniques, printing, collage, oil pastels,

#### **Being imaginative and Expressive**

Perform songs and rhymes connected to plants and seeds

Role play garden centre

Charanga music scheme - theme Big Bear Funk

### Personal, Social & Emotional Development

#### **Self Regulation**

Develop Monkey Bob to talk about solutions to conflict and rivalries

Explore situations from different points of view and talk about how others may be feeling.

#### **Managing self**

understand class rules and remember them without prompts

Develop a sense of responsibility through different monitor roles in the classroom  
Help children to set own goals and achieve them  
Embed routines such as washing hands, snack time, lunchtime

undress and dress themselves before and after PE and when dressing up

support children to become resilient and persevere in the face of challenges

Show confidence to try new activities

Show independence through activities

Children to reflect and self evaluate their own work

#### **Building relationships**

Explain why we take turns, wait politely and tidy up after ourselves

Opportunities to develop friendships through show and tell, group games and discussions

Daily opportunities to spend time with buddies

Show more confidence in new social situations with a visit from people in the local community