

Medium Term Plan for Term 5 ‘Glorious Growing: How does the world grow?’

Term 5 Intent:	For Curriculum intent, please see the EYFS Curriculum Map.			
Week 1 Tuesday 22.4.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	Jaspers Beanstalk The Big Book of Bloom	News Sharing Turn-taking Experience Reflection Enjoyment Transport	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● How to start a conversation and continue it for many turns. ● Previous statements: ● How to use longer sentences. ● How to use a wide range of vocabulary. ● How to understand questions with more than one part. 	<p>Circle time (stick friend/ fruit salad style games) - focus on ‘waiting’</p> <p>It looks like X when people are talking, which means we wait.</p> <p>Jenny Moseley circle time activities.</p>
		Listening Turn taking Responding Growth Change Seed Root, stem, leaf Growing conditions Water, sunlight, oxygen Care	Children in reception will be learning to: <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Engage in story times ● Listen and talk about stories to build familiarity and understanding ● Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. ● Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ ● Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” ● Use talk to help work out problems and organise thinking and 	<p>Discussions - what did you do for the Easter Holiday?</p> <p>Partner talk</p> <p>I can listen carefully to the instructions on how to plant seeds. I can talk about what I think might happen to my seed.</p>

			<p>activities, and to explain how things work and why they might happen.</p> <ul style="list-style-type: none"> ● Use vocabulary in different contexts 	
PSED		Home House Family Family members Family tree Relationship Job Help Helpful Grateful Support Kind Chore Responsibility	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● How to recognize emotions in others. ● How to independently and confidently play with others. ● Previous statements: ● How to respond appropriately to routines and rules, and why we follow them. ● How to express emotions and begin to regulate them effectively. ● How to build new friendships ● How to express my own emotions. 	Review of classroom expectations. Revisit of emotions and how we show them.
			Children in reception will be learning to: <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. 	Reviewing the classroom rules Reviewing mood monsters and what these mean/what they might look like to us. Supporting class provision and relationships Jigsaw Planning – LO: I can identify some of the jobs I do in my family and how I feel like I belong Thrive planning where appropriate - evidence in floor book.
PD		Throw catch kick climb ball grip balance	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● How to use single handed tools with increasing control. ● How to evaluate my own skills and resources to match a task or plan. ● Previous statements: ● How to use mark making tools with a comfortable grip. ● How to create games independently or with others. ● How to use my body in different ways. 	Building houses for different characters using different resources. Adult led conversations about what worked/ didn't Junk modeling provision.

		<p>ride scissors paintbrush pencils</p> <p>Pass aim control accurate independent movement</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Plant seeds ● Cut a circular beanstalk ● Progress towards a more fluent style of moving, with developing control and grace. ● 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. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>PE sessions – see separate plans</p> <p>Letter and number formation</p>
Literacy	<p>Jasper's Beanstalk</p> <p>Big Book of Bloom</p>	<p>Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph Trigraph</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● How to use sound knowledge to write initial sounds. ● How to write some of their name. ● How to have extended conversations about stories. ● Previous steps: ● -How to suggest rhymes ● -How to listen for words with the same initial sound. ● -How to give meaning to the marks I have made. 	<p>Little Wandle – Rhyme time/ Tuning into Sounds</p> <p>Colourful semantics for sentence building verbally</p> <p>Name writing/ copying/ building opportunities.</p> <p>Sound sorting</p> <p>Sound spotting.</p>

		<p>Tricky words</p> <p>Experience Reflection Enjoyment Transport</p> <p>Growth Change Seed Root, stem, leaf Growing conditions Water, sunlight, oxygen Care</p> <p>Diary Non-fiction</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital and full stop. • Re-read what they have written to check that it makes sense. 	<p>Little Wandle – see separate planning.</p> <p>Full stops, capital letters, finger spaces</p> <p>Daily letter formation</p> <p>Colourful semantics for sentence building verbally and/or written.</p> <p>Helicopter stories and Drawing club.</p> <p>Guided drawing activities</p> <p>Writing our news – what did we do during the holidays? CVC/CVCC writing.</p> <p>Writing a list of things my plant needs.</p> <p>Finding information out from non-fiction books.</p> <p>Starting a bean diary?</p> <p>Labelling key parts of a bean plant</p>
Maths		<p>Core Vocabulary</p> <p>Count Number More Less</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • "I can build numbers to 13." <ul style="list-style-type: none"> ◦ <i>Explores numbers up to 10 and begins to build beyond using objects, fingers, or counting aids.</i> ◦ <i>Starts combining smaller numbers to make larger ones (e.g., "5 and 3 make 8").</i> • "I can recognise number patterns for 12." 	<p>See White Rose planning. & Provision based activities.</p>

		<p>Add Take away Total Group Share Pattern</p> <p>Aspirational Vocabulary (Expanding Mathematical Understanding)</p> <p>Estimate</p>	<ul style="list-style-type: none"> ○ <i>Begins to notice patterns in familiar numbers (e.g., seeing 12 on a clock, egg boxes, dice, or arrays).</i> ○ <i>May count objects in a structured way, such as in groups of 2s or 3s, leading to pattern recognition.</i> <ul style="list-style-type: none"> ● "I can build numbers from 14-20." <ul style="list-style-type: none"> ○ <i>Begins to explore teen numbers practically, using real-world examples like counting toys or steps</i> ○ <i>Starts to recognise that teen numbers consist of "ten and some more."</i> 	
		<p>Partition Compose Decompose Double Equal groups Odd Even Tens and ones Number sentence</p>	<p>Children in reception will be learning to:</p> <p>"I can build numbers to 13."</p> <ul style="list-style-type: none"> ● <i>Confidently builds numbers beyond 10, understanding that numbers are made up of smaller parts (e.g., 10 and 3 make 13).</i> ● <i>Uses objects, fingers, or number frames to show numbers up to 13.</i> <p>"I can recognise number patterns for 12."</p> <ul style="list-style-type: none"> ● <i>Identifies different ways to make 12 (e.g., "6 and 6," "10 and 2," "3 groups of 4").</i> ● <i>Recognises patterns such as odd/even, doubles, or repeated structures in the number 12.</i> <p>"I can build numbers from 14-20."</p>	<p>See White Rose planning. To 20 and beyond</p> <p>I can build numbers to 13</p> <p>I can recognise number patterns for 12</p> <p>I can build numbers from 14-20</p>

			<ul style="list-style-type: none"> • <i>Understands that numbers from 14-20 are made of ten and extra ones (e.g., "14 is 10 and 4").</i> • <i>Uses materials like ten frames, Numicon, or bead strings to build and explore numbers up to 20.</i> 	
UtW		<p>Core Vocabulary (Everyday Mathematical & Scientific Language)</p> <p>Seed Grow Plant Water Sun Soil Root Leaf</p>	<p>3 and 4-year-olds will be learning to:</p> <p><i>"Children explore and make sense of the world around them by observing and manipulating objects and materials."</i></p> <p><i>"Children observe and talk about the natural world, identifying similarities, differences, patterns, and change."</i></p> <p><i>"Children explore the world by looking closely at plants and animals and noticing their features."</i></p> <p><i>"Children use language to express their ideas and observations about the world."</i></p> <p><i>"Children show curiosity about the world around them and engage in imaginative play, making sense of the environment."</i></p>	<p>1. Planting Seeds and Observing Growth</p> <ul style="list-style-type: none"> • Activity: Plant bean seeds in small pots or the classroom garden. As the beans grow, children can observe and note the changes over time, just like Jasper's beanstalk in the story. • Learning Focus: Exploring the life cycle of plants, observing changes in living things.

		<p>Stem Flower</p> <p>Aspirational Vocabulary (Expanding Understanding of Nature & Growth)</p> <p>Life cycle Germinate Sprout Bud Blossom Harvest Pollinate Root system Photosynthesis Environment</p> <p>RE vocabulary: special buildings religion</p>	<p><i>“Children communicate their ideas and observations through creative expression, such as drawing or crafting.”</i></p> <p><i>“Children engage their senses to explore and make sense of objects and materials.”</i></p> <p><i>“Children talk about their observations and describe the sensory experiences they have.”</i></p> <p>RE Key Concept/ Theme: F5 What places are special and why?</p> <p>LO: Let’s talk about somewhere that is special to me and say why</p>	<ul style="list-style-type: none"> ● Skills Developed: Observation, prediction, responsibility. <p>2. Life Cycle of a Bean Plant</p> <ul style="list-style-type: none"> ● Activity: Create a simple life cycle chart for a bean plant with the children, showing stages from seed to plant. Discuss each stage and use pictures from the book to illustrate. ● Learning Focus: Understanding the stages of plant growth. ● Skills Developed: Sequencing, comparing, and recognizing patterns in nature. <p>3. Creating a Beanstalk Wall Mural</p> <ul style="list-style-type: none"> ● Activity: Use green paper, tissue paper, and art materials to create a giant beanstalk in the classroom. Children can draw, paint, or cut out leaves, beans, and roots to add to the mural. ● Learning Focus: Exploring nature in a creative and artistic way.
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				<ul style="list-style-type: none">● Skills Developed: Observation, discussion, and understanding of environmental changes.
			<p>Children in reception will be learning to:</p> <p><i>“Children observe and talk about the changes in the world around them, noticing what happens over time.”</i></p> <p><i>“Children make simple predictions about how things might change.”</i></p> <p><i>“Children understand the natural world by identifying the stages in the growth of plants or animals.”</i></p> <p><i>“Children use their knowledge of the world to ask and answer questions about the natural world.”</i></p> <p><i>“Children explore different materials and use them in various ways to express their ideas, including through role-play or artwork.”</i></p> <p><i>“Children use imagination and creativity in their play, making connections to their understanding of the world.”</i></p>	

			<p><i>“Children explore the physical properties of objects and materials, using descriptive language to explain their observations.”</i></p> <p><i>“Children engage in sensory play that involves hands-on experiences, talking about textures, smells, and changes.”</i></p> <p><i>“Children demonstrate a growing understanding of the weather, seasons, and the natural world by describing changes and patterns.”</i></p> <p><i>“Children show an understanding of how different weather affects plants, animals, and the environment.”</i></p>	
EAD		Rhyme Fold Add Stick Play Part/role Seed Pattern Circle Describe Round Plant	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● How to join different materials ● How to experiment with other materials. ● How to develop my own ideas and make decisions with materials. ● How to play pretend. ● Use all their senses in hands-on exploration of natural materials. ● Talk about what they see, using a wide vocabulary ● Understand the key features of the life cycle of a plant 	Rhyme Time. Music: See separate planning in Music folder

			Children in reception will be learning to: <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas ● and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. ● Explore and engage in music making and dance, performing solo or in groups. ● Talk about what they see, using a wide vocabulary. ● Explore the natural world around them. 	<p>See music planning.</p> <p>Observing the work of Sophie Munn ‘Concertina’ – artwork focusing on seeds. Observing shapes of seeds, groups of seeds, repeat patterns of seeds. Create class ‘concertina’ of seed pictures – class choice of materials/mixed.</p> <ul style="list-style-type: none"> - Clay & seed prints – work back into these with paints - Charcoal pictures from observations - Sketches - Collage - Acrylic paints
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Week 2 28.4.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	Jack and the Beanstalk	Characters, Setting, Story Structure (beginning, middle, end)	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● How to start a conversation and continue it for many turns. ● Previous statements: ● How to use longer sentences. ● How to use a wide range of vocabulary. ● How to understand questions with more than one part. 	<p>Discussions: I can talk about what I have seen at the crime scene (potential video from a Police Officer? – share Mary-Lou’s across the Federation?)</p> <p>Crime scene – stolen porridge Role play around the story of Goldilocks.</p>

		Traditional tale	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences • Describe events in some detail. • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in story times • Listen and talk about stories to build familiarity and understanding • Retell the story • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. 	<p>Retelling the story of Jack and the Beanstalk – talking about characters, setting, story structure (beginning, middle, end)</p> <p>Acting out the story of Jack and the Beanstalk – as an adult directed activity and in provision using the theatre.</p>
PSED		Friend Kind Unkind Lonely Alone Quiet Calm Mix of emotion words	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • How to recognize emotions in others. • How to independently and confidently play with others. • Previous statements: • How to respond appropriately to routines and rules, and why we follow them. • How to express emotions and begin to regulate them effectively. • How to build new friendships • How to express my own emotions. • Play with one or more other children, extending and elaborating play ideas. 	<p>Discussions:</p> <p>How to make new friends</p> <p>Sharing</p> <p>Turn-taking</p> <p>Allowing others to join in/not leaving others out</p> <p>Team games</p> <p>Parachute games</p>

		(anxious, nervous etc) Buddy Friendship Relationship Bond Respect	Children in reception will be learning to: <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. ● Use talk to organise thinking and activities, and to explain how things work and why they might happen (e.g. breathing increases as they need more air). 	Discussions: Jigsaw: LO: I know how to make friends to stop myself from feeling lonely Challenging children to play with someone new on the playground - reflecting on this after. Den building as a team
PD		Throw catch skip kick climb ball grip balance riding scissors paintbrush pencils moving dance	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● How to use single handed tools with increasing control. ● How to evaluate my own skills and resources to match a task or plan. ● Previous statements: ● How to use mark making tools with a comfortable grip. ● How to create games independently or with others. ● How to use my body in different ways. 	Junk modelling- using scissors and tape to connect objects to make traps for Goldilocks Shaving foam/ sand/ gel/ slime XO/ Bikes/ trikes/ scooters.

		safely position passing aiming control confidently precisely accurately movement gymnastics apparatus	Children in reception will be learning to: <ul style="list-style-type: none"> • Play bean games • Talk about the importance of keeping my mouth healthy. • Progress towards a more fluent style of moving, with developing control and grace. • 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. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	Directional movements using a range of resources. PE - See separate planning.
Literacy		Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> • How to use sound knowledge to write initial sounds. • How to write some of their name. • How to have extended conversations about stories. • Previous steps: <ul style="list-style-type: none"> ○ How to suggest rhymes ○ How to listen for words with the same initial sound. ○ How to give meaning to the marks I have made. 	Little Wandle - Rhyme Time & Tuning into Sounds Drawing Club Recalling story - whole class story map.

		<p>Trigraph Tricky words</p> <p>Story sequence Story structure</p> <p>Speech bubbles</p> <p>Diary</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital and full stop. • Re-read what they have written to check that it makes sense. 	<p>Little Wandle - see planning.</p> <p>Drawing Club and helicopter stories. - poetry basket.</p> <p>Guided drawing</p> <p>Reciting the alphabet</p> <p>Writing an alternative ending to the story.</p> <p>Writing speech bubbles for the characters in the story.</p> <p>Bean diary/Butterfly diary</p>
Maths		<p>Core Vocabulary (Everyday Mathematical Language)</p> <p>Count Number More Less Add Take away Total Group Share</p>	<p>3 and 4-year-olds will be learning to:</p> <p><i>"I can recognise number patterns for numbers from 14 to 20."</i></p> <ul style="list-style-type: none"> • <i>Begins to notice and talk about number patterns in everyday life (e.g., seeing numbers on a calendar or dice patterns).</i> • <i>Starts recognising teen numbers but may still mix up their order.</i> <p><i>"I can say the numbers to 20 and beyond."</i></p> <ul style="list-style-type: none"> • <i>Counts by rote up to 10 and begins to extend to 20 with support.</i> • <i>May skip numbers or repeat them when counting beyond 10.</i> 	<p>See White Rose planning.</p>

		<p>Pattern</p> <p>Aspirational Vocabulary (Expanding Mathematical Understanding)</p>	<p><i>"I can talk about counting patterns beyond 20."</i></p> <ul style="list-style-type: none"> <i>Begins to explore number patterns, such as counting in 1s, 2s, or 10s with support.</i> <i>Joins in with counting sequences in songs, rhymes, or number games.</i> 	
		<p>Estimate Partition Compose Decompose Doubles Equal groups Odd Even Tens and ones Number sentence</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <i>"I can recognise number patterns for numbers from 14 to 20."</i> <ul style="list-style-type: none"> <i>Recognises that teen numbers follow a pattern (e.g., 14, 15, 16...).</i> <i>Begins to see the structure of numbers, such as 14 being made of 10 and 4.</i> <i>"I can say the numbers to 20 and beyond."</i> <ul style="list-style-type: none"> <i>Counts confidently to 20 and beyond in sequence.</i> <i>Recognises numbers in order and begins to match spoken numbers with written numerals.</i> <i>"I can talk about counting patterns beyond 20."</i> <ul style="list-style-type: none"> <i>Notices patterns in number sequences (e.g., "After 29 comes 30, after 39 comes 40").</i> <i>Begins to explore counting in 2s, 5s, and 10s, understanding repeated patterns</i> 	<p>See White Rose planning.</p> <p>To 20 and beyond</p> <p>I can recognise number patterns for numbers from 14 to 20</p> <p>I can say the numbers to 20 and beyond.</p> <p>I can talk about counting patterns beyond 20.</p>

UtW		Seed Plant Grow Water Soil Sun Leaf Stem Flower Root Life cycle Germinate Sprout Bud Blossom Harvest	3 and 4-year-olds will be learning to: <i>"Children explore and make sense of the world around them by observing and manipulating objects and materials."</i> <ul style="list-style-type: none"> Observing the growth of their plants and talking about changes in the beanstalk. <i>"Children begin to understand that plants and animals have characteristics that help them survive in their environment."</i> <ul style="list-style-type: none"> Recognizing the importance of water, sun, and soil for plant growth. <i>"Children show curiosity about the world around them and engage in imaginative play, making sense of the environment."</i> <ul style="list-style-type: none"> Engaging in imaginative play (e.g., pretending to be Jack and planting seeds). 	

		<p>Pollinate Photosynthesis is Root system Environment</p> <p>RE vocabulary</p> <p>Palm Sunday Easter New life Jesus eggs</p> <p>RE vocabulary special places buildings religious people</p>	<p>Children in reception will be learning to: "Children use their knowledge of the world to ask and answer questions about the natural world."</p> <ul style="list-style-type: none"> Asking and answering questions about how plants grow and what they need. <p>"Children observe and talk about the changes in the world around them, noticing what happens over time."</p> <ul style="list-style-type: none"> Observing and discussing changes in the plants as they grow. <p>"Children talk about the natural world and make simple predictions about how things might change."</p> <ul style="list-style-type: none"> Predicting how the plant will grow and what will happen next. <p>RE Key Concept/ Theme: F5 What places are special and why?</p> <p>LO: Lets learn to recognise that some religious people have places which have special meaning for them</p>	<p>1. Planting Beanstalks and Observing Growth</p> <ul style="list-style-type: none"> Activity: Children plant beans in small pots or a class garden. Over time, they observe and record the growth, just like Jack's beanstalk. Create a growth chart to track progress. Learning Focus: Understanding plant growth, observing changes, and noticing patterns in nature. Skills Developed: Observation, prediction, and responsibility. <p>2. Life Cycle of a Bean Plant</p> <ul style="list-style-type: none"> Activity: Introduce the life cycle of a bean plant (seed, sprout, plant, mature plant). Have children create a simple life cycle diagram using pictures or a hands-on activity, such as arranging stages of growth with real or drawn items. Learning Focus: Understanding the stages in the life cycle of a plant.
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				<ul style="list-style-type: none">● Skills Developed: Sequencing, comparing, and communicating observations. <p>3. Create a Beanstalk Mural or Model</p> <ul style="list-style-type: none">● Activity: Have children create a giant beanstalk mural on the wall with paper, paint, or collage materials. Add leaves, roots, and beans to illustrate the growth of the beanstalk. Alternatively, build a 3D model with natural materials like sticks and green paper.● Learning Focus: Exploring nature creatively and understanding plant parts.● Skills Developed: Creativity, teamwork, and fine motor skills. <p>4. Exploring Plant Parts with Sensory Play</p> <ul style="list-style-type: none">● Activity: Provide different types of seeds and beans for children to feel, smell, and examine. Discuss the texture, shape, and color of each seed. Encourage descriptive language about their
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				<p>sensory experiences.</p> <ul style="list-style-type: none">● Learning Focus: Exploring plant parts and the sensory properties of materials.● Skills Developed: Sensory exploration, descriptive language, and observation. <p>5. Weather and Seasons Discussion</p> <ul style="list-style-type: none">● Activity: Discuss how weather and seasons affect plant growth (like rain and sunshine helping Jack’s beanstalk grow). Create a weather chart and talk about how the changing seasons affect the beanstalk’s growth.● Learning Focus: Understanding how weather influences plant growth.● Skills Developed: Observation, discussion, and understanding environmental changes.
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EAD		Rhyme Same Different Colours Colour Mixing Junk Recycle Model Instrument Play Music Purpose Add Attach Stick Connect Fix	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> • How to join different materials • How to experiment with other materials. • Previous statements: <ul style="list-style-type: none"> ○ How to create my own songs. ○ How to develop my own ideas and make decisions with materials. ○ How to use drawings to convey emotions. ○ How to play pretend. 	See separate music planning. Role play using finger puppets/masks Bear collages
			Children in reception will be learning to: <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing sola or in in groups. 	See music planning. Creating musical instruments from junk modelling materials (link to the harp in Jack & the Beanstalk) Still life observations – drawing and painting from real life observations – can they go on a nature walk and draw the different plants/flowers they see – extension to label their findings.

Week 3 Tuesday 6.5.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
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C&L	The Hungry Caterpillar	<p>Lifecycle of a butterfly</p> <p>Egg, larva, pupa, butterfly</p> <p>Non-fiction/information books</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	Discussions about where we would want our kiss to go.
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Ask questions to find out more and to check they understand what has been said to them. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Engage in story times ● Listen and talk about stories to build familiarity and understanding ● Retell the story ● Engage in non-fiction books ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. 	<p>Discussions about the lifecycle of a butterfly – caterpillars to arrive. Sharing and learning from non-fiction books.</p> <p>Comparing the lifecycle of a butterfly with other lifecycles.</p>

PSED		Health Healthy Unhealthy Energy Tired Self Care Sleep Problem Solution Solve Idea Thinking Consider Listen Different Same Change Try Swap Kind Unkind Respect Group Team	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. ● Find solutions to conflicts and rivalries. ● Develop appropriate ways of being assertive. ● Talk with others to solve conflicts. ● Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ● Understand gradually how others might be feeling. 	Class specific needs. Supporting conflicts in provision activities Stories to support conflicts - before we get to the end - can they suggest ways to solve the problems?
			Children in reception will be learning to: <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. 	Jigsaw: LO: I can think of ways to solve problems and stay friends Class specific needs. Group tasks and challenging themselves to manage these conflicts/different ideas – building a beanstalk/negotiating drama & roles/puzzles Modelling suggestive/problem solving language in play and tasks “I wonder if we could try...” “I notice that the tower has fallen down, maybe we could try...” “I can see that XYZ may not be working, I wonder if...”
PD		Core vocabulary: throw catch kick	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and 	Map knowledge - key features

		<p>dressed undressed skip hop stand kicking climb ball grip balance riding scissors paintbrush pencils moving dance safely</p> <p>Aspiration vocabulary: Pose position passing aiming control confidently precisely accurately independently gymnastics apparatus</p>	<p>pencils.</p> <ul style="list-style-type: none"> ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Use fine motor skills to thread a kebab. ● Use different materials to create a paperchain caterpillar using fine motor skills. ● Progress towards a more fluent style of moving, with developing control and grace. ● 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. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	PE - Dance - See separate planning.

Literacy		Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Develop their phonological awareness. ● Understand the five key concepts about print ● Use some of their print and letter knowledge in their early writing ● Write some letters accurately. ● Write some of their name. 	Little Wandle - Rhyme Time & Tuning into Sounds, see planning.
		Lifecycle of a butterfly – egg, lava, pupa, butterfly Diary	Children in reception will be learning to: <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school's phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Read some letter groups that each represent one sound and say sounds for them. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Write short sentences with words with known letter-sound correspondences using a capital and full stop. ● Re-read what they have written to check that it makes sense. 	Little Wandle - See planning. Drawing Club and helicopter stories. - poetry basket. Guided drawing Writing our own version of the story of The Hungry Caterpillar with our own illustrations (see Eric Carle video re paper technique) Drawing and labelling the lifecycle of the butterfly, in a phonetically plausible way. Bean diary/Butterfly diary Design and describe own butterfly (can link to EAD - Eric Carle collage - can they describe the butterfly they made)

Maths	<p>Core Vocabulary (Everyday Mathematical Language)</p> <p>Count Number How many Total More Less All Add Take away Same</p> <p>Aspirational Vocabulary (Expanding Mathematical Understanding)</p> <p>Subtraction Addition</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● <i>"I know that when I add or take away objects to a group, the total quantity will change."</i> <ul style="list-style-type: none"> ○ Notices changes in quantity when objects are added or removed (e.g., "Now there are more apples!"). ○ Begins to use simple language about adding and taking away (e.g., "I had three, then I took one away!"). ● <i>"I can use the 'first, then, now' structure to talk about a number story adding more and taking away."</i> <ul style="list-style-type: none"> ○ Begins to follow simple number stories using "first, then, now" (e.g., "First I had two, then I got one more, now I have three"). ○ Engages in real-life play situations where amounts change, such as sharing food or playing with toys. ● <i>"I can represent a number story about adding and taking away using a ten frame."</i> <ul style="list-style-type: none"> ○ Explores objects in structured arrangements like egg cartons or trays to understand numbers. ○ Begins to use a ten frame with guidance to see numbers increasing or decreasing visually. ● <i>"When I add more, I can find how many there are altogether by counting all the objects or by counting on from the first number."</i> <ul style="list-style-type: none"> ○ Counts all objects to find a total before developing more efficient methods like counting on. ○ Begins to say the next number rather than recounting from one (e.g., "Three, four, five!") 	
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		Difference Sum Equal More than Less than Compare Total amount Group	<p>Children in reception will be learning to:</p> <p><i>"I know that when I add or take away objects to a group, the total quantity will change."</i></p> <ul style="list-style-type: none"> <i>Understands that adding increases and taking away decreases the total.</i> <i>Begins to predict what will happen when numbers change (e.g., "If I take one away, there will be four left").</i> <p><i>"I can use the 'first, then, now' structure to talk about a number story adding more and taking away."</i></p> <ul style="list-style-type: none"> <i>Uses "first, then, now" to describe simple number problems with increasing confidence.</i> <i>Begins to make up their own number stories in play and everyday activities.</i> <p><i>"I can represent a number story about adding and taking away using a ten frame."</i></p> <ul style="list-style-type: none"> <i>Uses a ten frame to show addition and subtraction practically, seeing how numbers build and reduce.</i> <i>Explores ways to make numbers within ten using different combinations.</i> <p><i>"When I add more, I can find how many there are altogether by counting all the objects or by counting on from the first number."</i></p>	<p>White Rose - See planning.</p> <p>How many now</p> <p>I know that when I add or take away objects to a group the total quantity will change.</p> <p>I can use the 'first, then now' structure to say about a number story adding more and taking away.</p> <p>I can represent a number story about adding and taking away using a ten frame</p> <p>When I add more I can find how many there are altogether by counting all the objects or by counting on from the first number.</p>
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			<ul style="list-style-type: none"> • <i>Starts using counting-on strategies rather than counting everything from the beginning (e.g., "I have five, so six, seven, eight!").</i> • <i>Begins to use fingers, objects, or mental strategies to support early calculation.</i> 	
UtW		Caterpillar Butterfly Egg Chrysalis Food Fruit Grow Change Metamorphosis Wings Life cycle Transformation Larva	3 and 4-year-olds will be learning to: "Children explore and make sense of the world around them by observing and manipulating objects and materials." <ul style="list-style-type: none"> • Observing the growth of plants and caterpillars, discussing changes. "Children talk about the natural world and notice differences and changes in the environment." <ul style="list-style-type: none"> • Discussing how the caterpillar grows and changes over time. "Children engage in imaginative play to make sense of the environment." <ul style="list-style-type: none"> • Acting out the caterpillar's journey and transformation 	

		Pupa Symmetry Cocoon Emergence Nutrition Insect Habitat	<p>Children in reception will be learning to:</p> <p>"Children observe and talk about the changes in the world around them, noticing what happens over time."</p> <ul style="list-style-type: none"> ● Observing and recording the stages of the caterpillar's growth. <p>"Children understand the life cycle of living things and how they change over time."</p> <ul style="list-style-type: none"> ● Understanding the butterfly life cycle through activities. <p>"Children demonstrate curiosity about the natural world and ask questions about their observations."</p> <ul style="list-style-type: none"> ● Asking questions and discussing how the caterpillar becomes a butterfly. <p>RE Key Concept/ Theme: F5 What places are special and why?</p> <p>LO: Let's talk about the things that are special and valued in a place of worship (Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims, where they worship God).</p>	<p>1. Observing the Caterpillar's Transformation</p> <ul style="list-style-type: none"> ● Activity: Create a caterpillar life cycle display in the classroom, showing the stages from egg to caterpillar, chrysalis, and butterfly. Children can create their own life cycle charts using drawings or craft materials. ● Learning Focus: Understanding the life cycle of a butterfly and the transformation process. ● Skills Developed: Sequencing, observation, and communication. <p>2. Fruit Exploration</p> <ul style="list-style-type: none"> ● Activity: Introduce the different fruits the caterpillar eats in the book (e.g., apples, oranges, strawberries). Have children taste and discuss the texture, color, and flavor of the fruits, connecting this to the story. ● Learning Focus: Understanding healthy eating, sensory exploration, and the variety of foods.
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RE
vocabulary
church: font,
cross,
candle,
Bible

mosque:
washing
area, prayer

		hall, prayer mats, minaret		<ul style="list-style-type: none"> ● Skills Developed: Sensory exploration, descriptive language, and categorizing. <p>3. Butterfly Art and Craft</p> <ul style="list-style-type: none"> ● Activity: After reading the story, children can make butterfly crafts using tissue paper, paint, or natural materials like leaves and flowers. Create a butterfly garden on the wall, or have children create symmetrical wings. ● Learning Focus: Understanding the appearance of butterflies and using creativity to express learning. ● Skills Developed: Creativity, fine motor skills, and symmetry. <p>4. Caterpillar and Butterfly Role Play</p> <ul style="list-style-type: none"> ● Activity: Set up a role-play area where children can pretend to be caterpillars, eating food, growing bigger, and eventually transforming into butterflies. Use scarves or wings as props.
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				<ul style="list-style-type: none">● Learning Focus: Imaginative play to explore the concept of change and growth.● Skills Developed: Imagination, physical coordination, and role-playing. <p>5. Growing a Caterpillar's Food</p> <ul style="list-style-type: none">● Activity: In the class or at home, plant simple seeds (such as lettuce or flowers) that a caterpillar might eat. Track the plant's growth, relating it to the caterpillar's growth in the story.● Learning Focus: Exploring plant growth and understanding where food comes from.● Skills Developed: Responsibility, observation, and connection to nature.
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EAD		Collage Mix Colour Print Combine Add Create Artist Style	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. ● Create closed shapes with continuous lines and begin to use these shapes to represent objects. ● Draw with increasing complexity ● Explore colour and colour mixing. ● Listen with increased attention to sounds. ● Respond to what they have heard, expressing their thoughts and feelings. ● Remember and sing entire songs. ● Play instruments with increasing control to express their feelings and ideas. 	See separate music planning
			Children in reception will be learning to: <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. ● Explore and engage in music making and dance, solo or in groups. 	See separate music planning Eric Carle inspired art work – using scrap paper (and painting our own) to create art work. Collaging using these materials – plants/flowers/landscapes. Using ‘The Very Hungry Caterpillar’ and ‘The Tiny Seed’ as inspiration. Mixing paints and colours. Making butterfly wings - junk modelling/recycled craft. Source some large cardboard.

Week 4 12.05.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	Handa's Surprise Rain School	Different fruit names Comparisons Preferences	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a question or instruction that has two parts. • Understand 'why' questions. • Enjoy listening to longer stories and can remember much of what happens. • Start a conversation with an adult or a friend and continue it for many turns. • Sing a large repertoire of songs. • Use longer sentences of four to six words. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<p>Discussions: talking about life in a castle – sharing reflections and observations from the class trip to a castle.</p> <p>I am the king – circle game. (Like Simon says)</p>

			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences • Describe events in some detail. • Listen carefully to rhymes and songs, paying attention to how they sound. • Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen. • Engage in non-fiction books. • Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. 	<p>Discussions around the different fruits grown in different parts of the world – comparing those we eat normally and those in Handa’s basket.</p> <p>Acting out the story of ‘Handa’s Surprise.’</p> <p>Discussions around the fruit salad we have prepared – what did they like, what didn’t they like?</p>
PSED		Emotions Feelings	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Find solutions to conflicts and rivalries. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Understand gradually how others might be feeling. 	<p>Class specific needs.</p> <p>Large rolls of wall paper and an assortment of mark-making materials. Play music and children to draw/mark-make/write how it makes them feel.</p>

			Children in reception will be learning to: <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<p>Jigsaw: LO: I can use Calm Me time to manage my feelings</p> <p>Large rolls of wall paper and an assortment of mark-making materials. Play music and children to draw/mark-make/write how it makes them feel.</p>
PD		<p>Core vocabulary: Throwing catching skipping kicking climbing balance riding scissors paintbrush pencils moving dancing safely</p> <p>Aspiration vocabulary: position grip</p>	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. • Collaborate with others to manage large items • Use one-handed tools and equipment. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Match their developing physical skills to tasks and activities in the setting. • Understand position through words alone 	<p>Who worked in a castle</p> <p>Castles around the world - features</p> <p>BBC teach</p>

		passing aiming control confidently precisely accurately independently movement gymnastics apparatus	Children in reception will be learning to: <ul style="list-style-type: none"> • Use fine motor skills to use pegs to make a camp. • Balance a basket on a head. • Progress towards a more fluent style of moving, with developing control and grace. • 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. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	PE - See separate planning.
Literacy		Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Develop their phonological awareness. • Understand the five key concepts about print • Use some of their print and letter knowledge in their early writing. • Write some letters accurately. • Write some or all of their name. 	Little Wandle - Rhyme Time & Tuning into Sounds, see planning.

		Phoneme Digraph Trigraph Tricky words Characters Different animal names Different fruit names Version Recipe Ingredients Method	Children in reception will be learning to: <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital and full stop. • Re-read what they have written to check that it makes sense. • Read some letter groups that each represent one sound and say sounds for them. 	Little Wandle - See planning. Drawing Club and helicopter stories. - poetry basket. Guided drawing Handwriting practice. Creating own class versions of the story of Handa's Surprise using different characters, animals and fruits. Writing a list of the fruits we included in our fruit salad Bean diary/Butterfly diary
Maths		Core Vocabulary (Everyday Mathematical Language) Shape Number Make Build Parts	3 and 4-year-olds will be learning to: "I can combine shapes to make new shapes." <ul style="list-style-type: none"> • <i>Joins two or more shapes to make a new one (e.g., putting two triangles together to make a square).</i> • <i>Explores shape puzzles and simple tangrams, noticing how shapes fit together.</i> "I can separate shapes to create new shapes."	White Rose - See planning.

		<p>Whole More Less Combine Break</p> <p>Aspirational Vocabulary (Expanding Mathematical Understandin g)</p> <p>Manipulate Compose Decompose Combine Separate Reorganize Split Rebuild Parts and whole</p>	<ul style="list-style-type: none"> • <i>Begins to understand that cutting or splitting a shape can create different shapes (e.g., cutting a rectangle into two squares).</i> • <i>Notices shapes within pictures and everyday objects.</i> <p>"I can copy 2D shape pictures."</p> <ul style="list-style-type: none"> • <i>Uses simple shapes to copy pictures, such as making a house with a square and a triangle.</i> • <i>Arranges shape cutouts or blocks to match a given pattern.</i> <p>"I can find 2D shapes within 3D shapes."</p> <ul style="list-style-type: none"> • <i>Recognises that some 3D shapes contain 2D shapes (e.g., a cylinder has circles at each end).</i> • <i>Explores everyday objects to find familiar shapes (e.g., "This box has squares on the sides!").</i> 	
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		Number bonds	<p>Children in reception will be learning to:</p> <p>"I can combine shapes to make new shapes."</p> <ul style="list-style-type: none"> • <i>Joins shapes purposefully to create pictures and models (e.g., combining two trapezoids to make a hexagon).</i> • <i>Explores tessellation and patterns by combining different shapes.</i> <p>"I can separate shapes to create new shapes."</p> <ul style="list-style-type: none"> • <i>Understands that larger shapes can be broken down into smaller ones (e.g., cutting a square into two triangles).</i> • <i>Begins to explore symmetry and transformation when breaking apart shapes.</i> <p>"I can copy 2D shape pictures."</p> <ul style="list-style-type: none"> • <i>Copies increasingly complex 2D shape arrangements and patterns.</i> • <i>Uses drawings or cutouts to replicate pictures made from shapes.</i> <p>"I can find 2D shapes within 3D shapes."</p>	<p>White Rose - See planning.</p> <p>Manipulate, Compose and Decompose</p> <p>I can combine shapes to make new shapes</p> <p>I can separate shapes to create new shapes</p> <p>I can copy 2d shape pictures</p> <p>I can find 2d shapes within 3d shapes</p>
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			<ul style="list-style-type: none"> • <i>Identifies and names 2D shapes within 3D objects (e.g., "A cube has square faces, and a cone has a circle on the bottom").</i> • <i>Sorts and categorises 3D shapes based on their 2D features.</i> 	
UtW		Fruit Mango Papaya Banana Avocado Passion fruit Color Taste Texture Tropical Exotic Delicious Sweet Sour Smooth Ripe Harvest	<p>3 and 4-year-olds will be learning to:</p> <p>"Children explore and make sense of the world around them by observing and manipulating objects and materials."</p> <ul style="list-style-type: none"> • Exploring the textures, smells, and tastes of exotic fruits. <p>"Children begin to make connections between their experiences and the world around them."</p> <ul style="list-style-type: none"> • Connecting the fruits in the story to the fruits they are tasting and exploring. <p>"Children show curiosity about the world around them and engage in imaginative play."</p>	

		Cultural Nutrients Variety	<ul style="list-style-type: none"> • Role-playing Handa's journey and exploring the animals and fruits in the story. 	
			<p>Children in reception will be learning to: "Children use their knowledge of the world to ask and answer questions about the natural world."</p> <ul style="list-style-type: none"> • Asking questions about where fruits come from and why they are different from others. <p>"Children demonstrate curiosity about the natural world and the diverse environment."</p> <ul style="list-style-type: none"> • Exploring exotic fruits and talking about different cultures and environments. <p>"Children can talk about the natural world, including the origins of foods they eat."</p>	<p>1. Exotic Fruits Exploration and Tasting</p> <ul style="list-style-type: none"> • Activity: Introduce children to the exotic fruits mentioned in "Handa's Surprise", such as mango, papaya, avocado, passion fruit, and banana. Have a fruit-tasting session where children can smell, touch, and taste the different fruits. Discuss the textures, colors, and flavors of each fruit. • Learning Focus: Exploring unfamiliar fruits, understanding their textures and tastes, and comparing them with fruits children may already know.

		<p>RE vocabulary church: font, cross, candle, Bible</p> <p>mosque: washing area, prayer hall, prayer mats, minaret</p>	<ul style="list-style-type: none"> Understanding where exotic fruits come from and how they are different from local fruits. <p>RE Key Concept/ Theme: F5 What places are special and why?</p> <p>LO: Let's express a personal response to the natural world.</p> <p>Finish end of unit quiz</p>	<ul style="list-style-type: none"> Skills Developed: Sensory exploration, descriptive language, cultural awareness, and healthy eating habits. <p>2. Fruit Sorting and Categorization</p> <ul style="list-style-type: none"> Activity: Provide a variety of fruits, including both common and exotic ones, and ask children to sort them by different categories (e.g., by color, shape, or size). You could also sort them into groups such as tropical vs. non-tropical fruits. Learning Focus: Identifying and categorizing different types of fruit based on their features. Skills Developed: Sorting, categorization, and using comparative language. <p>3. Creating a Fruit Salad</p> <ul style="list-style-type: none"> Activity: After the tasting activity, invite children to create their own fruit salad by chopping (with supervision) and mixing the fruits they tried. You can also add other ingredients like
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				<p>yogurt or honey.</p> <ul style="list-style-type: none">● Learning Focus: Understanding how fruits can be combined to make new dishes and the health benefits of eating fruit.● Skills Developed: Practical life skills (chopping, mixing), creativity, and understanding healthy eating. <p>4. Making a Fruit Picture Collage</p> <ul style="list-style-type: none">● Activity: Children can create a fruit collage using pictures of the exotic fruits from the story or real fruit cutouts. They can arrange the pictures on large paper to create a vibrant and colorful fruit display.● Learning Focus: Exploring colors and shapes while making connections with the story.● Skills Developed: Fine motor skills, creativity, and teamwork. <p>5. Learning About Handa's Journey</p> <ul style="list-style-type: none">● Activity: Have a storytelling session where children can re-enact Handa's journey in the
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				<p>book. They can act out Handa's walk and the various animals that take her fruit. You can also encourage them to role-play the animals.</p> <ul style="list-style-type: none"> ● Learning Focus: Understanding the narrative and cultural context of the story. ● Skills Developed: Imaginative play, empathy, and social skills.
EAD		Pattern Fruit Counting Basket Weave Under Over Kenya Design Wear Season Fashion Accessory	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. ● Create closed shapes with continuous lines and begin to use these shapes to represent objects. ● Draw with increasing complexity ● Explore colour and colour mixing. ● Listen with increased attention to sounds. ● Respond to what they have heard, expressing their thoughts and feelings. ● Remember and sing entire songs. ● Play instruments with increasing control to express their feelings and ideas. 	<p>Music: see planning.</p> <p>Van Gogh - still life fruit paintings/observations</p> <p>Making/decorating paper plate necklaces - learning about and observing African patterns</p> <p>ABAB patterns</p> <p>Listening to Kenyan music - Kenyan dancing</p>

			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play. • Explore and engage in music making and dance, solo or in groups. 	<p>Music: see planning.</p> <p>Paper basket weaving</p> <p>Van Gogh - still life fruit paintings/observations</p> <p>Making/decorating paper plate necklaces - learning about and observing African patterns</p> <p>Thandiwe Muriu (Kenyan fashion artist) - creating patterns and using stencils to have these as items of clothing</p> <p>ABCABC/ABCDABCD repeat patterns</p> <p>Patterns from around the world - looking at natural and man made patterns - what has inspired man made patterns?</p> <p>Listening to Kenyan music - Kenyan dancing</p>
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Week 5 19.05.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	Mad about Mini-beasts Trip to community gardens? David Attenborough- introduce and then extend next term- share clips across the federation team	Experience Learning Trip Enjoyment Questions Answers Enquiry Preferences Mini-beast Ladybird Caterpillar Butterfly Ant Spider Snail Worm Cocoon Habitat Insect Metamorphosis Pollination Camouflage Larva Pupa Exoskeleton Antlers Entomologist	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a question or instruction that has two parts. • Understand ‘why’ questions. • Enjoy listening to longer stories and can remember much of what happens. • Start a conversation with an adult or a friend and continue it for many turns. • Sing a large repertoire of songs. • Use longer sentences of four to six words. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use talk to organize themselves and their play. 	Talking about the trip – what did they learn, what did they like? Listening to instructions Talking about Easter plans
			Children in reception will be learning to: <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences • Describe events in some detail. • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 	Talking about the trip – what did they learn, what did they like/what are they looking forward to? (SMV – trip to The Briars) Listening to instructions

		Ecosystem		
PSED			3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. ● Find solutions to conflicts and rivalries. ● Develop appropriate ways of being assertive. ● Talk with others to solve conflicts. ● Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ● Understand gradually how others might be feeling. 	Class specific needs.
			Children in reception will be learning to: <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. 	Jigsaw: LO: I know how to be a good friend

PD	Individual class interests Easter	Core vocabulary: throwing catching skipping kicking climbing balance riding scissors paintbrush pencils moving dancing safely Aspiration vocabulary: position grip passing aiming control confidently precisely accurately independently movement gymnastics apparatus	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	
			Children in reception will be learning to: <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● 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. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	PE - See separate planning.

Literacy	Individual class interests Easter	Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words Blending Segmenting Proof reading – reading back Upper case and lower case Mini-beast Ladybird Caterpillar Butterfly Ant Spider Snail Worm Cocoon Habitat Insect Metamorphosis Pollination	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness. Understand the five key concepts about print 	Little Wandle - Rhyme Time & Tuning into Sounds, see planning.
			Children in reception will be learning to: <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	Little Wandle - See planning. Little Wandle - See planning. Drawing Club and helicopter stories. - poetry basket. Guided drawing Handwriting practice. Writing facts about their favourite minibeasts. Drawing and labelling a favourite minibeast. Bean diary/Butterfly diary

		Camouflage Larva Pupa Exoskeleton Antlers Entomologist Ecosystem		
Maths		Core Vocabulary (Everyday Mathematical Language) Share Group Equal More Less Divide Same Give Take Each	3 and 4-year-olds will be learning to: "I can recognise when objects have been shared fairly and unfairly." <ul style="list-style-type: none"> <i>Begins to notice when groups have "more" or "less" and may comment on fairness (e.g., "They have more than me!").</i> <i>Explores sharing during play, sometimes needing adult support to understand fairness.</i> "I can share a small quantity equally." <ul style="list-style-type: none"> <i>Begins to share small groups of objects between two people with guidance (e.g., "One for you, one for me").</i> <i>Uses practical activities like sharing fruit, blocks, or toys to explore equal distribution.</i> 	White Rose - See planning.

		Aspirational Vocabulary (Expanding Mathematical Understanding) Partition Even Odd Divide equally Quantity Fair Fair share Grouping Split Number of groups	"I can recognise that some quantities can be shared equally and some can't." <ul style="list-style-type: none"> <i>Notices when objects don't divide evenly (e.g., "There's one left over!").</i> <i>Begins to problem-solve when sharing objects (e.g., cutting or suggesting a fair way to divide extras).</i> 	
			Children in reception will be learning to: "I can arrange small quantities into equal groups." <ul style="list-style-type: none"> <i>Sorts and arranges objects into equal groups (e.g., "Let's make two groups of three").</i> <i>Uses small numbers to explore grouping and early division (e.g., "Four apples – two each!").</i> "I can recognise that some quantities can be arranged into equal groups and some can't." <ul style="list-style-type: none"> <i>Understands that some numbers group evenly and some leave extras (e.g., "Five can't go into twos equally").</i> <i>Begins to explore odd and even numbers through practical grouping activities.</i> 	White Rose - See planning. Sharing and grouping I can recognise when objects have been shared fairly and unfairly I can share a small quantity equally I can recognise that some quantities can be shared equally and some can't I can arrange small quantities into equal groups I can recognise that some quantities can be arranged into equal groups and some can't

UtW		Mini-beast Ladybird Caterpillar Butterfly Ant Spider Snail Worm Cocoon Habitat Insect Metamorphosis Pollination Camouflage Larva Pupa Exoskeleton Antlers Entomologist Ecosystem	3 and 4-year-olds will be learning to: "Children explore and make sense of the world around them by observing and manipulating objects and materials." <ul style="list-style-type: none"> Observing mini-beasts and their habitats in the natural environment. "Children show curiosity about the world around them, including animals, plants, and the natural world." <ul style="list-style-type: none"> Exploring different mini-beasts and asking questions about their habitats. "Children begin to develop their imagination and can use a variety of materials to express their ideas." <ul style="list-style-type: none"> Creating mini-beast models and stories. 	
			Children in reception will be learning to: <ul style="list-style-type: none"> "Children use their knowledge of the world to ask and answer questions about the natural world." <ul style="list-style-type: none"> Asking and answering questions about where mini-beasts live and their characteristics. "Children can describe the world around them, including the properties of different animals and plants." 	1. Mini-Beast Hunt <ul style="list-style-type: none"> Activity: Go on a mini-beast hunt around the outdoor area (or garden) to search for different mini-beasts such as ladybirds, ants, butterflies, and spiders. Children can use magnifying glasses to look closer at the mini-beasts and document what they find using pictures or simple

			<ul style="list-style-type: none"> ○ Talking about mini-beasts' characteristics and their role in the environment. ● "Children show curiosity about living things and understand that living things change and grow." ○ Understanding the lifecycle of mini-beasts like butterflies or ladybirds 	<p>drawings.</p> <ul style="list-style-type: none"> ● Learning Focus: Observing the characteristics and habitats of mini-beasts in the natural environment. ● Skills Developed: Observation, curiosity, scientific inquiry, and fine motor skills. <p>2. Mini-Beast Habitat Exploration</p> <ul style="list-style-type: none"> ● Activity: Create mini-beast habitats in the classroom or outdoor area. Provide materials such as leaves, twigs, soil, and small containers to build homes for toy mini-beasts. Discuss the different environments where mini-beasts live. ● Learning Focus: Understanding the natural environment of mini-beasts and their role in ecosystems. ● Skills Developed: Understanding living things, problem-solving, and creativity.
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				<div>3. Mini-Beast Art and Craft</div> <div><ul style="list-style-type: none">● Activity: Use different materials such as clay, pipe cleaners, paper, and paint to create mini-beast models like caterpillars, butterflies, ladybirds, and snails. Children can also make mini-beast masks to wear while pretending to be mini-beasts.● Learning Focus: Developing fine motor skills and creativity while exploring the world of mini-beasts.● Skills Developed: Creativity, dexterity, and artistic expression.</div> <div>4. Mini-Beast Story Time</div> <div><ul style="list-style-type: none">● Activity: Read "Mad About Mini-Beasts" and other related books to the children. After reading, encourage children to re-enact the story using toy mini-beasts, creating their own narratives about the mini-beasts' adventures.● Learning Focus: Understanding the storyline and characters in the book, as well as developing</div>
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				<p>storytelling skills.</p> <ul style="list-style-type: none">● Skills Developed: Listening, communication, and imaginative play. <p>5. Making a Mini-Beast Garden</p> <ul style="list-style-type: none">● Activity: Have children create a mini-beast garden using plants and flowers that attract insects like bees and butterflies. Children can learn how these insects help plants grow by pollinating them.● Learning Focus: Exploring how mini-beasts contribute to the natural world, such as pollination.● Skills Developed: Environmental awareness, teamwork, and understanding nature’s cycles.
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EAD	Individual class interests Easter	Easter Egg Dyeing Easter traditions Collage Cutting Sticking	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. ● Create closed shapes with continuous lines and begin to use these shapes to represent objects. ● Draw with increasing complexity ● Explore colour and colour mixing. ● Listen with increased attention to sounds. ● Respond to what they have heard, expressing their thoughts and feelings. ● Remember and sing entire songs. ● Play instruments with increasing control to express their feelings and ideas. 	
			Children in reception will be learning to: <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. ● Explore and engage in music making and dance, solo or in groups. 	