



Class: Pipistrelle (Year 0)
Terms – 3 & 4
Title: How does your garden grow?

Big enquiry questions worth asking: Can we eat what we grow?

Characteristics of learning:

Playing and exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas

Making links

Choosing ways to do things

Trip to Chicken Farm?

Hatch chicks and observe tadpoles and caterpillars turn into frogs and butterflies

Create vegetable and herb gardens

Overview: In this topic the children will learn about how to care for plants to help them grow. The children will learn the different parts of a plant. The children will learn about lifecycles of a plant and a frog.

Engagement: The children will be given the opportunities to plant seeds. They will carry out a science investigation to see how a plant/bean grows best. The children will all make their own miniature garden.

Key Vocabulary: Grow, seed, plant, garden, soil, pot, water, sun, stem, leaves, roots, petal, flower Bugs, minibeasts Frogs, tadpole, froglet, pond



Key knowledge (from EYFS Early Adopter)	Adult Led Focus
<p><u>As communicators we will...</u> <u>Communication and Language</u></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• Connect one idea or action to another using a range of connectives• Describe events<ul style="list-style-type: none">• in some detail.• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.• Develop social phrases.• Engage in story times.• Listen to 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.• Use new vocabulary in different contexts.• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs.• Engage in non-fiction books• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<ul style="list-style-type: none">• Discuss creatures you find in the garden.• Discuss what they would see in a pond.• Talk about what has happened in stories they have heard.• Make own books of 'growing' stories• List of books, both fiction and non-fiction to support topic• Rhymes and songs appropriate to the topic• Make signs, labels and prices for role play area• Circle times• Make plans for growing activities – what they will need, how to etc• Story making sessions around the theme• Making a fruit/veg letter line• Scribe for children, encouraging them to attempt.• Notepads, pens, magnifying glasses outside• Lists, invitations for important life events



As ourselves we will...

Personal, Social and Emotional

- See themselves as a valuable individual.
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

- Photos of life, from baby – adulthood
- Own baby photos – guess who?
- Caring for living things – plant, animal, insect
- Discuss new babies in the family (if appropriate) –can help to cope with jealousy.
- Photos of family groups – discuss stages of life
- Circle times
- Interest tables -seeds/bulbs/fruit etc to explore
- Group mind mapping of the topic
- When I was a baby I now I.....
- Sharing experiences e.g. a visit to caves where growth is different
- Visits from dental hygienist, health visitor or school nurse
- JIGSAW – Healthy me, Dreams and Goals
- Making healthy choices (food and exercise)
- Healthy Friendships
- How to deal with difficult situations (Stranger Danger)

As Movers we will...

Physical Development

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
- 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

- Planting bulbs and plants using gardening equipment. To roll and throw accurately at a target.
- Life needs – how do these differ with type of growth (plant, animal, fungus, mineral)
- Re-enact butterfly life cycle in a movement session. Try the same for frogs or plants.
- How do we feel now? – after above activity
- Naming the parts – body/plant/insect
- Keeping healthy
- Make vegetable soup – healthy eating, hand-eye co-ordination
- Move like different animals
- Work together to mirror actions or guess the animal



<p>and writing, paintbrushes, scissors, knives, forks and spoons</p> <ul style="list-style-type: none">• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Combine different movements with ease and fluency• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.• Develop overall body-strength, balance, co-ordination and agility• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.• Develop the foundations of a handwriting style which is fast, accurate and efficient.• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	<p>Unit on Gymnastics + Striking and Fielding basics</p> <p>Develop pincer grip for writing using 'snappy fingers' Finger gym activities</p> <p>Use Letter Join scheme</p>
<p><u>As writers, readers and speakers we will...</u> <u>Literacy</u></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.	<p>Books: Titch Once they were Giants From Head to Toe Books on Teeth You Choose</p>



<ul style="list-style-type: none">• 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.	<p>Senses Have you filled a bucket today? Emotions Funny Bones The Wind Blew Percy the Park Keeper When will it be Spring? Poetry Instructional text – How to plant a bean Procedural text – Life cycles Recount – The Little Red Hen Books; Plant the Tiny Seed https://www.youtubekids.com/watch?v=MHRDM5nb8Ks&hl=en-GB. Bullfrog is the Best. Jack and the Beanstalk The Enormous Turnip Handa's Surprise Stick Man Oliver's Vegetables The Global garden</p>
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<p><u>As mathematicians we will...</u> <u>Mathematics</u></p> <ul style="list-style-type: none">• Count objects, actions and sounds• Subitise.• Link the number symbol (numeral) with its cardinal number value• Count beyond ten.• Compare numbers• Understand the 'one more than/one less than' relationship between consecutive numbers• Explore the composition of numbers to 10.• Automatically recall number bonds for numbers 0–10	<ul style="list-style-type: none">• Investigate how we have grown• Measure each other over a period – height, hands, feet.• Make a height chart• Measure plants• Sort seeds• Make symmetrical paintings, drawings• Sort items of clothing into ages• Baking – weighing and measuring• Comparisons –tall child, short adult• Count and record trees, plants in the outdoor area• Share out seeds, using simple number operations
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- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns
- Compare length, weight and capacity

As explorers we will...
Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live

- Make patterns using seeds/leaves
- Discuss shapes in nature
- Sort natural objects by size
- Adding and subtracting numbers to 10
- Number and place value, numbers to 10
- Number bonds to ten using ten frame
- Spatial awareness
- 2D and 3D shapes
- Number of the week

- Learn about the lifecycle of a frog and chicken.
<http://flash.topmarks.co.uk/3689>.
- Understand what a plant needs to grow.
<https://www.bbc.co.uk/bitesize/clips/zcn9j6f>
- Watch a bean grow.
- Label the parts of a plant. <http://www.crickweb.co.uk/ks1science.html>.
- Learn facts about bugs that live in the garden.
- Download Lots of Minibeasts from Twinkl
<https://www.twinkl.co.uk/resource/t-t-2546480-lots-of-minibeasts-songpowerpoint>.
- To know that the weather can affect plants. Learn different stories of creation from different religions.
<https://www.youtubekids.com/watch?v=YaIBsd56iTQ&hl=en-GB> Become confident at typing their name using a keyboard.
- To seek and enjoy the signs of spring
- Garden bird watch
- Design and make area
- Make rain gauges, wind socks, kites, umbrellas etc
- Different types of clouds
- Make rainbows
- Investigate the effect of water on different materials



- Understand the effect of changing seasons on the natural world around them.
- What places are special to me? Why are they special?
- What places are special to members of a religious or belief community?
- What do the buildings that are special to religious or belief communities look like?

As creative learners we will...
Expressive Arts and Design

- 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.
- Watch and talk about dance and performance art, 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

- Tape and play back our own weather forecasts
- How extreme weather affects people
- Looking at puddles and shadows
- Ice play
- Hibernation
- Seasonal changes

- Butterfly painting
- Butterfly/plant dances
- Moving to music like different plants/animals
- Role play –Garden Centre, baby clinic
- Look at the works of famous painters, make own interpretation e.g. Sunflowers, Van Gogh.
- Messy play – compost, 'cleanish mud' with digging implements
- Fruit or veg printing
- Explore natural textures
- Collage using natural materials
- Bark rubbings
- Observational drawings of seeds, bulbs
- Singing sessions
- Easter songs
- Act out a 'growing' story e.g The Enormous Turnip
- Make shakers using seeds
- Make a frog with moving parts.
- To perform a song about frogs
- https://www.youtubekids.com/watch?v=XyD0L_HTz3l&hl=en-GB
- Create leaf rubbing pictures.



- Make a painting in the style of Van Gogh. <https://www.twinkl.co.uk/resource/t-t-2547004-van-gogh-informationpowerpoint>