

Personal Social and Emotional Development

- **Jigsaw** Relationships
Dreams and Goals- Challenging Yourself

-Encourage children to work together to create mini beast houses.
 - Encourage the children to look after and care for the mini beasts they find in outside areas. Remind children to put mini beasts back where they found them.
 - Think about the things we need to be healthy and to grow. List these needs before considering the needs of a plant. Ask the children to consider if we have the same needs or different needs?
 - When handling plants or soil, use the opportunity to remind children of hand hygiene.

Communication and Language

- Mind map- What can you see in the garden?
- Role-play garden/camping and allotment
- Small world tree house
- Circle time discussion In my garden I will grow...
- Explore plants and talk about the parts of a plant.
- Plant themed books for story time and add to reading area.
- Talk about their experiences of mini beasts and share which ones they like and why.
- Small world play mini beasts habitat.
- Go on a mini beast hunt, talk about what we see.
- Question and Answer session during Zoolab visit.

Physical Development

Gross Motor

- Get Set 4 P.E Games Unit 1
- Get Set 4 P.E Games Unit 2
- Draw large flower and leaf shapes on the outdoor playground and encourage children to jump, hop, skip from one flower to another.
- Provide children opportunities to use gardening tools to dig and rake soil, sand.
- Watering plants using watering can and water spray bottles.
- Set up stepping stones, mats, tunnels and large boxes for crawling through. Encourage the children to move around like mini beasts around the equipment.
- Place hoops in the outdoor area. Encourage the children to jump between the hoops like grasshoppers.
- Climbing frame.

Fine Motor

- Playdough mini beasts using small parts
- Mini beast transient art using loose parts.
- Use scissor skills to cut out plants and mini beasts.
- Place small world mini beasts in a large activity tray, cover the tray with masking tape to make a web shape. Use tweezers to remove the minibeasts.
- Fill large activity tray with a fine layer of sand and soil. Add small hand rakes to create

Literacy

- Read Write Inc Set 1/2 Sounds, Word Time, Spelling, Red Ditties and Green Storybooks (See English overview)
- Key texts with bold blue vocabulary: Twinkl power point sunflowers, The Very Hungry Caterpillar, Mad about mini beasts.
- Writing a healthy foods shopping list for the Hungry Caterpillar.
- Mad about mini beast class book (each child to write about a mini beast of their choice)
- Labels and captions for life cycles- sunflower and butterfly.
- Collection of non-fiction and fiction books about plants, growing and mini beasts (books available in reading area).
- Provide key word prompts to help children write simple sentences about plants and mini beasts.
- Keep a class dojo diary to show how our caterpillars change over time and their life cycle.

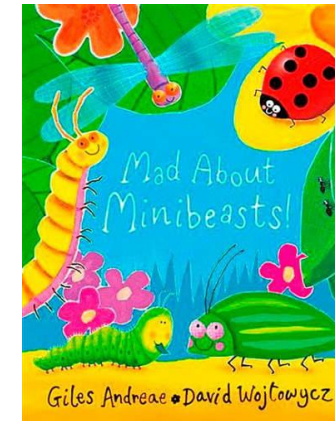
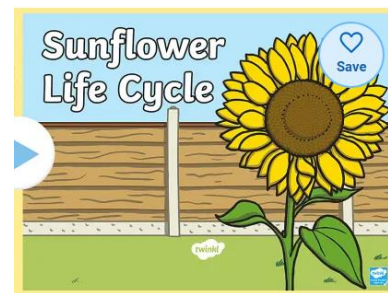
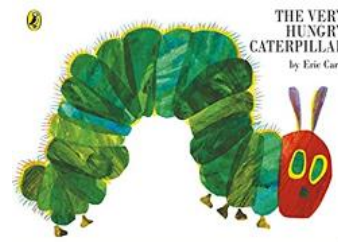
patterns.

- Develop hand strength by watering plants with spray bottles.
- Scissor skills

World Views

- Our Beautiful World
- creation stories
- treating the natural world with care and compassion-handling minibeasts

How Does Your Garden Grow?



Mathematics

(See Mathematics overview)

- Number formation (Wednesday AM)
- Counting beyond 10
- Counting in 2s
- Subtracting 2
- Adding 1 (5 to 10)
- Greater than and less than.
- Building with blocks- space and pattern.

Expressive Arts and Design

- Painting of sunflowers (Vincent Van Gogh)
- Snails (Matisse)
- Symmetrical butterfly printing
- Observational drawings
- Transient art mini beasts
- Role play garden/camping and allotment.
- Use percussion instruments to make sounds to accompany different mini beasts, (quiet/loud/fast/slow)
- Mini beast and plant songs and rhymes.
- Provide children with some paint, mixing tray, paintbrushes and water, encourage children to explore mixing different shades of green to decorate a caterpillar.
- Provide children with materials to design

Understanding the World

- Growing wild flowers for our butterflies.
- Lifecycle of a butterfly- real caterpillars to observe and release.
- Explore the life cycle of a sunflower.
- Using magnify glasses observe a range of flowers, plants and mini beasts.
- Create a mini beast garden small world area.
- Go on a mini beast hunt.
- Zoolab visit with a real minibeast encounter. How do they compare to minibeasts elsewhere.
- Learn about different kinds of mini beasts using 'Mad about Mini beasts.'
- Go on a plant hunt around our school

	<p>their own mini beast or flower.</p> <ul style="list-style-type: none"> • Make temporary minibeasts and plants using natural materials. • Flower printing using real cut flower heads. • Tree rubbings 	grounds.	
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Prime Area: Personal, Social and Emotional Development								
Self-Regulation			Managing Self			Building Relationships		
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Work and play cooperatively and take turns with others.</p>	<p>Form positive attachments to adults and friendships with peers.</p>	<p>Show sensitivity to their own and to others' needs.</p>

Prime Area: Communication and Language					
Listening, Attention and Understanding			Speaking		
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Prime Area: Physical Development

Gross Motor Skills			Fine Motor Skills		
Negotiate space and obstacles safely, with consideration for themselves and others.	Demonstrate strength, balance and coordination when playing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Use a range of small tools, including scissors, paintbrushes and cutlery.	Begin to show accuracy and care when drawing.

Specific Area: Literacy

Comprehension			Word Reading			Writing		
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate (where appropriate) key events in stories.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Read words consistent with their phonic knowledge by sound-blending.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write simple phrases and sentences that can be read by others.

Specific Area: Mathematics

Number			Numerical Patterns		
Have a deep understanding of number to 10, including the composition of each number.	Subitise (recognise quantities without counting) up to 5.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Verbally count beyond 20, recognising the pattern of the counting system.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Specific Area: Understanding the World

Past and Present			People, Culture and Communities			The Natural World		
Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Specific Area: Expressive Arts and Design

Creating with Materials			Being Imaginative and Expressive		
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share their creations, explaining the process they have used.	Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher.	Sing a range of well-known nursery rhymes and songs.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

EYFS Continuous Provision Outdoors

Sand	Water	Physical Development	Creative	Investigation
<ul style="list-style-type: none"> Provide gardening tools, plant pots and seeds for gardening play. Hide mini beasts in the sand and encourage children to find them. 	<ul style="list-style-type: none"> Mini beasts and nets Watering cans and spray bottles for watering plants. Plant pots and seeds Petals and plants to make garden soup Create a small world fish pond 	<ul style="list-style-type: none"> Set up stepping stones, mats, tunnels and large boxes for crawling through. Encourage the children to move around like mini beasts around the equipment. Chalk large flowers onto the playground. Gardening tools Large climbing frame area Make a tall sunflower using construction materials. Den building Offer children a selection of large scale building resources, encourage them to build flowers and mini beast models Create mini beast houses 	<ul style="list-style-type: none"> Block and powder paint for painting insects and flowers. Clipboards and pencils/pastels printing using flower heads and leaves for observational drawings 	<ul style="list-style-type: none"> Explore parts of plants and flowers, use magnify glasses to help look at seeds, colours and textures. Provide paper and pencils for the children to create observational drawings of any mini beasts they see. Mini beast hunts Tree rubbings
Fine Motor Table	Small World	Week 1 What is in your garden? – introduce new topic, read hungry caterpillar story.		
<ul style="list-style-type: none"> Develop scissor skills by cutting parts of plants and 	<ul style="list-style-type: none"> Mini beast houses Fairy garden 	Week 2 Hungry Caterpillar- introduce our class caterpillars, life cycle of a butterfly week 3 Life cycle of a sunflower- paint sunflowers		

<p>mini beasts.</p> <ul style="list-style-type: none"> • Plant pots and large beans, use tweezers to place beans in the pots. • Insect stencils • Letter formation in trays of soil. • Hide toy mini beasts around the outdoors area, provide the children with tweezers and pots to collect the mini beasts. • Garden playdough mats 	<ul style="list-style-type: none"> • 	<p>Week 4 How to help plants grow.</p> <p>Week 5 and 6 Mad about mini beasts-literacy week</p>
<p>Hut</p>	<p>mud kitchen</p>	
<ul style="list-style-type: none"> • Create a mini beast lab role-play area for the children to explore different mini beasts • Outdoor garden picnic area 	<ul style="list-style-type: none"> • Natural materials e.g pine cones, leaves, grass, sticks and stones for children to explore textures. 	