



EYFS Learning Landscape Spring 2: "Green Fingers" (Growing)



What do the children know already about plants? Growing?	What do we want the children to learn? (Knowledge, Skills and activities)	What new vocabulary do we want the children to learn?
<p>A plant that you grow</p> <p>A seed is something you grow</p> <p>Grow some flowers up</p> <p>Birds eat seeds</p> <p>Grow seeds</p> <p>You can plant some food</p> <p>People don't eat seeds, only birds</p> <p>Seeds grow up</p>	<p>Wk. 1: Monday 21st February - "The Tiny Seed" by Eric Carle</p> <p>WOW - Mercy</p> <p>Fairtrade Fortnight</p> <p>☺ Life-cycle of a seed - The plant starts life as a seed, which germinates and grows into a plant. The mature plant produces flowers, which are fertilised and produce seeds in a fruit or seedpod. The plant eventually dies, leaving seeds which germinate to produce new plants.</p> <p>☺ What do plants need to grow? Seeds need four things to grow: oxygen, moisture, sunlight, and the right temperature.</p> <p>☺ Design own seeds and packets</p> <p>☺ Writing instructions for growing seeds</p> <p>☺ Seeds - look at fruit containing seeds, how plants protect their seeds, which seeds fly.</p> <p>☺ Grow grass heads</p> <p>☺ The seasons</p> <p>Garden centre role play</p> <p>☺ Make tissue paper flowers and stick into egg boxes for 'selling'</p> <p>☺ Make price tags for seeds and flowers</p> <p>☺ Weighing scales with a selection of seeds - weigh out to put into the seed packets</p> <p>☺ Wellies to wear and aprons for staff, shopping baskets</p> <p>Mathematics - Building 9 and 10 - Whiterose Maths</p> <p>☺ Representing 9 and 10 in different ways</p> <p>☺ Composition of 9 and 10</p> <p>☺ Subitising groups of 9 and 10</p> <p>LP to carry out Maths Assessments during Busy Time</p>	<p>Book vocab - seed, drowns, sail on, ocean, desert, seed pod,</p> <p>Topic vocab - seeds, soil, seed tray, watering can, trowel, roots, stems, leaves, plants, bud, petals, light, air, water, warmth,</p>
<p>Eat pancakes</p> <p>You can have ingredients in it</p> <p>Only people eat pancakes</p> <p>You can put honey and yoghurt on them. And Nutella and syrup</p>	<p>Wk. 2: Monday 28th February - "Mr. Wolf's Pancakes" by Jan Fearnley</p> <p>WOW - Forgiveness</p> <p>Fairtrade Fortnight</p> <p>Tuesday 1st March - Shrove Tuesday</p> <p>Wednesday 2nd March - Ash Wednesday</p> <p>Friday - World Book Day</p>	<p>Book vocab - Book vocab - pile, sighed, ingredients, politely, delicious, drifted.</p> <p>Topic vocab - Shrove Tuesday, Ash Wednesday, Pancake Day, Lent,</p>

☺ Introduce Shrove Tuesday - Pancake Day, or Shrove Tuesday, is the traditional feast day before the start of Lent on Ash Wednesday. Lent - the 40 days leading up to Easter

☺ Introduce Ash Wednesday - officially known as the Day of Ashes - is a day of repentance. During a Mass, a priest places the ashes on a worshiper's forehead in the shape of a cross.

☺ Mardi Gras - traditions and celebrations

☺ Design their pancake topping and make pancakes

☺ Write a list of things needed by Mr. Wolf

☺ Have a pancake race - invite parents into school to join us - 2.30pm

Mathematics - Building 9 and 10 - Comparing Numbers to 10 - Whiterose Maths

☺ 1-1 correspondence

☺ Counting in order

☺ Comparing using the terms more, fewer and the same

☺ Comparing 2 quantities and ordering 3 or more

Send letter home asking for plastic bottles

Plants need some flowers to grow

They need some water, some sun and a little bit of shadow

They need sunlight and water and they need looking after

Loads of water to let it grow

They need soil

Wk. 3: Monday 7th March - "Things that grow" by Sue Nicholson and "Planting a Rainbow" by Lois Ehlert

WOW - Prayer

Friday - Whole School Lent Retreat & Eco Day

☺ Introduce contents and index for a non-fiction book

☺ What is a plant and where do they live? It is a living thing. They make their own food.

☺ Why do plants have roots? To keep them in the ground and to suck water from the soil

☺ Why do they have leaves? They make food for the plants to grow.

☺ Why do they have stems? Support the leaves and carry water, minerals and sugary food around the plant.

☺ Labelling parts of a plant

☺ Look at how birds and insects help flowers. Pollination is the process that allows plants to reproduce.

☺ Kadinsky circle flowers

Garden Centre role play

☺ Collage paper plate flowers to 'sell' in the garden centre

☺ Writing list of things needed to buy

☺ Designing a garden sheet

☺ Rulers to measure how much soil and grass are needed

Mathematics - Building 9 and 10 - Bonds to 10 - Whiterose Maths

☺ Explore number bonds to 10 using real objects in different contexts

Letter home - large plastic bottles ready to make own compost bins.

Book vocab - plants, roots, leaves, stem, pollination, flowers

Topic vocab - living thing, chlorophyll, sunlight, photosynthesis, pollen, carpels, nectar



We don't grow food

We can grow fruit, apples and some melon

Vegetables - carrots and broccoli

Pears and bananas and grapes and strawberries

We can't grow chickens because the mummy chicken grows them

Grow them in farms in the right soil

Wk. 4: Monday 14th March - "The Gigantic Turnip" by Aleksei Tolstoy and "From the Garden: A Counting Book about Growing Food" by Michael Dahl

WOW - Fasting

Thursday 17th March St. Patrick's Day

- ☺ Look at food that we grow - where does it grow? How does it grow?
- ☺ Look at a world map to find out where food comes from.
- ☺ Story map of the story
- ☺ Role play the story
- ☺ Making own books - drawing and then writing a sentence for each picture

Mathematics - Building 9 and 10 - Bonds to 10 - Digging Deeper - Whiterose Maths

Send letter home asking about Easter traditions within the class.

Wk. 5: Monday 21st March - "Jack and the Beanstalk" by Nick Sharratt

WOW - Almsgiving

RWI Assessments

- ☺ Story map of the story
- ☺ Role play the story
- ☺ Write own version changing the beanstalk for another vegetable/plant to climb.
- ☺ Light/dark/water/no water plant experiment
- ☺ Compost - how does it work? What can we use it for? Compost is a type of fertilizer that is made from rotting plants. It is easy and cheap to make, as all it really requires is vegetable waste. The vegetable waste is broken down by bacteria (germs), and made into compost. Make our own plastic bottle composts for the children to take home to use.

Mathematics - Building 9 and 10 - Bonds to 10 - 3D shapes - Whiterose Maths

- ☺ Explore 3D shapes through play
- ☺ Constructing in different ways
- ☺ Introduced to the name of 3D shapes
- ☺ Explore similarities and differences

Wk. 6: Monday 28th March - Easter - "The Story of Easter" by Alexa Tewkesbur

WOW - Sacrifice

Monday - Entry into Jerusalem

Chocolate eggs

Easter rabbit gives Easter eggs

Book vocab - crooked, overgrown, yellow canary, pot-bellied pig, sowed, swell.



Topic vocab - crops, global, world, country, cereal

Book Vocab - compost heap, fright, scrambled, nimble, bellowed, scurried

Topic Vocab - light, dark, water, grow, compost, rotting plants, germs



Topic Vocab: sorry, Jerusalem, Last Supper, Crucifix, Easter, Palm Sunday, donkey, palm leaves

<p>Easter egg hunts, the Easter bunny hides eggs in the garden Chocolate eggs left under your pillow</p> <p>Wait for spring</p> <p>Jesus died at Easter because the priest didn't like him.</p>	<p>Tuesday - Last Supper Wednesday - Stations of the Cross Friday - Crucifixion Liturgy</p> <ul style="list-style-type: none"> ☺ Easter cards ☺ Class Easter Garden - make in Eco-land ☺ Role play the Last Supper ☺ Eco-land - 2 session on the Monday to make Easter Gardens - invite parents - 9.00-10.00am and 2.00-3.00pm ☺ Look at Easter traditions from around the world - Poland, Lithuania, Slovakia, Spain, Philippines, Sri-Lanka, Portugal, Italy, Ireland and Brazil <p>Mathematics - Building 9 and 10 - Pattern (2) - Whiterose Maths</p> <ul style="list-style-type: none"> ☺ Build on AB pattern work ☺ Explore ABB, AAB, AABB, AABBB ☺ Talk about patterns created ☺ Create patterns of their own 	 
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Children will be learning to...

Communication and Language

<p>Listening, Attention and Understanding ELG</p> <p>Children at the expected level of development will:</p> <p>Know and be able to listen to a whole story and comment on what is happening.</p> <p>Know and be able to ask questions about my favourite books. Ask questions to find out more and check understanding.</p> <p>Know and understand how to listen carefully and why listening is important.</p> <p>Know and engage in story times.</p> <p>Know how to listen to and talk about stories to build familiarity and understanding.</p> <p>Know how to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Know how to engage in non-fiction books.</p>	<p>Speaking ELG</p> <p>Children at the expected level of development will:</p> <p>Know how to be able to explore new vocabulary</p> <p>Know how to be able to use language to create imaginary events, storylines and themes</p> <p>Know how to be able to use sentences that are well formed</p> <p>Know and learn new vocabulary.</p> <p>Know and use new vocabulary through the day.</p> <p>Know and ask questions to find out more and to check they understand what has been said to them.</p> <p>Know how to describe events in some detail.</p> <p>Know and Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Know how use new vocabulary in different contexts.</p>
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Personal, social and emotional development

<p>Self-Regulation ELG</p> <p>Children at the expected level of development will:</p> <p>Know how to usually adapt my behaviour to different events, social situations and changes in routine.</p> <p>Know that their own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them.</p> <p>Know how to start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</p> <p>Know there are boundaries set and be aware of behavioural expectations in the class.</p> <p>know how to express their feelings and consider the feelings of others.</p>	<p>Managing Self ELG</p> <p>Children at the expected level of development will:</p> <p>To know how to welcome and value praise for what I have done.</p> <p>To know how to willingly participate in a wide range of activities.</p> <p>To know how to show enthusiasm and excitement when anticipating and engaging in certain activities</p> <p>To know how to be confident to speak to others about own needs, wants, interests and opinions.</p> <p>To know how to be confident in speaking in front of a small group.</p> <p>To know how to describe myself in positive terms and talk about my abilities.</p>	<p>Building Relationships ELG</p> <p>Children at the expected level of development will:</p> <p>Know how to start conversations, attend to and take account of what others say.</p> <p>Know how to explain their own knowledge and understanding, and ask appropriate questions of others</p> <p>Know how to take steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Know how to build constructive and respectful relationships.</p> <p>Know how to think about the perspectives of others.</p> <p>Know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>
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Know how to identify and moderate their own feelings socially and emotionally.	To know that they are a valuable individual. To know how to be resilient and persevere in the face of challenge. To know how to manage their own needs.	
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Physical development

<p>Gross Motor Skills ELG (See separate plan for P.E) Children at the expected level of development will: Know how to use a tripod grasp. Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Know how to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Fine Motor Skills ELG Children at the expected level of development will: Know how to show a preference for a dominant hand. Know how to 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 Know how to develop the foundations of a handwriting style which is fast, accurate and efficient</p>
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Literacy

<p>Comprehension and Word Reading ELG Children at the expected level of development will: To know how to use vocabulary and events from stories in my play. To know how to make suggestions about what might happen next in a story. To know how to tell a story to friends. To know how to say a sound for each letter in the alphabet. To know how to blend sounds into words, using Fred Talk, so that I can read short words made up of known letter-sound correspondences. To know how to use Fred Talk to read Green Words (Word Time.....)</p>	<p>Writing ELG Children at the expected level of development will: To know how to correctly form lower-case letters using the RWI letter rhymes. To know how to spell words, using Fred Fingers, by identifying all the sounds and then writing the sound with letter/s. To know how to read back my writing using Fred Talk.</p>
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Mathematics

<p>Number ELG (White Rose) Children at the expected level of development will: To know how to approach addition and find the total number of items in two groups by counting all of them and starting to use 'counting on'. To know and begin to use the vocabulary involved in adding and subtracting including counting on and back. To know the composition of numbers to 10. To know number bonds for numbers 0-10 by automatic recall. To be able to show some understanding of doubling and halving in familiar contexts. To know addition facts up to 5 using all combinations. Then 6, 7, 8, 9, 10.</p>	<p>Numerical Patterns ELG Children at the expected level of development will: To know numerals and be able to represent them for 1 to 5, then 1 to 10 objects To know how to count an irregular arrangement of up to ten objects. To know how to find one more or one less from a group of up to five objects, then ten objects. To know how to use the language of 'more' and 'fewer' to compare two sets of objects. To know how to count beyond ten. To know how to compare numbers. To know 'one more than/one less than' and the relationship between consecutive numbers. Continue, copy and create repeating patterns.</p>	<p>Shape, Space and Measure ELG (White Rose) Children at the expected level of development will: To know how to ask questions about their observations of differences and similarities. To know how to recall names for 2D and 3D shapes and to be able to use some of the terms to describe their properties. To know how to order and sort according to simple properties To know similarities, differences, patterns and changes.</p>
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Understanding the World

<p>Past and Present ELG Children at the expected level of development will:</p>	<p>People Culture and Communities ELG Children at the expected level of development will:</p>	<p>The Natural World ELG Children at the expected level of development will:</p>
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<p>Knows how to recognise and describe special times or events for family or friends.</p> <p>Knows how to compare and contrast characters from stories, including figures from the past.</p>	<p>Knows how to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Knows to show an interest in different occupations and ways of life. (starting to)</p>	<p>Knows how to talk about why things happen and how things work.</p> <p>Knows how to describe what they see, hear and feel whilst outside.</p> <p>Knows how to recognise some environments that are different to the one in which they live.</p> <p>Knows and understands the effect of changing seasons on the natural world around them.</p>
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Expressive arts and design

<p>Creating with Materials ELG</p> <p>Children at the expected level of development will:</p> <p>Know how to explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Know how to create collaboratively sharing ideas, resources and skills.</p>	<p>Being Imaginative and Expressive ELG</p> <p>Children at the expected level of development will:</p> <p>Knows how to develop preferences for forms of expression.</p> <p>Know how to use movement to express feelings.</p> <p>Know how to create movement in response to music.</p>
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