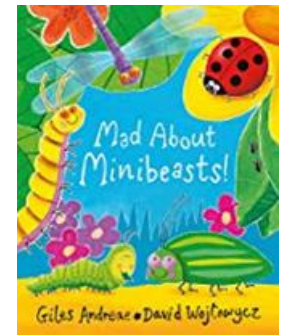
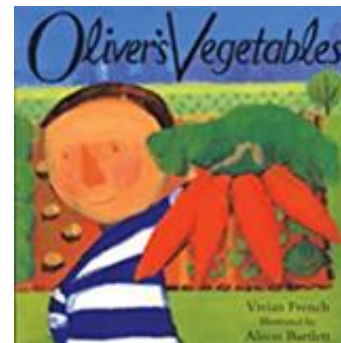
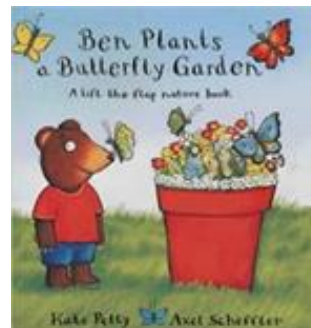
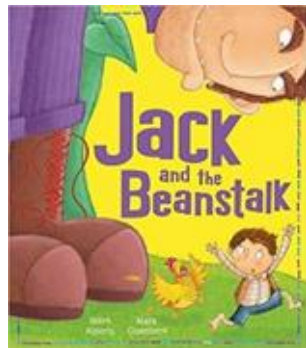


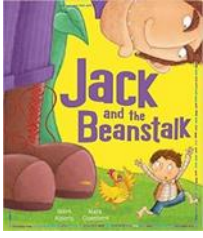
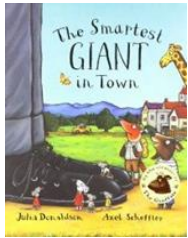
# How does your garden grow?

Nursery & Reception

Spring 2

2023



<p><b>WOW</b></p>	<p><b>Children arrive at school to find a big beanstalk growing up to the ceiling in their classrooms.</b>  <b>How did it get there? What's at the top of it?</b></p>
<p><b>Week 1</b></p> <div data-bbox="120 421 524 659">   </div> <p>Where does this beanstalk go to?</p> <p>Key Vocabulary  Adjectives for the giants-  Kind, mean, beware, scary,  frightening</p> <p>Other words than big!  Huge, enormous, massive,  gigantic</p>	<p><a href="#"><u>Where does this beanstalk go to?</u></a></p> <p><b>Communication and language:</b>  The children will learn to use expressive voices to re- enact the story of Jack and the beanstalk. The children will be introduced to how adjectives can describe characters, settings and things. They will learn other adjectives to describe big such as huge and enormous. They will also be introduced to similes such as the giant's cup was as big as a bath.</p> <p><b>Physical Development:</b>  The children will learn why is exercise is important and what happens to their bodies when they exercise?  The children will, In the hall/ on adventure playground, explore climbing like Jack!</p> <p><b>Personal, Social &amp; Emotional Development</b>  Reception children will be learning: Healthy Me! I understand that I need to exercise to keep my body healthy. (Lessons 1&amp;2)  Why do we exercise? Why is it important? What happens to our bodies when we exercise? Does anything change?  The children will, In the hall/ on adventure playground, explore climbing like Jack!</p> <p><b>Literacy</b>  Read through the story and encourage children to join in with repeated refrains, talking about how we change our voice to match the character. What is this character like- are they kind or mean? How do we know? How would they talk? Why? What should we do about our beanstalk? Take ideas from the children- do we leave it? Chop it down? Send someone up it? Discuss pros/cons of each idea.  The children will be shown how to write a simple letter to the giant and signs to keep people away from the beanstalk. Not all giants are scary! Read the story of The Smartest Giant in Town. Find the rhyming words in the story- can we think of anymore? Plan a new page for the story- what other types of clothing could be used to help an animal in need? E.g. a hat used as a tent.  In phonics, Reception children will be learning the sounds <b>ch</b> and <b>sh</b>. New high frequency words <b>he</b>, <b>she</b>.  Nursery children will be learning the sound n. they will practise saying the sound and hearing the sound in words, such as net. they will also be developing their phonological awareness by practising alliterations, body-percussion, counting syllables, instrumental sounds and oral blending and segmenting.</p>

**Maths** This week, the children will continue to engage with activities that draw attention to the purpose of counting – to find out ‘how many’ objects there are. The children will also revisit the concept of cardinality – the idea that the last number in the count tells us how many things there are altogether. They will continue to be provided with opportunities to hear, join in with and develop their knowledge of the counting sequence and to become secure enough with their counting skills to be able to count out a set of objects from a larger set, remembering the ‘stopping number’ and knowing that this means they have selected the correct number. To begin to understand the word pattern embedded within most of our number names, the children will also be given opportunities to practise counting beyond 20.

A key focus this week will be to consolidate the ‘stable order principle’ – rehearsing the order of the first 10 numbers and understanding that the position that each number holds in our number sequence does not change. While working with numbers to 10, the children will develop their understanding of the ordinal aspect by consolidating their understanding that each number has a value of ‘1 more’ than the previous number. Images of the Numberblocks will be used, alongside the children’s own fingers, to represent ‘5 and a bit’ quantities, which will help to embed this key understanding.

Nursery children will continue to link numerals and amounts. They will be learning to compare quantities using language: more than and fewer than. They will help Jack and the giant split the magic beans fairly and equally.

**Understanding the world:**

The children will learn that plants grow from seeds.

**Expressive arts and design:** Music, Drama & Dance

The children will have opportunities to Develop a dance using ‘In the Hall of the Mountain King’ by Edvard Grieg. The gentle start to this music is perfect for Jack climbing the beanstalk and exploring the castle, whilst the change in tempo and volume works well for the arrival of the giant.

They will tell the story using musical instruments (e.g. chime bars for climbing up and down the beanstalk, drums for the giant, rain makers for the clouds).

The children will re-enact the story by using oversized equipment in the Mud Kitchen to transform it into a ‘Giant’s Kitchen’.

**Religious Education-** This term our big question in RE is ‘What is Easter?’ To introduce this, we will be revisiting the four seasons and then focusing on what are the signs of Spring?

## Week 2

How do I grow a beanstalk?



### Key vocabulary

First, Then, After that,  
Lastly/Finally

### Plant names

Stalk, leaf, roots, flower, petal,  
shoot, bean/seed, germinate

## How do I grow a beanstalk?

### Communication and language:

The children will learn and use sequential language to describe the order of how the beanstalk grows- First, Then, After that, Lastly/Finally.

### Physical Development:

The children will be encouraged to build and create beanstalks using large and small construction kits. They will learn to play the game “Beans” changing actions depending on the type of bean called out.

### Personal, Social & Emotional Development

The children will learn how to help themselves go to sleep and understand why sleep is good for them.

This week, the children will look at how we care for plants

### Literacy

The children will listen to the story Jack and the Jelly Beanstalk and compare it to the traditional story of Jack & the Beanstalk. Following previous work on writing letters the children could write letters to Jasper asking what he found at the top of his beanstalk.

In addition, the children will be taught how to-

-Write a diary for Jasper on the growth of his beanstalk.

-Add labels to the parts of a bean plant

-Write simple instructions on planting beans

In phonics Reception children will be learning the sounds **th** and **ng**. High frequency words **we**, **me**. Nursery children will be learning the sound m. they will practise saying the sound and hearing the sound in words, such as mouse. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.


### Maths

This week, the children will consolidate their understanding of the composition of numbers by investigating the numbers within 7. Composing and de-composing numbers involves the children investigating part-part-whole relations, e.g. seeing that 7 can be made of 5 and 2. The children will deepen their understanding of a whole being made up of smaller parts through games and practical experiences, such as investigating the number of ducks on a pond. They will begin to recognise that numbers can be made by combining parts in different ways, and will be

	<p>encouraged to make links by considering similarities and differences in the various ways of making 7. A key focus will be on partitioning 7 (splitting it into parts) and thinking about the missing part.</p> <p>Nursery children will continue to link numerals and amounts. They revisit comparing quantities using language: more than and fewer than. This week they will make comparisons between objects relating to length, focusing on words such as short, long, tall and small. Children will help Jack sort the beanstalks into height order.</p> <p>In addition, the children will be Introduced to the language of size using the beanstalk from the story. Grow some beanstalks as a class, then compare the heights of them using appropriate language.</p> <p><b>Understanding the world:</b> The children will learn Show the children a variety of beans e.g. baked beans, runner beans, broad beans etc. what might happen if we plant these?! Explain if we want to grow a beanstalk we need the right kind of beans. Sequence the story by the days of the week. Model writing a matching sentence for each day. What did Jasper need to make his beanstalk grow? Why didn't it grow straight away? How do plants grow- what tools do we need? Plant seeds or beans with the children and keep a bean diary over the coming weeks and record as a class how tall they are growing and the changes.</p> <p><b>Expressive arts and design:</b> The children will have opportunities to mix different shades of green to paint beanstalks. They will make observational drawings of different beans.</p> <p><b>Religious Education-</b> We will be learning that Spring is the season of new life. We will look at baby animals and guess which animal they will grow into and how seeds change and grow into plants.</p>
<p><b>Week 3</b></p> <div data-bbox="114 1098 320 1305" data-label="Image"> </div> <div data-bbox="338 1110 533 1315" data-label="Image"> </div> <p>Can I eat what I grow?</p>	<p><a href="#"><u>Can I eat what I grow?</u></a></p> <p><b>Communication and language:</b> The children will express their preferences for what vegetables and fruits they like to eat and give reasons using adjectives.</p> <p><b>Physical Development:</b> The children will cut up fruits &amp; vegetables using safety knives under supervision. They will make a fruit kebab or simple fruit salad.</p> <p><b>Personal, Social &amp; Emotional Development</b> All children will talk about healthy eating and the importance of eating a balanced diet.</p>

<p>Key vocabulary Fruit &amp; vegetable names Chop, slice, dice,</p>	<p>Children will also learn about Mothering Sunday.</p> <p><b>Literacy</b> Read the story Oliver’s vegetables. Discuss how Oliver only wanted to eat chips- is that healthy? Is there something we like to eat lots of? Why is it good to try lots of different foods? Recap the days of the week (following Jaspers Beanstalk) and match the foods he dug up on each day. Children could try a selection of the foods that Oliver pulled up from Grandpa’s garden. Did you like it? What did it taste like? Have you tried it before? Which food was your favourite? What would you grow if you had a garden like grandpas? Follow a simple recipe to make something from the story e.g. rhubarb crumble or pea soup. Can children write their own instructions using photographs taken from the activity? This week’s Reception phonic sounds are <b>ai</b> and <b>ee</b>. High frequency words are <b>be</b> and <b>was</b>. Nursery children will be learning the sound d. They will practise saying the sound and hearing the sound in words, such as dog. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds, singing nursery rhymes and oral blending and segmenting.</p> <p><b>Mathematics:</b> The comparison of quantities is something that children begin to do as babies. When comparing, children notice attributes and begin to understand the differences and similarities between them. The activities this week will focus on further developing this innate skill as the children are encouraged to focus exclusively on ordinality: considering where numbers to 8 are in relation to each other. Language is a key focus and adults will need to model the language of ‘more than’, ‘less than’ and ‘equal to’ to describe the relationships between numbers. This week, ‘less than’ is used instead of ‘fewer than’ when the focus is on each number’s position in the counting sequence. Nursery children will continue to link numerals and amounts. They will revisit making comparisons between objects relating to length. The children will be learning about 2D shapes and talk informally about their properties, for example the triangle is pointy.</p> <p>In addition, this week, the children will talk about their favourite vegetables and make a simple pictogram of the results. Through free choosing and role play the children be encouraged explore how to weigh a selection of vegetables and order them from lightest to heaviest.</p>
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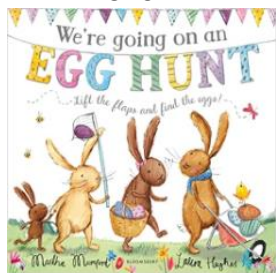
	<p><b>Understanding the world:</b> The children will plant some vegetable seeds and be encouraged them to care for and observe the plants as they grow. They will note how seeds and plants vary and look at similarities and differences. The children will learn about how different vegetables are grown such as under or above ground. They will create a mini greenhouse to use as their seeds are growing.</p> <p><b>Expressive arts and design:</b> The children will have opportunities to make some observational drawings of the different vegetables. - The work of Guiseppe Arcimboldo could be looked at to provide inspiration for the children to make arrangements of fruits and vegetables to create patterns or faces. A camera could be used to record the children's pictures.</p> <p><b>Religious Education-</b> This week the children will begin to look at signs and symbols of Easter by sorting images. The children will also be able to explain what they do at Easter time (Easter eggs, Egg hunts, Easter Bunnies etc).</p>
<p><b>Week 4</b></p>  <p>What creeps, crawls &amp; flies in my garden?</p> <p>Key Vocabulary Minibeast names</p>	<p><a href="#"><u>What creeps, crawls and flies in my garden ?</u></a></p> <p><b>Communication &amp; Language</b> Children will verbalise riddles to describe creatures in the garden using adjectives and adverbs for their friends to guess.</p> <p><b>Personal, Social and Emotional development</b> All children will learn the importance of good hygiene to keep themselves well. The children will learn how some children are frightened by minibeasts. Show the children an image of a spider. Ask the children how they feel when they see a real spider. Discuss why some people may feel scared. Look at other creatures from the garden and how it makes them feel.</p> <p><b>Physical development</b> Look at ways minibeasts move around in the garden. Think about verbs such as jump, flap, scuttle and move in those ways.</p> <p><b>Literacy</b> Read riddles from Mad about Minibeasts and write their own revisiting learning of adjectives and adverbs. Children will have opportunities to make signs and labels for our bug hotel e.g spiders welcome! Beds for bugs! Etc. Reception this week's phonic sounds are <b>igh</b> and <b>oa</b>. High frequency words are <b>my</b> and <b>you</b>. Nursery children will be learning the sound g. They will practise saying the sound and hearing the sound in words, such as goat. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion,</p>

<p>Arachnid, Insect, head, thorax, abdomen, antennae, larvae, life cycle, cocoon,</p>	<p>singing nursery rhymes, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.</p> <p><b>Maths</b></p> <p>This week, the children will continue to develop their visualising skills by looking carefully at arrangements of dots and then closing their eyes to explain what they ‘see’. The children will use their perceptual subitising skills (seeing the quantity without counting) to build on their understanding of equal amounts, and they will investigate equal groups. They will use manipulatives and pictorial representations to build on previous experiences with dice patterns and numbers of fingers to explore doubling quantities to 10. A continued focus on spatial language to describe the arrangements will further deepen their understanding. Towards the end of the week, the children will also be encouraged to visualise arrangements. Nursery children will revisit 2D shapes and talk informally about their properties. They will learn about some 3D shapes, such as cubes, cuboids, cones, pyramids.</p> <p>Nursery children will be focusing on patterns. They will create caterpillar patterns, for example green, yellow, green, yellow. They will begin to describe a sequence of events using first, then and after; this will be supported by the story the Very Hungry Caterpillar.</p> <p>In other maths activities children will-</p> <ul style="list-style-type: none"> <li>-Order worms by length- use pink playdough to make worms of different length, and use cubes and rulers to measure.</li> <li>- Challenge the children to use 2D shapes to create different minibeast collages.</li> </ul> <p><b>Understanding of the world</b></p> <p>The children will learn about the life cycle of the butterfly. We will read the story of The Very Hungry Caterpillar and sequence pictures of the caterpillars’ life cycle, adding labels to show each stage.</p> <p>-The children will learn that insects have three parts to their body – head, thorax and abdomen, six legs, antennae to smell and feel their way around and wings to fly with. We will go on a minibeast hunt around our Early Years’ garden, where might they like to hide? Divide the walk into distinct stages which focus on a different type of habitat e.g. grassy area, hedgerow, stone pile, rotting logs and old wall.</p> <p><b>Expressive arts and design</b></p> <p>Through an artist study in sketchbooks the children will learn about the style of illustrator Eric Carle and create a collage of their favourite insect or minibeast by creating their own collage papers.</p> <p><b>RE</b></p> <p>The children will begin to learn about the Easter story and why Easter is so important to Christians. They will learn first about Palm Sunday and the Last supper.</p>
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## Week 5

Reflection week  
Easter/ Spring  
Show



Key vocabulary  
Easter, symbol, sign,

This week the children will be looking at ways to celebrate the coming of Spring and Easter.

### **Communication & Language**

The children will perform songs and narrate to an audience for our Spring show.

### **Personal, Social and Emotional development**

The children will look at how they celebrate Easter in their own homes and compare this to others.

### **Physical development**

The children will use one handed tools to create cards and Easter crafts.

### **Literacy**

The children will write Easter cards for their family.

Reception phonic sounds are **oo** as in moon and book. High frequency words are **her** and **they**. Nursery children will be learning the sound o. They will practise saying the sound and hearing the sound in words, such as octopus. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, singing nursery rhymes, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.

### **Maths**

This week, the children will use practical contexts to sort objects according to different criteria. They will be encouraged to notice different attributes in groups of objects – such as colour, size or function – and to describe what they notice. Beginning with adult-led sorting activities and games of ‘How am I sorting?’, the children will go on to develop their own criteria for sorting. Sorting and classifying are important early years’ skills that encourage children to identify similarities and differences. These skills also support problem solving and the development of data analysis. Towards the end of the week, the children will apply their sorting skills to numbers and will investigate ways to sort the Numberblocks. They will use their previous experience of investigating doubles to begin to practically explore even and odd numbers. Within the context of building Numberblocks characters, they will investigate when a number is a double and when it is not. The use of gesture to reinforce the spatial composition of odd and even Numberblocks will be an important focus. Nursery children will engage in a range of Easter-themed activities linked to all the maths learnt during this half-term. They will go on an egg hunt and size order the eggs, make repeated patterns on the eggs, count the eggs and match it to the right numbered bunny and sequence events from the story.

### **Understanding of the world**

The children will revisit the learning of life cycles, minibeasts and what plants need to grow.  
They will follow clues to an Easter trail.

	<p><b>Expressive arts and design</b></p> <p>The children will perform songs, dances and rhymes for different audiences from the Spring show</p> <p><b>RE</b></p> <p>The children will learn about the Easter story with Jesus and his disciples. They will look again at the signs and symbols of Easter and how they represent what happened in the Bible story</p>
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