



# EYFS Medium Term Plan — Summer 1

Reception — Thames Ditton

## Overview of Enquiry Questions

Week	Theme	Enquiry Question
Week 1 — w/c 13/4/26	Farm	<i>What animals and plants might we find on a farm?</i>
Week 2 — w/c 20/4/26	Farm Jobs	<i>What jobs do people do on a farm and why are they important?</i>
Week 3 — w/c 27/4/26	Ducklings	<i>How do ducklings grow and change?</i>
Week 4 — w/c 5/5/26	The Hungry Caterpillar	<i>How does a caterpillar change into a butterfly?</i>
Week 5 — w/c 11/5/26	Minibeasts	<i>What minibeasts can we find in our environment?</i>
Week 6 — w/c 18/5/26	Minibeasts – Movement	<i>How do minibeasts move, live, and protect themselves?</i>
Week 7 — w/c 25/5/26	Growing and Planting Seeds	<i>What do plants need to grow, and how can we plant our own seeds?</i>

## Week 1 — Farm (w/c 13/4/26)

**Enquiry Question:** *What animals and plants might we find on a farm?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Farm-specific vocabulary: plough, harvest, livestock, dairy, crop, barn.</li> <li>The structure of a description</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step instructions in a real-life context.</li> <li>Articulate ideas in well-formed sentences using 'because'.</li> </ul>	<ul style="list-style-type: none"> <li>Farm visit / virtual tour – follow multi-step instructions: 'First go to the gate, then look for the animals, then draw what you see.'</li> </ul>	<ul style="list-style-type: none"> <li>Adults model complex questioning and ambitious vocabulary throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate ideas in well-formed sentences with greater complexity.</li> <li>Use new sophisticated</li> </ul>

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	<p>(what something is, where it lives, what it eats, what we get from it).</p> <ul style="list-style-type: none"> <li>The connective 'because' is used to give a reason.</li> <li>Multi-step instructions can be remembered and followed in order.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and identify key information from a speaker.</li> <li>Use new vocabulary in context to describe farm animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a farmer / expert and identify the most interesting thing they said and why.</li> <li>Farm animal descriptions using talk frame: 'The ___ is ___. It lives in/on ___. It eats ___. We get ___ from it.'</li> <li>'Because' challenge – every sentence must include a reason.</li> <li>Farm Discussion Station – discussion cards and farm sounds recording to identify and describe.</li> <li>Farm story audio corner – headphones for sustained independent listening.</li> <li>Farm Talk Station – story sequencing and 'Animal fact reporter' (describe an animal in 5 full sentences).</li> </ul>	<ul style="list-style-type: none"> <li>Talk frames and 'because' connective displays in every area.</li> <li>Environment: farm vocabulary word mat, recording devices, image cards.</li> </ul>	<p>vocabulary in varied contexts.</p> <ul style="list-style-type: none"> <li>Describe events in detail; explain how things work using because.</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>Family members have different roles and jobs at home.</li> <li>Each person in our family is</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the jobs they do in their own family.</li> <li>Talk about their family using a</li> </ul>	<ul style="list-style-type: none"> <li>Circle time — share a family photo and talk about names, what they are like, and the jobs they do; in colour groups children take</li> </ul>	<ul style="list-style-type: none"> <li>Adults share their own family photo first to model the activity.</li> <li>Provide colour-group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Talk confidently about their own family using a photo.</li> <li>Identify jobs they do at home with</li> </ul>

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	<p>special and unique to us.</p> <ul style="list-style-type: none"> <li>• Our world is full of wonderful places (buildings, seaside, forests, fields).</li> <li>• Words to describe wonder: amazing, beautiful, special, peaceful, exciting.</li> </ul>	<p>photo or picture as a prompt.</p> <ul style="list-style-type: none"> <li>• Describe a place of wonder and how it makes them feel.</li> <li>• Listen respectfully to others sharing about their family.</li> </ul>	<p>turns to talk about their own family.</p> <ul style="list-style-type: none"> <li>• Discussion of the different roles family members have, including jobs the children themselves do at home.</li> <li>• Make a frame for the family photo to take home.</li> <li>• RE — 'What makes our world wonderful?' — look at pictures of beautiful nature patterns and places of wonder (buildings, seaside, forests). How do these places make us feel?</li> <li>• Children write words on post-it notes to describe how the places make them feel.</li> <li>• Farm role-play link — talking about jobs people do at home and on the farm.</li> </ul>	<p>structures to give every child a turn.</p> <ul style="list-style-type: none"> <li>• Display 'wonder words' on the working wall (amazing, beautiful, peaceful...).</li> <li>• Send home a 'family photo' note in advance so all children have a prompt.</li> </ul>	<p>growing independence.</p> <ul style="list-style-type: none"> <li>• Describe a place of wonder using descriptive language.</li> <li>• Listen respectfully to others' family stories.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Phase 3 GPCs (review) and Phase 4 introduction (CVCC and</li> </ul>	<ul style="list-style-type: none"> <li>• Blend and segment Phase 3/4 words to read and write farm vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle phonics – Phase 3 review / Phase 4 introduction: CVCC and CCVC words.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model writing aloud, thinking through sound-letter correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>• Read some letter groups that represent one sound and say the sounds.</li> </ul>

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	<ul style="list-style-type: none"> <li>• CCVC structures).</li> <li>• A caption labels an image; a sentence has a capital letter, finger spaces and a full stop.</li> <li>• Story language and structure of Rosie's Walk / Farmer Duck.</li> <li>• Farm vocabulary spelt with Phase 3/4 phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally compose a sentence before writing (KFKS 1).</li> <li>• Retell a familiar story with story language and detail.</li> <li>• Write labels and captions for a real audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared reading: Rosie's Walk / Farmer Duck – retelling using story language.</li> <li>• Writing: labels and captions for a farm display ('the pig is pink', 'the hen lays eggs').</li> <li>• Oral composition (KFKS 1) – say the sentence aloud before writing.</li> <li>• Writing area: clipboards to label farm animals and crops.</li> <li>• Book corner: farm stories and non-fiction; sequencing cards for Rosie's Walk.</li> <li>• Mark making in role play: shopping lists at the farm shop.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentences before writing.</li> <li>• Environment: handwriting scheme letter formation reminders displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the story with deep familiarity and detail.</li> <li>• Write simple phrases that can be read by others.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• More complex patterns repeat in different structures: ABC, ABCD, AABB, AAB, ABB and ABBA.</li> <li>• A pattern can be heard (sound) as</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name more complex patterns (ABC, AAB, ABB, AABB, ABBA).</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• WR Spring Block 6 Step 5 – Identify more complex patterns (ABC, AAB, ABB, AABB, ABBA).</li> <li>• WR Spring Block 6 Step 6 – Copy and continue patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model counting with a ten frame and loose parts.</li> <li>• Pattern language: '1 ten and 1 makes 11.'</li> <li>• Environment: number lines, tens frames and</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name more complex repeating patterns.</li> <li>• Continue, copy and create repeating patterns (Reception ELG).</li> <li>• Spot patterns in the environment</li> </ul>

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	<p>well as seen (visual).</p> <ul style="list-style-type: none"> <li>• Three full units of repeat are needed to copy and continue a pattern.</li> <li>• Patterns are all around us in the environment — wallpapers, fabrics, buildings, nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and continue more complex patterns using loose parts.</li> <li>• Spot patterns in the environment and describe the rule.</li> </ul>	<ul style="list-style-type: none"> <li>• WR Spring Block 6 Step 7 – Patterns in the environment.</li> <li>• Action patterns: clap-jump-jump / head-head-shoulders — children join in.</li> <li>• Farm patterns outdoors with crates, tyres, sticks (large-scale ABCD/AAB/ABB).</li> <li>• Pattern Fish and Pattern Bugs by Trudy Harris in the book corner.</li> <li>• Pattern hunt around the farm scene: stripes on a cow, rows of crops, fence posts.</li> <li>• Loose-parts pattern strips with wavy / spiral / zig-zag lines to follow.</li> </ul>	<p>numeral cards across the setting.</p>	<p>and identify the rule.</p>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Where common foods come from (milk → cow, eggs → hen, bread → wheat).</li> <li>• The role of farmers in our community and the local area.</li> <li>• What different farm animals eat</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment and compare it to farm life.</li> <li>• Explore real artefacts and ask enquiry questions.</li> <li>• Sort and classify farm produce</li> </ul>	<ul style="list-style-type: none"> <li>• Topic teaching: farm animals and crops – where our food comes from.</li> <li>• RE: 'Who am I, and where do I belong?' – our own community and the farming community.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real artefacts and real experiences where possible.</li> <li>• Encourage enquiry: 'Where does our milk come from?'</li> <li>• Link learning to our own community and local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using observations and stories.</li> <li>• Explore the natural world around them.</li> <li>• Know some similarities and differences</li> </ul>

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	<p>(hay, grain, vegetables).</p> <ul style="list-style-type: none"> <li>• Similarities and differences between communities.</li> </ul>	<p>and animal foods.</p> <ul style="list-style-type: none"> <li>• Recognise similarities and differences between communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: farmers in our local area; link to 'A Year at a Farm'.</li> <li>• Visitor where possible (farm worker) OR virtual farm tour.</li> <li>• Exploration area: farm produce and artefacts to handle.</li> <li>• Small world: toy farm with animals, fields, barns.</li> <li>• Investigation: what do animals eat? Sorting hay, grain, vegetables.</li> </ul>		<p>between communities.</p>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Clay can be shaped using pressing, rolling, squeezing and pinching.</li> <li>• Prints can be made from natural / vegetable shapes; texture is captured by rubbing.</li> <li>• Animal sounds can be layered into a soundscape.</li> <li>• Nursery rhymes: Incy Wincy</li> </ul>	<ul style="list-style-type: none"> <li>• Combine clay techniques to form a recognisable farm animal (KFKS 8).</li> <li>• Use printing materials to make patterned prints with intent.</li> <li>• Develop storylines in pretend play using props and animal voices.</li> <li>• Layer animal sounds into a</li> </ul>	<ul style="list-style-type: none"> <li>• Clay skills: pressing, rolling, squeezing, pinching – make a farm animal using pinch and squeeze from one ball (do not teach joining pieces yet).</li> <li>• Farm Animal Prints and Textures: vegetable printing (potato, carrot, celery) and texture rubbings (bark, grass, hessian).</li> <li>• Farm animal sound and movement drama: moo, oink, baa, cluck, quack – layer into 'the</li> </ul>	<ul style="list-style-type: none"> <li>• Model clay techniques and sculpting safely.</li> <li>• Provide time to return to and refine creations.</li> <li>• Environment: printing station with revisit-and-refine prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine techniques purposefully (KFKS 8).</li> <li>• Share creations and explain the process used.</li> <li>• Develop storylines in pretend play using props.</li> </ul>

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	<p>Spider, The North Wind Doth Blow.</p>	<p>'farm waking up' soundscape.</p>	<p>farm waking up' soundscape.</p> <ul style="list-style-type: none"> <li>• Nursery rhymes: Incy Wincy Spider, The North Wind Doth Blow.</li> <li>• Creative area: clay and loose parts (flowers, sticks, leaves) for continued sculpting.</li> <li>• Farm Art Exploration: printing materials and texture collage – revisit and refine.</li> <li>• Farm Roleplay and Music Station: animal masks, farmer tools, egg baskets, simple instruments.</li> </ul>		
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Ball-skill vocabulary: throw, catch, kick, pass, aim.</li> <li>• The tripod grip and correct seating posture for writing (KFKS 6).</li> <li>• 'Curly' and 'long' letter families and their formation.</li> <li>• Names of fine motor tools:</li> </ul>	<ul style="list-style-type: none"> <li>• Use apparatus confidently and negotiate space safely.</li> <li>• Throw, catch, kick, pass and aim with increasing accuracy.</li> <li>• Use varied fine motor tools (tweezers, pegs, threading) with control.</li> </ul>	<ul style="list-style-type: none"> <li>• PE: Farm Jobs Ball Skills – throwing, catching, kicking, passing, aiming.</li> <li>• 'Feeding time' – aim beanbags into bucket targets at increasing distances.</li> <li>• Handwriting: review letter families (curly / long) with tripod grip (KFKS 6).</li> <li>• Fine motor: threading 'fencing' through card holes.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model fluent movement and ball skills.</li> <li>• Provide tools requiring varied fine motor control.</li> <li>• Reinforce posture and pencil grip at every handwriting session.</li> </ul>	<ul style="list-style-type: none"> <li>• Use apparatus confidently and independently.</li> <li>• Throw, catch, kick, pass, bat and aim with accuracy and control.</li> <li>• Hold a pencil using the tripod grip in almost all cases (KFKS 6).</li> </ul>

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	tweezers, pegs, threading needle.	<ul style="list-style-type: none"> <li>Form 'curly' and 'long' letters using a tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor apparatus: climbing, balancing, negotiating space safely.</li> <li>Fine motor station: tweezers 'feeding the chicks' (small seeds in containers).</li> <li>Pegging washing on a low line (pincer strength).</li> </ul>		

## Week 2 — Farm Jobs (w/c 20/4/26)

**Enquiry Question:** *What jobs do people do on a farm and why are they important?*

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<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>A range of connectives: because, so that, which means, if...then.</li> <li>Explanations use reasoning to link cause and effect.</li> <li>Multi-step instruction language in role-play contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step instructions in role-play contexts.</li> <li>Connect ideas using a range of connectives in extended talk.</li> <li>Sustain attention during discussions and justify an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Farmer role-play interview – follow multi-step instructions ('Go to the field, collect the eggs, bring them to market, record how many').</li> <li>Farm job explanations using connectives: 'The farmer feeds the animals because they are hungry. He does</li> </ul>	<ul style="list-style-type: none"> <li>Model oral rehearsal (KFKS 1) before every writing task.</li> <li>Reinforce connective vocabulary with display and sentence stems.</li> <li>Ask 'why' and 'how' questions to extend talk.</li> </ul>	<ul style="list-style-type: none"> <li>Connect ideas and actions using a range of connectives.</li> <li>Explain how things work and why (with reasoning).</li> <li>Sustain attention during discussions.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Sentence stems for justifying an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Use 'why' and 'how' questions to extend partner talk.</li> </ul>	<p>this so that they grow well.'</p> <ul style="list-style-type: none"> <li>• Job importance discussion: 'Which job is most important? Can you explain why?'</li> <li>• Connective display: because / so that / which means / if...then.</li> <li>• Farm Job Discussion Station – role and importance cards.</li> <li>• Outdoor role-play commentary – observe and describe jobs using descriptive language.</li> <li>• Turn-and-talk 'I think the ___ job is most important because...'</li> </ul>		
<b>PSED</b>	<ul style="list-style-type: none"> <li>• 'Lonely' means feeling alone or left out.</li> <li>• Good friends are kind, share and include others.</li> <li>• Some people believe the world was created by God; others have different ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice when someone is lonely and include them in their play.</li> <li>• Describe what makes a good friend using simple sentences.</li> <li>• Listen attentively to a religious</li> </ul>	<ul style="list-style-type: none"> <li>• 'Build a friend' — in colour groups children write / draw on different body parts what they look for in their friends (kind hands, listening ears...) and stick onto sugar paper.</li> <li>• Show pictures of a child looking lonely and discuss what</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model friendly, inclusive language at every opportunity.</li> <li>• Use colour groups to ensure smaller, supported discussions.</li> <li>• Read 'The Creation' with reverence and presented as</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what makes a good friend.</li> <li>• Notice and respond to others feeling lonely with growing independence.</li> <li>• Listen attentively to a religious story and talk about it respectfully.</li> </ul>

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	<ul style="list-style-type: none"> <li>Stories like The Creation tell how some people think the world began.</li> </ul>	<p>story and talk about what it means to them.</p> <ul style="list-style-type: none"> <li>Cooperate in colour groups to complete a shared task.</li> </ul>	<p>'lonely' means and what we can do.</p> <ul style="list-style-type: none"> <li>Discussion: what can we do if someone feels lonely, or if WE feel lonely?</li> <li>RE — 'What makes our world wonderful?' — read 'The Creation' story and discuss; some people believe the world was created by God.</li> <li>Display the 'build a friend' work in the classroom and on the corridor display.</li> <li>Farm-jobs link — 'farmers work as a team like good friends.'</li> </ul>	<p>'something some people believe.'</p> <ul style="list-style-type: none"> <li>Friendship vocabulary on display: kind, listen, share, include.</li> </ul>	<ul style="list-style-type: none"> <li>Work cooperatively in a small group on a shared outcome.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Phase 4 CCVC and CCVCC blending and segmenting.</li> <li>Instruction writing uses imperative verbs (feed, fetch, put).</li> <li>Simple sentences need a capital letter, finger spaces and a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>Predict and infer characters' feelings from a shared text.</li> <li>Build a sentence from simple to extended (the chickens → the farmer feeds the chickens → the farmer feeds the hungry chickens).</li> </ul>	<ul style="list-style-type: none"> <li>Little Wandle phonics – Phase 4 CCVC / CCVCC review.</li> <li>Shared reading: Click, Clack, Moo – predicting and inferring the cows' feelings.</li> <li>Writing hook: Farmer Bob letter – children write back with instructions for care ('feed the chickens' → 'the farmer feeds the</li> </ul>	<ul style="list-style-type: none"> <li>Wise Owl strategy: 'count the words on your fingers before writing'.</li> <li>Oral rehearsal before writing at every opportunity.</li> <li>Celebrate finished writing in the display.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> <li>Spell words by identifying sounds and representing with letters (KFKS 9).</li> <li>Re-read writing to check it makes sense.</li> </ul>

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	<ul style="list-style-type: none"> <li>Sentence expansion: simple → extended with adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying sounds and representing with letters (KFKS 9).</li> <li>Re-read writing to check it makes sense.</li> </ul>	<p>chickens' → 'the farmer feeds the hungry chickens').</p> <ul style="list-style-type: none"> <li>Unjumble farm signs – Thursday hook.</li> <li>Writing area: letters, instructions and sign-making for Farmer Bob.</li> <li>Farm shop: price labels, receipts, shopping lists.</li> <li>Book corner: Click Clack Moo and farm non-fiction.</li> </ul>		
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Numbers 10–13 are made of '1 ten and some ones' (the repeating pattern).</li> <li>The same '1 ten and some ones' pattern continues through 14–20.</li> <li>Tens-frame structure: a full ten frame plus extra ones beyond.</li> <li>Pattern language: '1 ten and 1 makes 11.'</li> </ul>	<ul style="list-style-type: none"> <li>Build numbers 10–13 on a tens frame using loose parts.</li> <li>Continue the counting pattern through the teens (10, 11, 12, 13...).</li> <li>Build numbers 14–20 on a tens frame.</li> <li>Match numeral to quantity to 20 in real-life contexts.</li> </ul>	<ul style="list-style-type: none"> <li>WR Summer Block 1 Step 1 – Build numbers beyond 10 (10–13).</li> <li>WR Summer Block 1 Step 2 – Continue patterns beyond 10 (10–13).</li> <li>WR Summer Block 1 Step 3 – Build numbers beyond 10 (14–20).</li> <li>Egg-carton tens frames (10 holes) + extra eggs to build teen numbers.</li> <li>Outdoor counting: count farm animals,</li> </ul>	<ul style="list-style-type: none"> <li>Use 'first, then, now' stems consistently.</li> <li>Provide real objects, ten frames and double-sided counters in every maths area.</li> <li>Ask reasoning questions: 'How do you know? Show me another way.'</li> </ul>	<ul style="list-style-type: none"> <li>Build teen numbers (10–20) on a tens frame.</li> <li>Continue the counting pattern into the teens.</li> <li>Recognise 'one ten and some ones' as the structure of teen numbers.</li> </ul>

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			eggs, straw bales beyond 10. <ul style="list-style-type: none"> <li>• Farm shop role-play: price labels 11p / 13p / 15p — match numeral to quantity.</li> <li>• Number track challenges in provision (1–20).</li> <li>• Pattern language: '1 ten and 3 makes 13' as a daily class chant.</li> </ul>		
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Plants need water, sunlight, soil and warmth to grow.</li> <li>• Farmers grow seasonal crops (wheat, potatoes, carrots) at different times of year.</li> <li>• Parts of a plant: roots, stem, leaves, flower, seed.</li> <li>• Fast-growing vs slow-growing plants (cress vs sunflower).</li> </ul>	<ul style="list-style-type: none"> <li>• Make and record observations of plants over time.</li> <li>• Predict using sentence stems ('I predict... because...').</li> <li>• Measure plant growth using cubes or rulers.</li> <li>• Ask enquiry questions about what plants need.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate plant growth: plant seeds together and observe over time; measure and record.</li> <li>• Sort and discuss: what do plants need? (water, sunlight, soil, warmth).</li> <li>• Compare fast-growing cress vs slow-growing sunflower – predict which will grow taller after 1 week.</li> <li>• Farmer's crops: discuss what farmers grow (wheat, potatoes, carrots) and why seasons matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide magnifying glasses, rulers and measuring tools.</li> <li>• Model observation language ('I notice...', 'I predict...').</li> <li>• Encourage daily revisiting of growing plants.</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations and drawings of plants.</li> <li>• Understand some important processes and changes in the natural world.</li> <li>• Describe outdoor experiences with increasing independence and detail.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			<ul style="list-style-type: none"> <li>• Growing Station: class cress / sunflower to measure daily.</li> <li>• Planting tray with soil, seeds, watering can – children plant independently.</li> <li>• Observation diaries with parts-of-a-plant labelling cards.</li> <li>• 'What will happen?' prediction cards for simple tests.</li> </ul>		
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• A 3D model is built through a design–build–refine cycle.</li> <li>• Instruments produce high (chick / lamb) and low (cow / pig) pitch.</li> <li>• Drama needs a problem and a resolution.</li> <li>• Nursery rhymes: The Farmer's in His Den, To Market To Market.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine materials and techniques purposefully (KFKS 8).</li> <li>• Develop storylines in pretend play with independence.</li> <li>• Layer voices and instruments to create a soundscape.</li> <li>• Return to and refine ongoing constructions.</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Farm Construction across the week: sketch design → build structures → add details (windows, gates, fences) → paint and decorate with texture effects.</li> <li>• Farmer for a Day drama: morning routine (feeding, mucking out, milking) with a problem ('the gate is broken and the sheep have escaped!').</li> <li>• Music: Old MacDonald – layer farm sounds into a soundscape; explore pitch (chicks</li> </ul>	<ul style="list-style-type: none"> <li>• Model design → build → refine cycle.</li> <li>• Provide sustained time for ongoing construction.</li> <li>• Support confident performance through small-group practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine techniques purposefully (KFKS 8).</li> <li>• Return to and build on previous learning; refine creations.</li> <li>• Develop storylines in pretend play.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			<p>and lambs high; cows and pigs low).</p> <ul style="list-style-type: none"> <li>• Nursery rhymes: The Farmer's in His Den, To Market To Market.</li> <li>• Farm Model Building Station: class model farm – children add daily.</li> <li>• Farm Roleplay Station: farmer / vet / market stall roles with props.</li> <li>• Problem scenario cards ('the cow won't give milk', 'the tractor has broken down').</li> </ul>		
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Rolling, passing, dribbling, underarm throw — skills used in different ball games.</li> <li>• 'Long letter' family (l, i, t, j, u, y) and tripod grip (KFKS 6).</li> <li>• Spoon, lace and tweezer techniques for fine motor control.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine ball skills with precision and accuracy.</li> <li>• Use a range of farm tools and fine-motor tools competently and safely (KFKS 8).</li> <li>• Write 'long letters' with correct formation and consistent tripod grip.</li> <li>• Combine cutting, folding and weaving in farm-themed crafts.</li> </ul>	<ul style="list-style-type: none"> <li>• PE: Farm Jobs Ball Skills – feeding time (aim beanbags into buckets), pass the hay bale (rolling and passing with control), herd the animals (dribble around cones), catch the eggs (underarm throw and catch in pairs).</li> <li>• Farm Tool Fine Motor: spoon seeds / dried beans pot to pot (spoon control); lace thread through card holes ('fencing');</li> </ul>	<ul style="list-style-type: none"> <li>• Model ball skills with clear verbal cues.</li> <li>• Provide varied farm-themed fine motor tools.</li> <li>• Rotate children through independent ball-skills challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw, catch, kick, pass, bat and aim with accuracy and control.</li> <li>• Use tools with increasing precision (KFKS 8).</li> <li>• Tripod grip almost always automatic (KFKS 6).</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>Verbal cues for ball skills: ready, watch, catch.</li> </ul>		<ul style="list-style-type: none"> <li>tweezers in sand / soil tray ('bug picking').</li> <li>Handwriting: long letter family (l, i, t, j, u, y) – KFKS 6.</li> <li>Farm Construction Fine Motor: build fences with lollipop sticks and clay.</li> <li>Cut and fold a paper barn; weave a hay-bale mat.</li> <li>Outdoor ball skills station with independent challenges.</li> <li>Handwriting practice: capital and lower-case farm vocabulary.</li> </ul>		

### Week 3 — Ducklings (w/c 27/4/26)

**Enquiry Question:** *How do ducklings grow and change?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Time connectives: first, then, next, after that, finally.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with sustained focus during silent observation.</li> </ul>	<ul style="list-style-type: none"> <li>Duckling hatching video – observe in silence first: 'Just watch. What do you notice?'</li> </ul>	<ul style="list-style-type: none"> <li>Time connective display: First → Then → Next → After that → Finally.</li> </ul>	<ul style="list-style-type: none"> <li>Describe events in some detail with coherent sequence.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>An extended narrative has a clear beginning, middle and end.</li> <li>Listening with sustained focus during silent observation.</li> <li>Story language for retelling life cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Use time connectives to sequence a life cycle in speech.</li> <li>Retell a sequence to a partner and check what they have understood.</li> <li>Articulate ideas in extended, well-formed sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Time connectives listening: 'I heard: first... then... next. What happened?'</li> <li>Life cycle explanations: 'First... then... next... finally...' in well-formed sentences.</li> <li>'Teach a partner' – explain the life cycle using story language.</li> <li>Duckling Observation Station: diary cards using time language (Day 1, Day 2...).</li> <li>Duckling care collaborative discussion: 'What does a duckling need? Why?'</li> <li>Life cycle retelling – listen to a partner describe the cycle and retell it back.</li> </ul>	<ul style="list-style-type: none"> <li>Adults model extended narrative talk with clear beginning, middle and end.</li> <li>Retelling scaffolds on the writing and observation tables.</li> </ul>	<ul style="list-style-type: none"> <li>Use time connectives from what they hear.</li> <li>Articulate ideas in extended, well-formed sentences.</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>Unkind words, once said, cannot be taken back — they are 'out there.'</li> <li>Falling out is normal sometimes, but</li> </ul>	<ul style="list-style-type: none"> <li>Sort statements into 'kind / sparkly' or 'unkind / bin.'</li> <li>Describe how unkind words make others feel.</li> </ul>	<ul style="list-style-type: none"> <li>Sparkly box and bin in the middle of the circle — read out different statements and discuss which they should go in (kind = sparkly box; unkind = bin).</li> </ul>	<ul style="list-style-type: none"> <li>Adults model the sparkly box / bin language explicitly.</li> <li>Reinforce 'we cannot un-say' messaging through restorative conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify unkind statements and explain why they are unkind.</li> <li>Use kind language towards classmates with</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<p>bullying is repeated and unkind.</p> <ul style="list-style-type: none"> <li>Some people believe the world started in a 'big bang' — others have different beliefs.</li> <li>Ducklings need each other and stay close as a family — like a class community.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a different idea about how the world began and respond respectfully.</li> <li>Use kind language with classmates, especially during disagreements.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss: when something unkind is said, you can't take it back — it's already out there.</li> <li>Role-play kind versus unkind responses to a friend who is upset.</li> <li>RE — 'What makes our world wonderful?' — talk about the big bang theory; some people believe this is how the world started. Compare with last week's Creation story.</li> <li>Duckling care role-play link — using kind, gentle language with the ducklings as a model for how we treat each other.</li> </ul>	<ul style="list-style-type: none"> <li>Treat both creation stories and the big bang as 'things some people believe' — neither is dismissed.</li> <li>Display kind-words bank near the writing area.</li> </ul>	<p>growing independence.</p> <ul style="list-style-type: none"> <li>Listen respectfully to different ideas about how the world began.</li> <li>Build constructive and respectful relationships.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Phase 4 CCVCC / CCCVC and polysyllabic words.</li> <li>A sequence of sentences using First / Then / Next / Finally builds a non-fiction recount.</li> </ul>	<ul style="list-style-type: none"> <li>Infer feelings of characters from text and illustrations.</li> <li>Orally compose a sentence before writing (KFKS 1).</li> <li>Write a sequence of sentences with capital letters and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>Little Wandle phonics – Phase 4 CCVCC / CCCVC polysyllabic words.</li> <li>Shared reading: The Ugly Duckling – inferring feelings; Make Way for Ducklings – sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>Story maps for retelling.</li> <li>Handwriting reminders (tripod grip poster) in every writing area.</li> <li>Oral rehearsal and peer check before every writing session.</li> </ul>	<ul style="list-style-type: none"> <li>Retell stories / non-fiction sequences with deep familiarity.</li> <li>Write simple sentences using time connectives.</li> <li>Spell using Phase 2/3 phonics (KFKS 9); capital letter and full stop.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>Inference: how characters feel from text and pictures.</li> <li>Story innovation: keep structure, change details.</li> </ul>	<ul style="list-style-type: none"> <li>Innovate a familiar story by changing details.</li> </ul>	<ul style="list-style-type: none"> <li>Writing: life cycle sequence sentences using First / Then / Next / Finally.</li> <li>Innovate 'Rosie's Walk' with ducklings – change the route and write new sentences.</li> <li>Duckling Writing Station: picture prompts and connective word mats.</li> <li>Clipboard writing in duckling roleplay (observation diaries, care notes).</li> <li>Book corner: From Egg to Duck, Life Cycle of a Duck, Make Way for Ducklings.</li> </ul>		
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>The counting pattern continues from 14 to 20 fluently.</li> <li>Counting beyond 20 follows the same '1 ten and some ones' structure (twenty-one, twenty-two...).</li> <li>The verbal counting pattern</li> </ul>	<ul style="list-style-type: none"> <li>Continue the counting pattern from 14 to 20 fluently.</li> <li>Count verbally beyond 20 and notice the repeating pattern.</li> <li>Recognise the rhythm of the counting pattern (twenty-one, twenty-two...).</li> </ul>	<ul style="list-style-type: none"> <li>WR Summer Block 1 Step 4 – Continue patterns beyond 10 (14–20).</li> <li>WR Summer Block 1 Step 5 – Verbal counting beyond 20.</li> <li>WR Summer Block 1 Step 6 – Verbal counting patterns.</li> <li>WR Summer Block 2 Step 1 – Add more.</li> </ul>	<ul style="list-style-type: none"> <li>Stem sentences: 'I know ____ because...'</li> <li>Part-whole models and ten frames always available.</li> <li>Daily quick-fire number bond practice (KFKS 10).</li> </ul>	<ul style="list-style-type: none"> <li>Count confidently beyond 20.</li> <li>Recognise the repeating pattern of the counting system.</li> <li>Add more to find a new total using concrete objects.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>repeats again and again (21, 22, 23 / 31, 32, 33).</li> <li>Adding more changes a quantity — 'first, then, now'.</li> </ul>	<ul style="list-style-type: none"> <li>Solve 'first, then, now' addition problems with concrete resources.</li> </ul>	<ul style="list-style-type: none"> <li>'Five Little Ducks' counting story with duckling props.</li> <li>Counting beyond 20 in role-play: lining up rubber ducks, counting straw bales.</li> <li>Tens-frame challenges: build numbers 14, 17, 19 with duckling counters.</li> <li>'First 5 ducks on the pond, then 3 more swam over, now...' First/Then/Now mat.</li> </ul>		
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>The duckling life cycle: egg → duckling → duck.</li> <li>Similarities and differences between life cycles (frog, butterfly, duck).</li> <li>What ducklings need to grow (warmth, food, water, safety).</li> <li>How animals change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence the life cycle using photographs and labels.</li> <li>Make detailed observational drawings with labels.</li> <li>Describe outdoor and pond experiences with detail.</li> <li>Compare different life cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Duckling Life Cycle: sequence egg → duckling → duck using photographs and video.</li> <li>Draw a detailed labelled life cycle diagram.</li> <li>Compare duckling growth to the frog life cycle (Spring 2 link).</li> <li>Class observation log – daily duckling update if possible.</li> <li>Life Cycle Investigation station: sequencing cards; compare</li> </ul>	<ul style="list-style-type: none"> <li>Real photographs / video of duckling hatching and growing.</li> <li>Encourage enquiry: 'How have the ducklings changed this week?'</li> <li>Link to cross-curricular observation work.</li> </ul>	<ul style="list-style-type: none"> <li>Make detailed observations and drawings of animals.</li> <li>Understand important processes and changes in the natural world.</li> <li>Describe outdoor experiences with detail.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			duckling, frog, butterfly life cycles. <ul style="list-style-type: none"> <li>• Observation diaries with magnifying glasses.</li> <li>• Small-world pond area with duckling families.</li> </ul>		
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Primary colours can be mixed to make secondary / earth tones (yellow + brown = duckling).</li> <li>• Wet-on-wet painting blends colours softly for skies and water.</li> <li>• 'Five Little Ducks' melody and pitch matching.</li> <li>• Movement vocabulary: hatch, wobble, swim.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with colour, design and texture (KFKS 8).</li> <li>• Sing 'Five Little Ducks' and match pitch in a simple melody.</li> <li>• Develop storylines through movement (hatching, wobbling, swimming).</li> <li>• Combine wet-on-wet backgrounds with cut-paper details.</li> </ul>	<ul style="list-style-type: none"> <li>• Duckling Colour Mixing: mix yellow and brown to make 'duckling colours'; wet-on-wet painting for pond scenes.</li> <li>• Combine: wet-on-wet sky / pond background with a cut-paper duckling on top.</li> <li>• Duckling Story Drama: retell through movement – hatching, wobbling, swimming.</li> <li>• Sing 'Five Little Ducks' – match pitch; create own verses ('one little duck went out one day...').</li> <li>• Duckling Painting Station: colour mixing challenge ('Can you make duckling yellow?').</li> <li>• Large-format duck pond scene.</li> </ul>	<ul style="list-style-type: none"> <li>• Model colour mixing and wet-on-wet techniques.</li> <li>• Model pitch matching with call-and-response.</li> <li>• Provide duckling props and costumes in provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with colour and combine techniques (KFKS 8).</li> <li>• Sing confidently, mostly matching pitch.</li> <li>• Develop storylines in pretend play with confidence.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			<ul style="list-style-type: none"> <li>• Duck Pond Music and Drama Station: sing and act 'Five Little Ducks' independently.</li> </ul>		
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• 'Bouncy letter' family (m, n, r, b, p, h) — formation and tripod grip (KFKS 6).</li> <li>• Combining gross-motor movements (waddle, swim, flap, hatch) makes a fluent sequence.</li> <li>• Origami, threading and weaving as fine motor activities.</li> <li>• Duckling-themed obstacle course skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Use small fine-motor tools (origami, threading, weaving) with precision (KFKS 8).</li> <li>• Secure tripod grip in almost all writing tasks.</li> <li>• Use apparatus confidently and independently.</li> </ul>	<ul style="list-style-type: none"> <li>• PE: duckling journey movement – waddle, swim, flap, hatch; combine movements with ease.</li> <li>• Duck Pond Apparatus: children use apparatus confidently and independently.</li> <li>• Duckling Life Cycle Fine Motor: 'egg hatching' (press thumbs into clay egg); feather threading; pond weaving; duckling cutting.</li> <li>• Handwriting: bouncy letter family (m, n, r, b, p, h) – KFKS 6.</li> <li>• Duckling Fine Motor Station: origami (fold along marked lines); feather collage; threading necklace with duck-egg-colour beads; peg-board duckling.</li> </ul>	<ul style="list-style-type: none"> <li>• Model fluent, controlled movement.</li> <li>• Provide a variety of fine motor tools linked to the theme.</li> <li>• Consistent handwriting routines across the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Use tools with precision (KFKS 8).</li> <li>• Tripod grip automatic in almost all cases (KFKS 6).</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			<ul style="list-style-type: none"> <li>Outdoor apparatus set up as a 'duckling obstacle course'.</li> </ul>		

## Week 4 — The Hungry Caterpillar (w/c 5/5/26)

**Enquiry Question:** *How does a caterpillar change into a butterfly?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Causal connectives: because, which means, so that.</li> <li>A coherent retelling uses sequence + reasoning.</li> <li>Sophisticated topic vocabulary: chrysalis, emerge, transform.</li> <li>Repeated refrains and story patterns of The Very Hungry Caterpillar.</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose extended sentences with cause and effect (KFKS 1).</li> <li>Use sophisticated topic vocabulary in context.</li> <li>Articulate an extended narrative with clear sequence.</li> <li>Join in confidently with repeated refrains.</li> </ul>	<ul style="list-style-type: none"> <li>The Very Hungry Caterpillar – deep reading; join in with repeated refrains.</li> <li>Listen for causal connectives: 'The caterpillar changes because...'</li> <li>Oral composition (KFKS 1): 'The caterpillar changes into a butterfly because it grows inside the chrysalis...'</li> <li>Extended oral narrative – 'First the egg hatches. Then the caterpillar munches leaves. Next... Finally...'</li> </ul>	<ul style="list-style-type: none"> <li>Talk frame: 'First... because... Then... which means... Finally... so that...'</li> <li>Vocabulary display near the investigation station.</li> <li>Model extended narrative talk daily.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how things work and why with reasoning.</li> <li>Use sophisticated topic vocabulary in context.</li> <li>Articulate extended narratives.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			<ul style="list-style-type: none"> <li>• Growth Reasoning Station: cards – 'The butterfly is here because... We know this because...'</li> <li>• Hungry Caterpillar retelling (table) using sophisticated vocabulary.</li> <li>• Butterfly observations (outdoor) – describe patterns and colours.</li> </ul>		
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Anger is a normal feeling — it's what we DO with it that matters.</li> <li>• Calming strategies: clench and release fists, take deep breaths, walk away, picture a happy place.</li> <li>• If we could create a world, we could choose what to put in it — this helps us think about what we value.</li> <li>• Imagining a happy place can help us feel calm.</li> </ul>	<ul style="list-style-type: none"> <li>• Name 'angry' and 'cross' as feelings and recognise them in themselves.</li> <li>• Use a simple calming strategy independently when needed.</li> <li>• Imagine and describe a peaceful place during a calming exercise.</li> <li>• Draw and describe their own 'wonderful world' with detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion in partners: 'Have you ever felt really angry? What could you do if you felt really cross?'</li> <li>• Teach calming strategies: clenching and releasing fists, deep breaths, walking away, imagining a happy place.</li> <li>• Calming music played — children take deep breaths and imagine somewhere they feel happy in. 'How does it make you feel?'</li> <li>• RE — 'What makes our world wonderful?' — 'If you could create a world, what would you</li> </ul>	<ul style="list-style-type: none"> <li>• Display the calming strategies as picture cards in the classroom.</li> <li>• Adults model 'I noticed you took a breath before trying again.'</li> <li>• Use calming music quietly during transitions to embed the technique.</li> <li>• Celebrate every child's 'wonderful world' picture in a class display.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name the feeling of anger in themselves.</li> <li>• Use a simple calming strategy with growing independence.</li> <li>• Describe their imagined wonderful world with detail.</li> <li>• Show resilience and self-regulation through difficulty.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			<p>put in it?' Children draw a picture of their own world in their book and write about it.</p> <ul style="list-style-type: none"> <li>• Hungry Caterpillar link — the caterpillar transforms into something beautiful; we can transform big feelings into calm ones using our strategies.</li> </ul>		
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Phase 4 polysyllabic words and tricky-word review.</li> <li>• A story can be innovated by keeping the structure and changing details.</li> <li>• Life cycle vocabulary: egg, caterpillar, chrysalis, butterfly.</li> <li>• Capital letters and full stops mark sentence boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict, retell and sequence a familiar story.</li> <li>• Write simple sentences with capital letters and full stops.</li> <li>• Spell using Phase 2/3/4 phonics and learnt tricky words (KFKS 9).</li> <li>• Innovate 'On Saturday he ate through...' with own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle phonics – Phase 4 polysyllabic words and tricky word review.</li> <li>• Shared reading: The Very Hungry Caterpillar – predicting, retelling, sequencing.</li> <li>• Writing: life cycle labels and captions (egg, caterpillar, chrysalis, butterfly).</li> <li>• Innovate the story – 'On Saturday he ate through...' – children write their own food sequence.</li> <li>• Writing area: caterpillar life-cycle books; 'hungry caterpillar menu' writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk-for-writing story map and actions for the Hungry Caterpillar.</li> <li>• Model innovation clearly – 'I'm changing the food but keeping the days.'</li> <li>• Celebrate innovations in a class book.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell familiar stories with deep familiarity.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Spell using Phase 2/3/4 phonics (KFKS 9).</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			<ul style="list-style-type: none"> <li>• Book corner: all Hungry Caterpillar versions and non-fiction life cycle books.</li> <li>• Story map retelling in small groups.</li> </ul>		
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• A missing addend ('how many were added?') can be found by counting on or using a ten frame.</li> <li>• Subtraction (reduction) is when some are taken away — 'first, then, now'.</li> <li>• A missing subtrahend ('how many were taken away?') can be found by counting back or using a ten frame.</li> <li>• Different shapes have different attributes (sides, corners, curves) and are chosen for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Find a missing addend using a ten frame.</li> <li>• Solve 'first, then, now' subtraction problems with concrete resources.</li> <li>• Find a missing subtrahend using a ten frame.</li> <li>• Select shapes for a purpose, explaining the choice.</li> </ul>	<ul style="list-style-type: none"> <li>• WR Summer Block 2 Step 2 – How many did I add?</li> <li>• WR Summer Block 2 Step 3 – Take away.</li> <li>• WR Summer Block 2 Step 4 – How many did I take away?</li> <li>• WR Summer Block 3 Step 1 – Select shapes for a purpose.</li> <li>• 'The caterpillar ate 3 apples on Monday, then some pears, now there are 5 fruits...' subtraction stories.</li> <li>• Hungry Caterpillar small-world: 'first 6 leaves, then ate 2, now...'</li> <li>• 'Which one doesn't belong?' shape cards (caterpillar/butterfly themed).</li> <li>• Pattern blocks for designing your own</li> </ul>	<ul style="list-style-type: none"> <li>• Part-whole models with real objects.</li> <li>• Butterfly symmetry templates in the maths area.</li> <li>• Stem sentences: 'I can make ___ from ___ and ___.'</li> </ul>	<ul style="list-style-type: none"> <li>• Find missing addends and subtrahends using a ten frame.</li> <li>• Take away to find a new total using concrete objects.</li> <li>• Select shapes for a purpose, explaining their choice.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			caterpillar / butterfly picture.		
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Butterfly life cycle: egg, caterpillar, chrysalis, butterfly.</li> <li>• Metamorphosis as a process of dramatic change.</li> <li>• Technical vocabulary: chrysalis, pupa, emerge, transform.</li> <li>• Seasonal change: spring → summer.</li> </ul>	<ul style="list-style-type: none"> <li>• Make detailed observational drawings of stages.</li> <li>• Compare life cycles across the natural world.</li> <li>• Use technical vocabulary in context.</li> <li>• Describe what they see with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Butterfly life cycle: egg → caterpillar → chrysalis → butterfly.</li> <li>• Hatch and observe class butterflies where possible.</li> <li>• Compare with duckling and frog life cycles.</li> <li>• Explore summer season – warmer weather, more minibeasts.</li> <li>• Butterfly life cycle investigation station with sequencing cards.</li> <li>• Real or model caterpillars and chrysalises for close observation.</li> <li>• Observation diaries with drawing and vocabulary prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• Real-life butterfly hatching (kits available).</li> <li>• Model technical vocabulary: chrysalis, pupa, emerge, transform.</li> <li>• Link to seasonal change (spring → summer).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand important processes and changes in the natural world.</li> <li>• Make detailed observations and drawings.</li> <li>• Describe what they see with increasing independence.</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Symmetry printing: fold, paint one half, refold to print.</li> <li>• Contrasting music (slow / fast) suggests</li> </ul>	<ul style="list-style-type: none"> <li>• Combine printing, painting and collage techniques (KFKS 8).</li> <li>• Listen attentively and move expressively in</li> </ul>	<ul style="list-style-type: none"> <li>• Butterfly Symmetry Printing: fold paper, apply paint to one half, fold to print mirror image; add detail with fine brushes.</li> </ul>	<ul style="list-style-type: none"> <li>• Model symmetry printing technique step by step.</li> <li>• Play contrasting music and model movement response.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine techniques (KFKS 8).</li> <li>• Listen attentively and move expressively to music.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>contrasting movement.</li> <li>• Combining printing, painting and collage techniques.</li> <li>• Nursery rhymes: Flutter Flutter Butterfly, Five Little Butterflies.</li> </ul>	<ul style="list-style-type: none"> <li>response to music.</li> <li>• Perform in role with developing confidence.</li> <li>• Add fine detail to printed wings with brushes.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine: printed wings + painted body + collage antennae.</li> <li>• Butterfly Transformation Dance: listen to contrasting music (slow curled-up caterpillar / fast soaring butterfly); move expressively to each stage.</li> <li>• Nursery rhymes: Flutter Flutter Butterfly, Five Little Butterflies.</li> <li>• Butterfly Art Station: symmetry printing to revisit and refine; wing pattern designs.</li> <li>• Butterfly Dance and Music Station: ribbons and scarves for movement exploration.</li> <li>• Contrasting 'caterpillar music' and 'butterfly music' in listening area.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide time to return to and refine.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform with developing confidence.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• 'Zig-zag letter' family (v, w, x, z, k) — formation and tripod grip (KFKS 6).</li> <li>• Linked movement sequences (crawl, curl, fly)</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Use precision tools (small beads, sequins, fine brushes) with</li> </ul>	<ul style="list-style-type: none"> <li>• PE: caterpillar crawl, chrysalis curl, butterfly flight – combine movements with ease.</li> <li>• Handwriting: zig-zag letter family (v, w, x, z, k) – KFKS 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Model fluent, controlled movement.</li> <li>• Regular handwriting routines with letter-family focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Tripod grip almost always automatic (KFKS 6).</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<p>need fluency and control.</p> <ul style="list-style-type: none"> <li>• Precision tools: small beads, sequins, fine brushes.</li> <li>• Underarm passing and catching in pairs.</li> </ul>	<p>accuracy (KFKS 8).</p> <ul style="list-style-type: none"> <li>• Secure tripod grip in almost all writing.</li> <li>• Pass and catch in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor: caterpillar threading – small beads in life-cycle colours; butterfly wing pattern-making.</li> <li>• Ball skills applied in mini-games (passing, catching in pairs).</li> <li>• Fine motor station: precision tweezer work with small butterfly sequins on a wing template.</li> <li>• Outdoor apparatus as a 'butterfly garden' with balancing and travelling.</li> <li>• Handwriting practice: life-cycle vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide varied precision tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools with precision (KFKS 8).</li> </ul>

## Week 5 — Minibeasts (w/c 11/5/26)

**Enquiry Question:** *What minibeasts can we find in our environment?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Scientific vocabulary: habitat, observe, segment,</li> </ul>	<ul style="list-style-type: none"> <li>• Ask investigative and open-ended questions independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor bug hunt – follow complex multi-step instructions ('look under rocks, between</li> </ul>	<ul style="list-style-type: none"> <li>• Provide magnifying glasses, bug pots and identification cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask investigative questions with increasing independence.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<p>antennae, magnify.</p> <ul style="list-style-type: none"> <li>Investigative questions begin with why / how / what would happen if.</li> <li>Talk frame for describing minibeasts.</li> <li>Sustained focused attention during silent observation.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focused attention during close, silent observation.</li> <li>Describe events and findings in detail using new vocabulary.</li> <li>Tell a partner three facts in extended sentences.</li> </ul>	<p>leaves, in the soil, near water').</p> <ul style="list-style-type: none"> <li>Minibeast observation: 'Focus your full attention for 2 minutes – what does it do?'</li> <li>Investigative questions: 'Why does the woodlouse have so many legs? What do you think?'</li> <li>Minibeast descriptions with talk frame: 'I found a _____. It has _____. It was in/under/between _____ because...'</li> <li>Minibeast Discussion Station: discussion cards and bug hunt tally sheets.</li> <li>Bug hotel commentary (outdoor): descriptive language about habitats.</li> <li>'Minibeast expert' – tell a partner 3 facts about one minibeast in extended sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Model investigative questioning throughout the day.</li> <li>Display scientific vocabulary on the investigation wall.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focused attention during observation.</li> <li>Describe in detail using new vocabulary.</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>Friends do not always agree — even Timon and Pumba, Woody</li> </ul>	<ul style="list-style-type: none"> <li>Identify the qualities of a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>Match pairs of friends — Timon &amp; Pumba, Woody &amp; Buzz, etc. Do they ALWAYS get on, or do they sometimes</li> </ul>	<ul style="list-style-type: none"> <li>Adults notice and praise specific kind behaviours in real time.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what makes a good friend with specific examples.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<p>and Buzz fall out sometimes.</p> <ul style="list-style-type: none"> <li>• Good friends say sorry, listen and try again.</li> <li>• We can look after our world by recycling and reducing waste.</li> <li>• Recycling means turning old things into new things instead of throwing them away.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a friend something kind about them.</li> <li>• Sort items into 'can recycle' and 'can't recycle.'</li> <li>• Explain a simple way they can look after their world.</li> </ul>	<p>fall out? What do they do to stay good friends?</p> <ul style="list-style-type: none"> <li>• Discussion: 'What does being a friend mean? What should / shouldn't you do?'</li> <li>• Walk around the classroom — when the music stops, find a friend and tell them why you like them.</li> <li>• RE — 'What makes our world wonderful?' — 'Why do we need to look after our world and what can we do?' Watch the recycling video on Espresso. Sort items into 'can recycle / can't recycle.'</li> <li>• Minibeasts link — 'Why do we need to look after the minibeasts in our garden?' (mirrors the half-term theme of caring for tiny living things.)</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a class 'recycling station' for the rest of the term.</li> <li>• Display the kind words shared during the music-stop activity.</li> <li>• Link recycling to the minibeast bug-hotel build (using junk modelling).</li> </ul>	<ul style="list-style-type: none"> <li>• Form positive friendships and resolve small disagreements.</li> <li>• Sort items into recyclable and non-recyclable with confidence.</li> <li>• Explain a simple action to care for their world.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Phase 4 tricky-word review and longer-word blending.</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a real audience and purpose.</li> <li>• Retell familiar rhymes with</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle phonics – Phase 4 tricky word review; applying to longer words.</li> </ul>	<ul style="list-style-type: none"> <li>• Model fact-file writing with clear structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases and sentences with capital letter and full stop.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Structure of a fact file: heading, picture, facts as full sentences.</li> <li>• Rhyme and rhythm in Superworm / Mad About Minibeasts.</li> <li>• Colourful semantics using 'who, doing, where and describe'</li> <li>• Sentence snake for writing colourful semantics sentences.</li> <li>• Phase 3/4 phonic spelling (KFKS 9).</li> </ul>	<ul style="list-style-type: none"> <li>• rhythm and confidence.</li> <li>• Apply Phase 3/4 phonics with growing independence (KFKS 9).</li> <li>• Read some common exception words automatically.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared reading: Superworm / Mad About Minibeasts – rhyme and rhythm.</li> <li>• Writing: minibeast fact files – 'The beetle has 6 legs. It lives under a log.'</li> <li>• Book making: 'A Minibeast Book of Our Own.'</li> <li>• Writing area: fact file templates, bug hunt tally sheets, observation diaries.</li> <li>• Book corner: minibeast fiction and non-fiction.</li> <li>• Outdoor writing: clipboards for bug hunt findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal before every writing task.</li> <li>• Celebrate finished fact files in a class minibeast book.</li> </ul>	<ul style="list-style-type: none"> <li>• Read some common exception words automatically.</li> <li>• Spell using Phase 3/4 phonics (KFKS 9).</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• The same shape can look different when it is rotated.</li> <li>• Shapes can be moved, turned and flipped to fit into spaces.</li> <li>• Positional language describes where shapes are in</li> </ul>	<ul style="list-style-type: none"> <li>• Rotate shapes to make them fit into a template or outline.</li> <li>• Manipulate shapes by moving, turning and flipping them.</li> <li>• Explain shape arrangements using 'next to / on</li> </ul>	<ul style="list-style-type: none"> <li>• WR Summer Block 3 Step 2 – Rotate shapes.</li> <li>• WR Summer Block 3 Step 3 – Manipulate shapes (introduce tangrams).</li> <li>• WR Summer Block 3 Step 4 – Explain shape arrangements (barrier games).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real minibeast counters and models.</li> <li>• Model map-making with positional language.</li> <li>• Stem sentences: 'Double ___ is _____. Half of ___ is _____.'</li> </ul>	<ul style="list-style-type: none"> <li>• Rotate and manipulate shapes confidently to fit a space.</li> <li>• Explain shape arrangements using positional language.</li> <li>• Compose new shapes from smaller shapes.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<p>relation to each other.</p> <ul style="list-style-type: none"> <li>Shapes can be combined (composed) to make new shapes.</li> </ul>	<p>top of / behind / in front of'.</p> <ul style="list-style-type: none"> <li>Compose new shapes from smaller shapes (e.g. two triangles → square).</li> </ul>	<ul style="list-style-type: none"> <li>WR Summer Block 3 Step 5 – Compose shapes (star template, pattern blocks).</li> <li>Tangram minibeasts (butterfly, beetle, spider) to copy from picture cards.</li> <li>Pattern-block ladybird wing symmetry station — match the spots on both wings.</li> <li>Barrier games: 'put the spider next to the leaf, the worm under the log...'</li> <li>Star challenge: fill a star outline with pattern blocks — find a different way each time.</li> </ul>		
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Different minibeasts live in different habitats (soil, log, leaf, water).</li> <li>Spring → summer seasonal change in the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate, compare and describe habitats.</li> <li>Observe respectfully with magnifying glasses.</li> <li>Describe similarities and differences between habitats with detail.</li> </ul>	<ul style="list-style-type: none"> <li>Bug hunt – investigate habitats: soil, logs, leaves, water.</li> <li>Discuss: 'Why do minibeasts live in different places?'</li> <li>Compare habitats – how is the pond different from the log pile?</li> </ul>	<ul style="list-style-type: none"> <li>Provide real outdoor learning opportunities.</li> <li>Encourage careful, respectful handling.</li> <li>Observation and recording tools always available.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise environments different from their own.</li> <li>Describe their immediate environment with detail.</li> <li>Understand the effect of changing seasons.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Magnifying glasses help us see small detail.</li> <li>• Minibeasts can be observed respectfully in their habitat.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise environments different from their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Seasonal change: spring → summer – what do we notice?</li> <li>• Bug hotel building in the outdoor area.</li> <li>• Small-world minibeast habitats in investigation trays.</li> <li>• Magnifying glass station with real minibeasts (carefully).</li> </ul>		
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Observational drawing: look first, count parts, then draw.</li> <li>• Instruments produce different timbres for different creatures (wood block, triangle, shaker).</li> <li>• 'Flight of the Bumblebee' as expressive listening music.</li> <li>• Layered soundscapes combine multiple instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw with accuracy and care, returning to refine (KFKS 8).</li> <li>• Listen attentively to music and move expressively.</li> <li>• Combine instruments to create layered soundscapes.</li> <li>• Match observed colour with care.</li> </ul>	<ul style="list-style-type: none"> <li>• Observational Drawing of Minibeasts: look carefully before drawing – count legs, notice pattern; pencil first, then pen for detail.</li> <li>• Match observed colour carefully.</li> <li>• Minibeast Movement Music: listen to 'Flight of the Bumblebee' and move in response.</li> <li>• Create minibeast soundscapes: wood blocks (beetles), triangles (bees), shakers (caterpillars).</li> <li>• Minibeast Drawing Station: ongoing observational drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Model slow, careful observation before drawing.</li> <li>• Provide a range of drawing tools (pencils, fine pens, coloured pencils).</li> <li>• Rotate soundscape instruments to give variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Show accuracy and care when drawing (KFKS 8).</li> <li>• Return to and refine work.</li> <li>• Move expressively to music.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			<p>from real minibeasts / photographs.</p> <ul style="list-style-type: none"> <li>• Drawing diary: a new minibeast drawing each day.</li> <li>• Minibeast Music Station: independent soundscape creation.</li> </ul>		
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Combining travelling movements (crawl, slither, scuttle, fly, hop) into a sequence.</li> <li>• Review of all letter families with focus on Year 1 readiness (KFKS 6).</li> <li>• Precision tweezer technique.</li> <li>• Balance vocabulary on low beams.</li> </ul>	<ul style="list-style-type: none"> <li>• Show agility, balance and coordination in varied movement.</li> <li>• Develop precision with small fine-motor tools (KFKS 8).</li> <li>• Write recognisable, correctly formed letters automatically.</li> <li>• Walk along low balance beams with control.</li> </ul>	<ul style="list-style-type: none"> <li>• PE: minibeast movement – crawl, slither, scuttle, fly, hop; combine movements with ease.</li> <li>• Handwriting: review all letter families; focus on any children not yet secure (KFKS 6).</li> <li>• Fine motor: precision drawing linked to observational art.</li> <li>• Outdoor balance: 'walk like a minibeast' along low balance beams.</li> <li>• Minibeast precision station: tweezers to transfer small pompom 'bugs' between containers.</li> <li>• Outdoor obstacle 'bug trail'.</li> <li>• Handwriting practice: minibeast vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Model varied movement patterns.</li> <li>• Provide a range of precision tools.</li> <li>• Individual handwriting interventions where needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Show agility, balance and coordination.</li> <li>• Tripod grip automatic (KFKS 6).</li> <li>• Use tools with precision and care (KFKS 8).</li> </ul>

## Week 6 — Minibeasts – Movement (w/c 18/5/26)

**Enquiry Question:** *How do minibeasts move, live, and protect themselves?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Comparative connectives: similar to, different from, whereas, however.</li> <li>Explanation language with reasoning (because, so that).</li> <li>Adaptation vocabulary: shell, camouflage, speed, poison.</li> <li>Sustained attention during whole-class observation.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain attention in whole-class contexts even when engaged in activity.</li> <li>Explain how a minibeast protects itself with reasoning.</li> <li>Compare two minibeasts using a range of connectives.</li> <li>Use scientific vocabulary confidently in expert talks.</li> </ul>	<ul style="list-style-type: none"> <li>Whole-class movement observation: give focused attention while engaged in activity.</li> <li>Open-ended investigative questions: 'Why do snails have shells? What would you ask a snail if you could?'</li> <li>Minibeast adaptation explanations: 'The woodlouse rolls up to protect itself because...'</li> <li>Comparison talk: 'The ___ protects itself by ___ because... This is similar/different to ___ because...'</li> <li>Minibeast Research Station: discuss findings and share discoveries.</li> <li>Movement challenge commentary (outdoor) – describe how minibeasts move.</li> </ul>	<ul style="list-style-type: none"> <li>Adults model comparative language explicitly.</li> <li>Provide scientific vocabulary fan and connective display.</li> <li>Expert talk slots in daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain attention even when engaged in activity.</li> <li>Explain how things work using reasoning.</li> <li>Compare using a range of connectives.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			<ul style="list-style-type: none"> <li>'Minibeast expert talks': confident use of scientific vocabulary.</li> </ul>		
<b>PSED</b>	<ul style="list-style-type: none"> <li>Privates are private — the bits covered by your pants and a swimsuit.</li> <li>Always remember: your body belongs to YOU.</li> <li>No means no — you can say no to unwanted touch.</li> <li>Talk about secrets that upset you.</li> <li>Speak up — there are people who can help (parents, teachers, trusted adults).</li> </ul>	<ul style="list-style-type: none"> <li>Recall and explain the PANTS rule in their own words.</li> <li>Name a 'trusted adult' they could talk to.</li> <li>Say 'no' confidently if they don't want something to happen.</li> <li>Identify the difference between a happy secret (a surprise birthday) and an upsetting one.</li> </ul>	<ul style="list-style-type: none"> <li>Read the NSPCC 'PANTS' / Pantosaurus story or watch the short video clip.</li> <li>Discussion using each letter of PANTS — what does each one mean?</li> <li>Children name and draw a 'trusted adult' they could talk to in their book.</li> <li>Role-play saying 'no' in a confident voice.</li> <li>RE recap — 'What makes our world wonderful?' — review what we have learnt this half term about creation, big bang, looking after the world, and the wonder of nature.</li> <li>Minibeast link — minibeasts protect themselves; we can protect ourselves too by knowing the PANTS rule.</li> </ul>	<ul style="list-style-type: none"> <li>Use the official NSPCC PANTS resources and follow their language exactly.</li> <li>Send the NSPCC parent letter / leaflet home before the lesson.</li> <li>Reinforce the message of 'no secrets that upset you' — happy surprises are different.</li> <li>Reassure children that adults in school are 'trusted adults' they can always tell.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the PANTS rule.</li> <li>Name a trusted adult they could talk to.</li> <li>Say 'no' confidently in a role-play context.</li> <li>Distinguish between happy surprises and worrying secrets.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• End-of-term review of all taught Phase 2/3/4 GPCs and tricky words.</li> <li>• Explanation writing uses connectives 'because' and 'so that'.</li> <li>• Re-reading and editing as part of the writing process.</li> <li>• Colourful semantics using 'who, doing, where and describe'</li> <li>• Sentence snake for writing colourful semantics sentences.</li> <li>•</li> <li>• Spider narratives in Aaaaarrgghh Spider! / The Very Busy Spider.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply all phonic knowledge with increasing independence.</li> <li>• Write simple explanation sentences for a real audience.</li> <li>• Re-read and edit own writing.</li> <li>• Spell using all Phase 2/3/4 phonics and tricky words (KFKS 9).</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle phonics – end-of-term review of all taught GPCs and tricky words.</li> <li>• Shared reading: Aaaaarrgghh Spider! / The Very Busy Spider – spider narratives.</li> <li>• Writing: 'How does my minibeast move and protect itself?' explanation writing.</li> <li>• Class story innovation: write a minibeast movement book.</li> <li>• Writing area: explanation writing with because / so that.</li> <li>• Book corner: all minibeast fiction and non-fiction.</li> <li>• Outdoor writing: observation journals.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate the volume of independent writing.</li> <li>• Model editing and re-reading as part of the writing process.</li> <li>• Display children's minibeast books in the reading corner.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Re-read writing to check it makes sense.</li> <li>• Spell using all Phase 2/3/4 phonics and tricky words (KFKS 9).</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Shapes can be separated (decomposed) to</li> </ul>	<ul style="list-style-type: none"> <li>• Decompose a shape by folding or cutting and</li> </ul>	<ul style="list-style-type: none"> <li>• WR Summer Block 3 Step 6 – Decompose</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real measuring tools</li> </ul>	<ul style="list-style-type: none"> <li>• Decompose shapes and</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<p>find the smaller shapes within them.</p> <ul style="list-style-type: none"> <li>• 2-D shape pictures can be copied by selecting and arranging the right shapes.</li> <li>• 2-D shapes (square, rectangle, triangle, circle) can be found on the faces of 3-D objects.</li> <li>• Sharing means dividing a quantity equally between groups so that each group has the same.</li> </ul>	<p>predict what is made.</p> <ul style="list-style-type: none"> <li>• Copy a 2-D shape picture by selecting and rotating the correct shapes.</li> <li>• Identify 2-D shapes (e.g. circles, rectangles) on the faces of 3-D objects.</li> <li>• Explore sharing through real-life experiences and notice when it is fair.</li> </ul>	<p>shapes (fold and cut squares/rectangles).</p> <ul style="list-style-type: none"> <li>• WR Summer Block 3 Step 7 – Copy 2-D shape pictures.</li> <li>• WR Summer Block 3 Step 8 – Find 2-D shapes within 3-D shapes.</li> <li>• WR Summer Block 4 Step 1 – Explore sharing (fair / not fair).</li> <li>• Symmetry: fold a paper butterfly, paint one half, refold to print matching wings.</li> <li>• Junk-modelling 3-D shape hunt: which 2-D shapes can you see on a cereal box / crisp tube?</li> <li>• Tangram minibeast pictures to copy from cards.</li> <li>• Sharing minibeasts onto leaves: 'Is this a fair share? How do you know?'</li> </ul>	<p>(rulers, balance scales).</p> <ul style="list-style-type: none"> <li>• Ask reasoning questions throughout.</li> <li>• Encourage independent problem-solving.</li> </ul>	<p>predict the new shapes made.</p> <ul style="list-style-type: none"> <li>• Copy 2-D shape pictures using the correct shapes.</li> <li>• Find 2-D shapes within 3-D shapes confidently.</li> <li>• Notice when sharing is fair or unfair.</li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Minibeasts adapt to survive — shell, camouflage, speed, poison.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast adaptations using scientific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptation: how do minibeasts protect themselves? (shell, camouflage, speed, poison).</li> </ul>	<ul style="list-style-type: none"> <li>• Real outdoor exploration; camouflage hunts.</li> <li>• Model adaptation vocabulary:</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise environments different from their own.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>Scientific vocabulary: camouflage, shell, wings, segments, adapt, survive.</li> <li>Summer season (warmer, longer days, more activity).</li> <li>Sorting strategies: by protection / by habitat / by movement.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise environments different from their own and seasonal change.</li> <li>Sort minibeasts by protection strategy.</li> <li>Use camouflage thinking to hide a paper minibeast in the garden.</li> </ul>	<ul style="list-style-type: none"> <li>Compare: how is a snail's protection different from a beetle's?</li> <li>Summer season observations – warmer, longer days, more minibeasts.</li> <li>RE: 'What makes our world Wonderful?' – wonder of the natural world.</li> <li>Investigation: sorting minibeasts by protection strategy.</li> <li>Camouflage challenge: 'Can you hide a paper minibeast in the garden?'</li> <li>Observation diaries with adaptation vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>camouflage, shell, wings, segments, adapt, survive.</li> <li>Link to the natural world around us.</li> </ul>	<ul style="list-style-type: none"> <li>Understand important processes and changes in the natural world.</li> <li>Understand the effect of changing seasons.</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>A collaborative artwork combines multiple techniques (painting, collage, printing, texture).</li> <li>A performance combines song, drama, dance and soundscape.</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas (KFKS 8).</li> <li>Evaluate own and shared work with simple reasoning.</li> <li>Perform with confidence solo or in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Minibeast Mural: plan together – who paints what? Which techniques?</li> <li>Combine painting + collage + printing + texture.</li> <li>Evaluate: 'What works well? What would we change?'</li> </ul>	<ul style="list-style-type: none"> <li>Model and support collaborative planning.</li> <li>Celebrate the final mural and performance with families where possible.</li> <li>Adults evaluate with children using open questions.</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas (KFKS 8).</li> <li>Share creations and explain techniques and choices.</li> <li>Perform with developing</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>Evaluation language: 'What works well? What would we change?'</li> <li>Audience awareness for end-of-term performance.</li> </ul>	<ul style="list-style-type: none"> <li>Combine painting, collage, printing and texture in one piece.</li> </ul>	<ul style="list-style-type: none"> <li>End of term minibeast performance – combine songs, drama, dance and soundscapes.</li> <li>Mural Addition Station – add and refine daily.</li> <li>Performance Rehearsal Station: costumes, instruments and props.</li> <li>Share and explain contributions to peers.</li> </ul>		<p>confidence solo or in groups.</p>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Combining agility, balance and coordination across an apparatus circuit.</li> <li>ELG-level handwriting — recognisable, correctly formed letters (KFKS 6).</li> <li>Range of tools for costume-making (scissors, hole punch, tape, needle and thread).</li> <li>Sports Day skills: running, jumping, throwing.</li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Hold a pencil using the tripod grip in almost all cases (KFKS 6).</li> <li>Use a range of tools competently, safely and confidently (KFKS 8).</li> <li>Run, jump and throw with control and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>PE: minibeast movement Olympics – agility, balance, coordination across a circuit.</li> <li>Handwriting end-of-term check: recognisable correctly-formed letters (KFKS 6).</li> <li>Fine motor: costume-making for the end-of-term performance.</li> <li>Sports Day prep: running, jumping, throwing.</li> <li>Outdoor apparatus as a minibeast assault course.</li> <li>Costume-making station with varied tools (scissors, hole punch,</li> </ul>	<ul style="list-style-type: none"> <li>Adults celebrate progress across the term.</li> <li>Final individual handwriting observation.</li> <li>Support confident physical performance.</li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Hold a pencil using the tripod grip in almost all cases (KFKS 6).</li> <li>Use a range of tools competently, safely and confidently (KFKS 8).</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			tape, needle and thread). <ul style="list-style-type: none"> <li>Handwriting practice in context: performance programmes.</li> </ul>		

## Week 7 — Growing and Planting Seeds (w/c 25/5/26)

**Enquiry Question:** *What do plants need to grow, and how can we plant our own seeds?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Plant and gardening vocabulary: seed, soil, root, shoot, stem, leaf, bud, blossom, sprout, germinate, sunlight, nutrients.</li> <li>Time and sequence connectives across an extended explanation: first, next, then, after that, finally.</li> <li>Causal connectives to</li> </ul>	<ul style="list-style-type: none"> <li>Articulate ideas in extended, well-formed sentences using ambitious topic vocabulary.</li> <li>Connect ideas and actions confidently using time and causal connectives.</li> <li>Sustain attention during silent observation of seeds and seedlings.</li> <li>Retell a story or explanation to a partner using</li> </ul>	<ul style="list-style-type: none"> <li>Daily Seed Watch — silent observation of class seeds: 'What has changed since yesterday?'</li> <li>Talk frame: 'First we put the ___ in the soil. Next... because plants need...'</li> <li>Story circle: deep reading of Jack and the Beanstalk and The Tiny Seed; join in with repeated refrains.</li> <li>'Teach a partner' — explain how to plant a seed using First / Next / Then / Finally.</li> </ul>	<ul style="list-style-type: none"> <li>Adults model ambitious vocabulary and sustained explanations throughout the day.</li> <li>Time and causal connective displays at every relevant table.</li> <li>Daily 2-minute Seed Watch with sentence stems: 'I notice...', 'I predict... because...'</li> <li>Environment: vocabulary mats,</li> </ul>	<ul style="list-style-type: none"> <li>Use ambitious topic vocabulary in different contexts.</li> <li>Connect ideas confidently and naturally using a range of connectives.</li> <li>Articulate ideas in extended narratives with clear sequence.</li> <li>Sustain attention during whole-class contexts and silent observation.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<p>explain conditions for growth: because, so that, which means.</p> <ul style="list-style-type: none"> <li>• Story language and structure of Jack and the Beanstalk and The Tiny Seed.</li> </ul>	<p>sequence language.</p>	<ul style="list-style-type: none"> <li>• Garden Centre role-play commentary: customers and shopkeepers describe plants and tools.</li> <li>• Vocabulary fan and connective display in the writing and outdoor planting areas.</li> </ul>	<p>observation diaries, real seeds and seedlings on display.</p>	
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Living things, including plants, depend on care to grow well — they need our kindness too.</li> <li>• Patience: some good things take time. Plants do not grow overnight.</li> <li>• Working as a team makes a job easier and the result better (planting a class garden).</li> <li>• Looking after our world: caring for plants is one way we look after our environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for caring for a living thing over several days.</li> <li>• Wait patiently and notice small changes over time.</li> <li>• Cooperate in colour groups to plant and tend a shared plot.</li> <li>• Talk respectfully about why we care for plants and our world.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Planting Project — each colour group takes responsibility for a planter or tray.</li> <li>• Daily 'Plant Monitors' rota — watering, checking, recording in the class log.</li> <li>• Circle time: 'How does it feel to wait for something good?' — link to the seed needing time.</li> <li>• RE link — 'What makes our world wonderful?' — the wonder of a tiny seed becoming a plant.</li> <li>• Patience challenge: noticing tiny changes over a week and celebrating each one.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model patience and quiet observation: 'Let's just look — what is different today?'</li> <li>• Celebrate every child's care and contribution to the class garden.</li> <li>• Display 'Wonder words' (amazing, tiny, growing, alive, beautiful) on the working wall.</li> <li>• Use the planting project as a calm transition activity during busy times.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and patience in the face of slow change.</li> <li>• Take responsibility for a simple, ongoing task with growing independence.</li> <li>• Cooperate in a small group on a shared outcome.</li> <li>• Talk about why we care for our world, with examples from the planting project.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Phase 4 review: blends in CCVC, CVCC, CCVCC and longer words; common exception words to date.</li> <li>Instruction writing uses imperative verbs (plant, water, push, cover) and a numbered sequence.</li> <li>Story language and structure of Jack and the Beanstalk; story can be innovated by changing details.</li> <li>A simple sentence has a capital letter, finger spaces and a full stop (KFKS 9).</li> </ul>	<ul style="list-style-type: none"> <li>Apply Phase 2/3/4 phonics to read and write growing-themed vocabulary.</li> <li>Orally compose a sentence before writing (KFKS 1).</li> <li>Write 'How to plant a seed' instructions using First / Next / Then / Finally.</li> <li>Innovate a familiar story by changing the seed (e.g. 'Jack and the Sunflower Stalk').</li> <li>Re-read writing to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Little Wandle phonics — Phase 4 review and longer-word blending.</li> <li>Shared reading: Jack and the Beanstalk and The Tiny Seed — predict, retell, sequence.</li> <li>Writing hook: real seed-planting experience leads into 'How to plant a seed' instructions.</li> <li>Innovate Jack and the Beanstalk: change the bean, change the plant — write the new ending.</li> <li>Writing area: instruction frames, observation diary templates, seed packet making.</li> <li>Garden Centre role-play: write seed packet labels, price tags, plant care signs and shopping lists.</li> </ul>	<ul style="list-style-type: none"> <li>Wise Owl strategy: 'count the words on your fingers before writing'.</li> <li>Oral rehearsal of every sentence before writing.</li> <li>Talk-for-writing actions for the planting sequence.</li> <li>Celebrate finished instructions on a class display by the planting station.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> <li>Spell using Phase 2/3/4 phonics and learnt tricky words (KFKS 9).</li> <li>Re-read writing to check it makes sense.</li> <li>Retell and innovate familiar stories with deep familiarity.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Sharing means giving one object at a time, equally, until they are all gone.</li> </ul>	<ul style="list-style-type: none"> <li>Share a quantity equally between groups, identifying any leftovers.</li> </ul>	<ul style="list-style-type: none"> <li>WR Summer Block 4 Step 2 – Sharing (share equally between groups, with leftovers).</li> </ul>	<ul style="list-style-type: none"> <li>Provide cubes, rulers, balance scales and real seeds in every maths area.</li> </ul>	<ul style="list-style-type: none"> <li>Share equally between groups and identify leftovers.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Sometimes there are objects left over that cannot be shared fairly.</li> <li>• Grouping means putting a fixed number of items in each group and seeing how many groups you get.</li> <li>• Even numbers share equally into two groups; odd numbers leave one left over.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore grouping by putting a set number of objects into each group.</li> <li>• Group a quantity by placing a set number of objects in each group.</li> <li>• Identify a number as odd or even by sharing into two groups.</li> </ul>	<ul style="list-style-type: none"> <li>• WR Summer Block 4 Step 3 – Explore grouping (put N items in each group).</li> <li>• WR Summer Block 4 Step 4 – Grouping (how many groups can we make?).</li> <li>• WR Summer Block 4 Step 5 – Even and odd sharing.</li> <li>• Sharing seeds: 'share 12 seeds equally between 3 / 4 / 6 pots — what do you notice?'</li> <li>• Grouping seeds: '3 seeds in each pot — how many pots can we fill from 12 seeds?'</li> <li>• Odd / even potions: collect natural objects, share into two cauldrons — odd or even?</li> <li>• Garden Centre maths: price tags, pay with coins, work out totals.</li> </ul>	<ul style="list-style-type: none"> <li>• Stem sentences: 'My plant is ___ cubes tall. Yesterday it was ___ cubes tall.'</li> <li>• Daily quick-fire number bond practice during seed counting routines (KFKS 10).</li> <li>• Ask reasoning questions: 'How do you know? Show me another way.'</li> </ul>	<ul style="list-style-type: none"> <li>• Explore grouping with a set number in each group.</li> <li>• Identify odd and even numbers by sharing into two equal groups.</li> <li>• Apply sharing and grouping in real-life planting contexts.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Plants need water, sunlight, soil and warmth to grow — without one of</li> </ul>	<ul style="list-style-type: none"> <li>• Plant a seed independently following a sequence of steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole-class planting: each child plants a sunflower seed in a labelled pot to take home.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide magnifying glasses, rulers, real seeds and clear-sided pots.</li> </ul>	<ul style="list-style-type: none"> <li>• Make detailed observations and drawings of plants.</li> <li>• Understand important</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<p>these they will not thrive.</p> <ul style="list-style-type: none"> <li>Parts of a plant: roots, stem, leaves, flower, seed.</li> <li>The plant life cycle: seed → shoot → seedling → plant → flower → seed (a cycle, not a line).</li> <li>Different seeds grow at different speeds (cress in days, sunflower in weeks, oak in years).</li> <li>Seasonal change: late spring / early summer is the best time to plant outside.</li> </ul>	<ul style="list-style-type: none"> <li>Make and record detailed observational drawings of plants over time.</li> <li>Predict using sentence stems ('I predict... because...').</li> <li>Compare different seeds and the plants they grow into.</li> <li>Ask enquiry questions about what plants need.</li> </ul>	<ul style="list-style-type: none"> <li>Class Bean Diary: clear cup, damp cotton wool, broad bean — observe roots and shoots developing.</li> <li>Cress heads: investigate what happens with / without water / sunlight / soil — fair test.</li> <li>Compare seeds: sunflower, bean, cress, apple, tomato — sort by size, shape, colour.</li> <li>Life cycle of a plant sequencing cards.</li> <li>Outdoor planting area: real digging, weeding and watering with child-sized tools.</li> <li>Bug-and-bee observations — minibeasts that help our plants.</li> </ul>	<ul style="list-style-type: none"> <li>Model the language of observation: 'I notice...', 'I wonder...', 'I predict...'</li> <li>Daily revisiting of the Bean Diary as a whole class.</li> <li>Send sunflower pots home with a 'how to care for me' care card.</li> </ul>	<p>processes and changes in the natural world.</p> <ul style="list-style-type: none"> <li>Describe outdoor experiences with detail and increasing independence.</li> <li>Understand the effect of changing seasons.</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>Observational drawing: look first, count parts, then draw — return to refine (KFKS 8).</li> <li>Colour mixing: green from blue and yellow; many</li> </ul>	<ul style="list-style-type: none"> <li>Combine techniques (drawing, painting, printing, collage) purposefully (KFKS 8).</li> <li>Mix shades of green and</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawing of seedlings, beans, sunflower seeds and leaves at the drawing station — pencil first, then fine pen.</li> <li>Shades-of-green paint mixing challenge: 'Make as many greens</li> </ul>	<ul style="list-style-type: none"> <li>Model slow, careful observation before drawing.</li> <li>Provide a wide range of natural printing materials and time to refine.</li> <li>Set up the garden centre role-play to</li> </ul>	<ul style="list-style-type: none"> <li>Show accuracy and care when drawing (KFKS 8).</li> <li>Combine techniques purposefully and return to refine.</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<p>shades of green by adjusting amounts.</p> <ul style="list-style-type: none"> <li>• Printing techniques using natural materials (leaves, halved peppers, broccoli florets).</li> <li>• 'The Tiny Seed' (Eric Carle) and growth-themed songs: 'Mary Mary Quite Contrary', 'Oats and Beans and Barley Grow'.</li> </ul>	<p>observe carefully which works best for the leaf.</p> <ul style="list-style-type: none"> <li>• Develop storylines in pretend play in the garden centre / planting role-play.</li> <li>• Match pitch and join in confidently with growing-themed songs.</li> </ul>	<p>as you can — which one matches our leaf?'</p> <ul style="list-style-type: none"> <li>• Natural printing: leaves, vegetables, halved fruits — pattern-make a 'flower garden' display.</li> <li>• Tiny Seed story drama: act out the seed's journey (wind, rain, sun, growing tall).</li> <li>• Sing 'Mary Mary Quite Contrary', 'Oats and Beans and Barley Grow', 'I'm a Little Sunflower' — pitch matching.</li> <li>• Garden Centre Role-play Station: tills, plant pots, signs, watering cans, gardening apron.</li> <li>• Construction: design and build a 'plant home' (greenhouse / planter) from junk modelling.</li> </ul>	<p>last across the week so storylines develop.</p> <ul style="list-style-type: none"> <li>• Display children's work alongside the real plants they observed.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop sustained storylines in pretend play.</li> <li>• Sing confidently, mostly matching pitch.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Gardening tools (trowel, fork, watering can, dibber) need a careful, two-handed grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Use gardening tools safely and competently (KFKS 8).</li> <li>• Use precision tools (tweezers, dibbers, pipettes)</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor planting PE link: dig, lift, carry, fill, pour — gross motor through real gardening.</li> <li>• Fine motor seed planting: use tweezers</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model safe tool use and the careful grip required.</li> <li>• Provide a range of fine and gross motor</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of tools competently, safely and confidently (KFKS 8).</li> <li>• Hold a pencil using the tripod</li> </ul>

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>Pincer grip and tweezer technique are needed to handle small seeds without dropping them.</li> <li>End-of-term handwriting review: all letter families with focus on Year 1 readiness (KFKS 6).</li> <li>Movement vocabulary for growth: curled (seed), pushing up (shoot), reaching (leaves), swaying (flower).</li> </ul>	<p>with control to plant tiny seeds (KFKS 8).</p> <ul style="list-style-type: none"> <li>Form recognisable, correctly-formed letters with secure tripod grip (KFKS 6).</li> <li>Combine controlled movements in a 'seed to flower' growing sequence.</li> </ul>	<p>to place tiny cress seeds into individual cells; pipettes to water without flooding.</p> <ul style="list-style-type: none"> <li>PE: 'Seed to Flower' movement sequence — curl small as a seed, push up as a shoot, reach out as leaves, sway as a flower in the wind.</li> <li>Handwriting end-of-half-term check: all letter families, focus on any not yet secure (KFKS 6).</li> <li>Fine motor station: threading 'flower garlands'; clay flower pots (pinch, press, smooth).</li> <li>Garden centre fine motor: scissors to cut seed packets, hole-punch to make labels.</li> </ul>	<p>opportunities every session.</p> <ul style="list-style-type: none"> <li>Celebrate progress in handwriting — final individual handwriting observation.</li> <li>Link 'seed to flower' movement to the calming and self-regulation work from earlier weeks.</li> </ul>	<p>grip in almost all cases (KFKS 6).</p> <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Show agility, balance and coordination in varied movement.</li> </ul>

## Appendix: RE and PSHE across the half-term

Week	RE focus (across the half-term)	PSED focus
Week 1	What makes our world wonderful? — Pictures of beautiful nature; places of wonder and how they make us feel.	My family and me

Week 2	What makes our world wonderful? — Read 'The Creation'; some people believe the world was created by God.	Make friends, make friends, never ever break friends
Week 3	What makes our world wonderful? — Some people believe the world started with the big bang.	Falling out and bullying
Week 4	What makes our world wonderful? — 'If you could create a world, what would you put in it?' (children draw their own world).	Falling out and bullying – part 2 (managing big feelings)
Week 5	What makes our world wonderful? — Looking after our world: recycling and why it matters.	Being the best friend we can be
Week 6	Recap of the half-term: creation, big bang, looking after the world, and the wonder of nature.	Pants rule (NSPCC PANTS)
Week 7	What makes our world wonderful? — The wonder of growth: a tiny seed becoming a plant; caring for living things in our world.	Patience, responsibility and caring for living things

### Role Play and Continuous Provision reference

**Role Play Inside:** Farm Shop – baskets, play food (vegetables, eggs, milk bottles), till and money, scales, price tags, shopping bags, farm produce labels, apron.

**Role Play Outside:** Farm Area – toy farm animals, hay bales, fencing, feeding troughs, water containers, Wellington boots, farm signs, clipboards for animal checks.