

YR How Does Your Garden Grow? Learning Sequence

Synopsis: Children will grow their own vegetables that they will later eat. They will explore plants including what they need, how they grow and how they can help them to be strong. They will explore life-cycles and the impact this has on plants. They will focus on their own health and understanding how they can keep themselves physically and mentally strong and well.

In **Literacy**, children begin to write simple sentences in meaningful contexts including diaries, information texts and recipes
 In **Understanding The World**, children develop an understanding of growth and decay. They make observations of plants and insects and begin to explore how they are connected to each other.

In **Expressive Arts and Design**, children make observational drawings and begin to focus on different artists

In **Communication and Language**, children develop their language by exploring new words and contexts. They use this language independently and begin to explore, understand and use humour

In **Physical Development**, children develop their understanding of being healthy, both mentally and physically.

In **Personal, Social and Emotional**, children begin to manage conflicts independently and can describe themselves in positive terms

In **Mathematics**, children recall number bonds to 10 and explore shapes including spatial reasoning and composition

Literacy

LITERACY OBJECTIVES

Children in Reception will be learning to:

- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

LEARNING SEQUENCE

1. When learning about a new book/theme create vocabulary lists for children to explore throughout the learning sequence.
2. Comprehension and word-reading will be supported through individual school phonics programmes.
 - Recognise and write capital letters; use alphabet to copy, write capital letters for different plants, write capital letters for names
 - Begin and keep a seed diary; plant runner beans; make notes and observational drawings throughout the growing period; use simple sentences.

- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

- Create an information text; labels/captions for different parts of plants; use books/Tablet to research; write sentences about how to look after a plant.
- Create an information text; write sentences about how a plant grows; use books/Tablet to research; label different elements that help a plant grow (sun, water etc).
- Healthy eating leaflet; explore healthy eating options; label different healthy foods; write simple sentences about why it is important to eat healthily.
- Create and record a recipe; make vegetable soup; make notes about the different steps; use sentences to write step-by-step guide.

Understanding the World

OBJECTIVES

Children in Reception will be learning to:

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Recognise some environments that are different to the one in which they live.

LEARNING SEQUENCE

- Plant runner beans and exploring how to take care of them; research using books/Tablets; outdoor garden area planting; looking at different seeds and what is inside them; explore a 'digging area'; make a herb garden.
- Minibeasts and how they help plants; Tablets/laptops for research; minibeast hunt outside; butterflies and bees; categorise minibeasts; fact files about minibeasts
- Life cycle of a plant; dissect a plant together and look at the different parts; talk about what plants need; what happens to the seeds; what happens in the different seasons; create seasonal pictures of plants; observational drawing; create a life cycle.
- Life cycle of a butterfly; visit butterfly farm/have minibeast team visit; create a life cycle.
- Seed to fork; plant and grow your own vegetables which you will use for a healthy meal later in the year.
- Compare different fruit from around the world, looking closely at the environmental factors that influence the growing of these fruits (bananas, mangos, apples, pears etc)

Expressive Arts and Design

OBJECTIVES

Children in Reception will be learning to:

- Create collaboratively, sharing ideas, resources and skills.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

LEARNING SEQUENCE

- Observational drawings of runner bean plants; project over the term which is updated as the plants grow.
- Plant growing dances (using expressive movement); look at different expressive dances and imitate the moves; encourage children to share their own dance moves; create dances in small groups to show plants growing; class performance/recording of plant growing.
- Van Gogh's Sunflowers; observational drawings; painting/chalk oil painting; create display of work together.
- Build, maintain and observe minibeast houses/bug hotels.
- Giuseppe Arcimboldo (creating faces using fruit); fruit/vegetable printing; use real fruit/veg to make faces; create pictures of faces using fruit/veg.

Communication and Language

OBJECTIVES

Children in Reception will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

LEARNING SEQUENCE

Through the theme and learning opportunities, children develop their abilities within this area. They will have opportunities to express themselves effectively and be supported, via interventions, when this is challenging. Communication and language should be considered when planning other areas of the curriculum and be a central part of linking the curriculum together. Weekly focus on the objectives will ensure that coverage and observations are in place to support assessment; however, it is vital that C&L forms the basis of other planning.

Some supporting ideas for this term are as follows:

- Use story language in play situations
- Focus on language of growing and change
- Encourage questioning by introducing question starters
- Adult-led inputs that support vocabulary development around

- Develop social phrases.
- Engage in story times
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

plants

- Send home the key vocabulary for children to explore at home
- Create opportunities for joke exploration through stories etc
- Non-fiction texts about plants/minibeasts for children to explore

Physical Development

OBJECTIVES

Children in Reception will be learning to:

- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

PE session focus;

- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

LEARNING SEQUENCE

This term, the focus needs to be on understanding the impact of exercise, sleeping, hygiene and healthy eating on our bodies. The weeks should be split into each element and explored throughout the week alongside other learning opportunities.

- Exercise: visit to local park to explore climbing equipment; find out what children do at home to exercise
- Sleeping: night-time routines; investigate what happens when we sleep/dream; create dreamcatchers
- Hygiene: nurse visit to discuss hand washing; focus on dental hygiene
- E-Safety; explore keeping safe online and when using internet search engines
- Healthy eating: trying different fruits/vegetables from around the world; ask children to make and record their favourite recipe at home; create healthy food kebabs
- Healthy eating: healthy eating lunch boxes; compare different foods; discuss moderation; have parents in for healthy eating stay and play; invite school chefs to cook for/with the children; talk to school kitchen about the menus

FORMATION (Objective) Develop the foundations of a handwriting style which is fast, accurate and efficient

Focus should still be in place for handwriting/fine motor, but this will need to be considered in line with individual school's handwriting/phonics policies.

Personal, Social and Emotional Development

OBJECTIVES

Children in Reception will be learning to:

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

LEARNING SEQUENCE

Through the theme and learning opportunities provided, children develop their self-confidence and self-awareness. They begin to manage their feelings and behaviour eg turn-taking and following instructions and begin to build positive relationships with adults and children. It is important that the area of PSED is planned within the week through child and adult led activities. Each child will have developing needs which will need to be planned for accurately.

Some supporting ideas for this term are as follows:

- Circle times focused on healthy eating and healthy/safe choices
- Encouraging children to explain their thinking and healthy choices
- Create role-play opportunities to explore conflicts and conflict resolution
- Use positive language around appearance and health
- Compare themselves to others and talk about differences/similarities

Mathematics

OBJECTIVES

Children in Reception will be learning to:

- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Count beyond ten
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.

LEARNING SEQUENCE

- Daily counting to 20 and beyond; clapping for odd/even numbers – explore odds and evens using number lines/number squares – sharing into 2 groups to explore even numbers
- Doubling; dots on butterfly wings and printing to see how many if you double it, double biscuits – using smarties on each side of the biscuit
- One more/less; use seeds to find one more or less than a given number; create groups of vegetables - what would one more be?; butterflies with a number in the middle and one more on right wing, one less on left; build towers and find one more/less; record all with marks they can interpret and explain.
- Number bonds to 10; add groups of seeds together; minibeast hunt creating groups and adding/finding the difference between them; adding different types of butterflies together; petals on flowers adding/subtracting; record all with marks they can interpret and explain.
- Automatic recall of number bonds to 10; quick questions daily for number bonds
- Shapes/spatial reasoning; shape hunts; use shapes for stamping; create shapes out of vegetables; design butterfly wings with shapes; use shapes to draw plants/flowers; use junk modelling to create a 'garden'.
- Compose/decompose shapes; use different shapes to create new shapes (triangles to make a rectangle), create pictures using these.