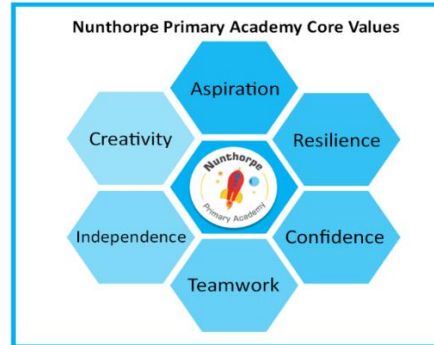




JASPER'S BEANSTALK



New Life/ Growth



Characteristics of Effective Learning		
Playing and exploring – engagement	Active Learning – Motivation	Creating and thinking critically
Finding out and exploring Playing with what they know Being willing ‘to have a go’	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.	Having their own ideas Making links Choosing ways of doing things
Intent, Vision & Values		
This topic incorporates new life, growth and change through the exploration of the natural world. Children will use all of their senses as they learn and observe the life cycle of a plant and animals. Pupils will learn and how to take care and respect for plants and animals as they plant seeds and observe caterpillars as they transition into butterflies. Children will begin to understand time, simply, as they look at the days of the week, through focused stories. Circle time will be planned to support progression of knowledge and provide children with the opportunities to discuss and share ideas as well as ask questions. During the summer term the key focus will be on providing as many opportunities as possible for children to confidently and independently demonstrate the skills detailed below.		
Communication and Language	Skills	Overview
Listening and Attention	<ul style="list-style-type: none"> Pupils will maintain their attention and focus as they engage with activities. Children will understand prepositional instructions and begin to use 	The children will enjoy listening to Jasper’s Beanstalk and other chosen topic books as they learn about the world around them. They will enjoy retelling the story through small world resources and use props appropriately.



Speaking

prepositions in language during play and with activities.

- As children listen to topic stories they will use new vocabulary to connect their ideas, explain what happens, anticipate what might happen next and recall key facts.
- As children speak they will frequently begin to use a range of tenses.
- Whilst pupils play, they will discuss a storyline or narrative to their play.

The role-play area will be turned into a garden centre for the children to play the role of the customer or shop worker. This role-play could also include a café for children to explore making food for customers and reading and writing menus. The children will explore resources such as flowers, seed packets, gardening tools etc. Adults will model how to handle props with care as they work with children in the role-play area. The children will create simple narratives while playing and express their own experiences.

Children will explore and reinforce their understanding of prepositions during small world activities, e.g. Can you put the flowers on top of the plant pot etc.

The children will use their own experiences to influence role-play activities, share memories and share their understanding of objects and their uses. Whilst using props, children will act out their understanding of how to care and respect plants.

As the children observe the growth of their cress and broad beans, they will be supported when using a range of tenses to explain the changes and life cycle.

Children will plant cress at the beginning of the half term; they will care for their plant in school and will use their cress to make cress sandwiches at the end of the half term. Children will talk about the process and their likes/ dislikes.



Physical Development	Skills	Overview
<ul style="list-style-type: none">Gross Motor Skills Fine Motor Skills	<ul style="list-style-type: none">Children will stand momentarily on one foot/leg and hold a pose. Children will demonstrate manipulation and control as they handle resources with care and use them appropriately.Squiggle sessions will encourage children to use anticlockwise movements, circles, vertical and horizontal lines.Children will practice their name writing using the handwriting rhymes from their phonics sessions to accurately form letters.	<p>P:E sessions will focus on playing games; taking turns, bean bag races and obstacle courses. Children will be encouraged to experiment with different balances and movement poses as they navigate their way around an obstacle course.</p> <p>Squiggle sessions will focus on large anticlockwise movement, circles, vertical and horizontal lines. Weekly mark making activities will support children to represent their ideas and assist their pencil grasp. Those children who continue to struggle with pencil grasp will take part in interventions to strengthen their dexterity. Weekly tinker table activities such as, using tweezers to pick up seeds, threading, beads on pipe cleaner beanstalks, rolling playdough beanstalks etc. will be planned to support fine motor development. Children will use name cards to practise name writing each week.</p>

Literacy	Skills	Overview
<ul style="list-style-type: none">Comprehension	<ul style="list-style-type: none">Know information can be found in books and from computers.	<p>Children will retell topic stories using repeated refrains and phrases. They may also apply this in role-play, puppet play, mark making activities and the garden centre/ cafe. All pupils will be given opportunities to ask questions and illustrate their</p>



<ul style="list-style-type: none"> • Word Reading • Writing 	<ul style="list-style-type: none"> • Children will recognise their name cards and familiar logos. • Hears and says the initial sound in words • Children will write the initial sound they can hear when beginning to label work with an adult. 	<p>knowledge of each text. Children will look at non-fiction books about plants and seeds, exploring pictures and talking about what they know about plants and flowers.</p> <p>Children will use name cards and self-registration cards to recognise their name. Children will have access topic stories in the reading area.</p> <p>The children will learn nursery rhymes throughout the half term. This half term we will focus on Incy Wincy Spider, Round and Round the Garden, Little Miss Muffet etc.</p> <p>There will also be opportunities for children to write freely and independently for a variety of purposes. Possibilities include writing shopping lists in the garden centre, labelling pictures to retell the Jasper and the Beanstalk story, creating a diary to show what they have done through a week, writing simple instructions for caring for a plant/ sunflower, creating menu's for the café and labels for plants in the role play area. Children will explain what they have written while discussing writing with adults.</p>
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Mathematics	Skills	Overview
<ul style="list-style-type: none"> • Number • Number Patterns 	<ul style="list-style-type: none"> • When children count objects they will say one number for each item up to 3 or 4 objects and be able to compare quantities. • As children use shapes and objects they will explore and talk about patterns. 	<p>At the start of every maths session, children will sing number songs that involves counting in sequence and addition/subtraction. As children play counting games, they will recognise groups of objects that have more, fewer and less comparing quantities.</p> <p>Numbers will be used in the role-play, small world and construction areas for children to use in independent play.</p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Nursery

summer 1 (Year 1 of rotation)

- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Children will make comparisons with weight and capacity as they explore objects.
- Children will recall experiences in sequence.
- Pupils will measure short periods of time simply.

Children will practise identifying simple 2D shapes in different areas of the classroom. Children will use shapes appropriately in play to models and buildings. The children will use shapes in creative activities to make sunflower pictures. The children will begin to name and compare common 2D shapes.

The children will use watering cans to practise talking about using capacity and comparing the volume of different containers. Children will estimate how many watering cans it will take to fill other containers. Children will record their findings.

Children will use counting resources to compare small groups of objects. They will also practise subitising amounts, practising how to recognise small amounts without counting them.

Children will talk about time in simple ways when reading Jasper's beanstalk. They will look at the days of the week, ordering them and creating simple explanations of what they do on each day. Children will begin to think about different times of the day, ordering events appropriately, e.g wake up, brush teeth, get dressed, go to school...

Knowledge and Understanding	Skills	Overview
Past and Present	<ul style="list-style-type: none"> • Pupils will look closely and explore similarities, differences, patterns and change as they observe caterpillars metamorphosing into butterflies. 	Children will observe and discuss the changes they see in the development of caterpillars over several weeks.



<p>The Natural World</p>	<ul style="list-style-type: none"> • Comment and share their thoughts on the process of growth of plants. • Children will discuss what plants and animals need to survive and demonstrate respect for them by taking care of them. 	<p>Children will be able to identify changes over time when planting cress and sunflowers. They will talk about what they have observed their seed doing and make predictions.</p> <p>Children will explore facts about plants and seeds, using technology to research flowers and growth over time. Children will use simple paint programs on the computer to create a picture of a flower or experience from their week.</p>
<p>People, Cultures and Communities</p>	<ul style="list-style-type: none"> • Children will talk about their experiences of planting and nurturing seedlings at school and/or with family members. 	<p>The children will talk about the plants that they are growing in school. They will relate this to plants they have observed in their garden or at the park etc. Children will talk about how plants grow and what they need to keep them healthy. Children will investigate the roots of a plant using a plastic bag to help a seed grow, the children will be able to see the roots and a shoot growing from the seed.</p>

Expressive Arts and Design	Skills	Overview
<p>Creating with materials</p>	<ul style="list-style-type: none"> • Create simple representations of events, people and objects 	<p>Children will use a variety of resources to construct and represent their ideas. Using small world resources, children will retell and create their own stories.</p>



<p>Being imaginative and expressive</p>	<ul style="list-style-type: none"> • Children will explore texture as they construct with a variety of resources and purpose in mind. • Pupils will use small world resources to introduce a storyline or narrative to play. E.g animals needing rescue falling off the table 'cliff'. • Children will play with props to represent objects that are not similar. • Explore and chooses particular colours to use for a purpose. 	<p>The children will select colours appropriately and mix colours to create different shades. Children will express their feelings through the colours they choose.</p>
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Trips and Experiences	Possible Linked Texts
<p>Children will plant seeds to grow cress and a sunflower. Children will go on a nature walk around the school to observe different plants growing.</p>	<p>Jack and the Beanstalk Ben's Butterfly Garden Tiny Seed Ten Seeds Oliver's vegetables Eddie's Garden Titch A Seed in Need From Seed to Sunflower Van Gough- Sunflowers Sam's Seed</p>



Assessment

During the first two weeks in Nursery, staff will make skilful observations of the children as they play. This information will be used to identify their starting points in all key areas of development. The observations will be recorded in an entry to Nursery narrative document'.

Staff will also regularly record observations using 'Evidence Me', to document learning within the setting. They may also suggest next steps which parents can read and contribute to digitally. Children will draw their own 'pencil portraits' termly and staff will annotate this, commenting on pencil grip and fine motor development.