

FS1 Summer 1 Curriculum

Let it Grow!



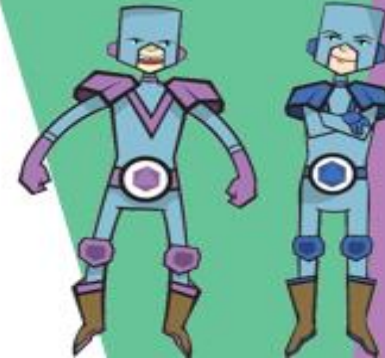
Commitment

We are brave,
enthusiastic
and
motivated.



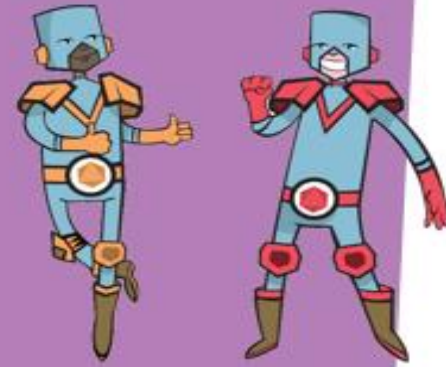
Aspiration

We are
encouraging,
ambitious and
proud.



Nurture

We feel happy,
safe and
welcome.



Topic Overview

In this topic, children will have the opportunity to **plant a seed and care for growing plants**. They will **understand the key features of the life cycle of a plant and an animal**. In doing so, they will **continue to understand the need to respect and care for the natural environment and all living things**.



Possible Enhancements and Activities

Provide children with the opportunity to plant their own bean. Use this as an opportunity to explore and discuss how things change and what plants need to do grow. Encourage children to look at other plants and trees in the environment thinking about how they change and grow.

Provide children with the opportunity to explore the lifecycle of a caterpillar by creating a caterpillar home and watching them turn into butterflies. Use this as an opportunity to explore and discuss how things change and what we need to be healthy.

Encourage children to create habitats and homes for insects in the natural environment around us. Discuss with children why it is important that we protect and look after minibeasts in our environment.

Provide children with access to resources that will support them in finding and discovering minibeasts. Provide minibeast mats that the children can use to name and describe the minibeasts they have found. Encourage mark making by showing the minibeasts in the environment.

Encourage children to make observational drawings of what they see in the environment. Encourage and support them to look carefully at the object to ensure that what they draw looks like the object they have seen.

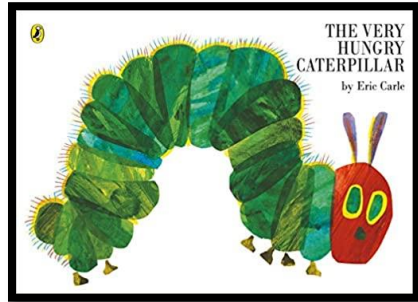
Using the story of Willbee the Bumblebee as a stimulus, discuss what insects do to help us and what we get from insects. This could support learning about things in the environment that we can eat e.g carrots, apples and where these foods come from.

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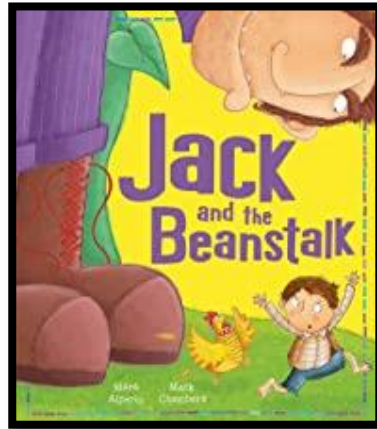
Aspiration

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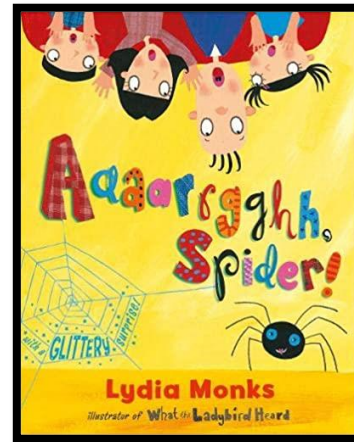
Book Hooks



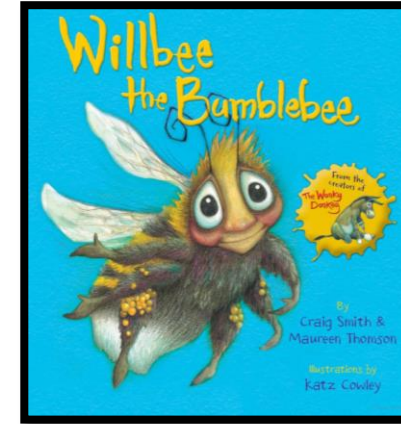
To support the children in understanding the lifecycle of a caterpillar.



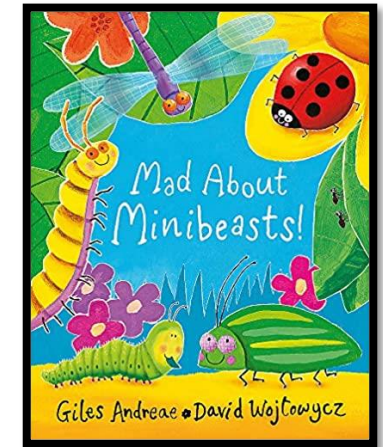
To provide a story context for the children growing their own beanstalks.



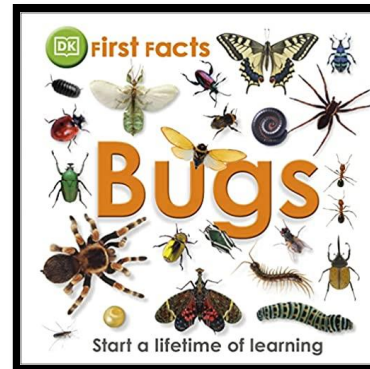
To support the children's learning about different minibeasts.



To support the children's learning about different minibeasts.



To support the children's learning about different minibeasts through rhyme and poetry.



To support the children in developing their knowledge of minibeasts and to find out facts and answers to questions.

Curriculum Links – Prime Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<ul style="list-style-type: none"> Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from ‘The Gruffalo’ include: ‘stroll’, ‘roasted’, ‘knobbly’, ‘wart’ and ‘feast’. Use the widget software to support EAL children in understanding the vocabulary. Model using talk in the environment particularly through the use of roleplay. Encourage them to lead the play and take on different roles. Ask a range of why questions during the children’s play linked to the topic. Encourage them to apply their knowledge from C&L sessions to explain why things happen.
PSED	<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly ‘act out’ their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well. Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children’s pretend play: “I wonder how the mouse felt when the animals wanted to eat them?”. Support children to make links to their own feelings when reading books. For example ‘The giant was cross. I felt cross when...’. Model explaining your own feelings to support the children in understanding that everyone has different feelings.
PD	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. 	<ul style="list-style-type: none"> Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to ‘cross the mid-line’ of their bodies. When they draw a single line from left to right, say, they don’t need to pass the paintbrush from one hand to another or have to move their whole body along. Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own. Provide a range of fine motor opportunities. Have an understanding of children who need additional support to develop their core strength and priorities these in the outdoor environment, Find the opportunity to assess each child’s pencil grip so that targeted support can be put in place to encourage children to use a comfortable grip.

Curriculum Links – Specific Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> Spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> Help children tune into the different sounds in English by making changes to rhymes and songs, like: changing a word so that there is still a rhyme. Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —." Ensure the words omitted have a rhyming link so that the children can use the rhyme to find the missing word. Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc). Ensure you model and correct letter formation so that children do not form incorrect habits of letter formation. Motivate children to write by providing opportunities in a wide range of ways. Provide the time to explicitly teach children how to write their name. Target children who are unable to write their name and find opportunities to provide additional support to these children.
M	<ul style="list-style-type: none"> Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and explore 2D and 3D Extend and create ABAB patterns – stick, leaf, stick, leaf. 	<ul style="list-style-type: none"> Provide opportunities throughout the day to encourage children to show finger numbers e.g. children in different areas of the classroom etc. In the environment, place numbers in areas to support with tidying e.g. 4 glue sticks, 5 spades. This will encourage children to count for a purpose but also to take responsibility for their environment. Use fruits and colours to create ABAB patterns linked to the hungry caterpillar. Provide resources in the environment for children to extend and create their own patterns. Encourage children to use the vocabulary related to shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
UTW	<ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> Show and explain the concepts of growth, change and decay with natural materials. Suggestions: <ul style="list-style-type: none"> plant seeds and bulbs so children observe growth and decay over time observe an apple core going brown and mouldy over time help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things. Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking. Model observational and investigational skills. Ask out loud: "I wonder if...?"
EAAD	<ul style="list-style-type: none"> Explore colour and colour-mixing. Draw with increasing complexity and detail. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Provide lots of flexible and open-ended resources for children's imaginative play. Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in. Help children to develop their drawing and model-making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.

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Knowledge Organiser

*Key Vocabulary

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> Recognise and talk about how they have changed using the words baby, younger, last year, a long time ago. Talk about things that have changed in them (grown taller, learnt new skills), and linked this back to the lifecycle of key insects. Use and understand words such as yesterday and last week to organise talk linking this to the growth of a plant. 	<ul style="list-style-type: none"> Know where to locate minibeasts in the school environment. Draw and label a map to show where the different minibeasts were. Name environments that are similar to 'The Jungle' that would be habitats for minibeasts. Name environments that are different to the jungle that would not be a habitat for a minibeast. 	<ul style="list-style-type: none"> Symmetrical art is the same on both sides. Create observational drawings of nature they have found adding appropriate detail to their drawings e.g. petals, stem, legs. 	<ul style="list-style-type: none"> Join materials to create bug hotels. Know how to safely use a saw to cut materials to join. Use materials to create rubbings of different textures in the environment. 	<ul style="list-style-type: none"> Natural resources can be used to make music (sticks, rocks etc). Know songs such as 'incy wincy spider' and sing in tune. 	<ul style="list-style-type: none"> Caterpillars make a cocoon. They hatch out of the cocoon as a butterfly. Bumblebees make honey in a hive. Spiders spin a web. The web catches flies. Bees, flies and butterflies have wings which means they can fly. Seeds need water, sun and soil to grow. 		
<p>PSHE and R.E - Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>							

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