



Key knowledge

During “How does your garden grow”, Children will have the opportunity to find out about where different foods come from and how they grow or which animal they come from. They will also explore different farm animals matching them to their young.

- Can you tell me about where your food came from?
- How could you grow your own food?
- How will you know which baby animal matches its mother?
- Why do we have farms?

Prime Areas

Communication & Language

This term children will develop their language skills whilst engaging in discussions about farm and food. They will build and extend their vocabulary through farm shop role play, small world play and stories.

- Can you describe the animals that would live on a farm?
- How are they similar/different to other animals?

Physical Development

The children will complete a variety of activities to develop their fine motor skills in preparation for writing such as: tweezers to sort tiny seeds, threading, playdough and painting. Children will continue to spend time experimenting with different ways of moving and travelling through riding pedal bikes, moving on apparatus in the outside area and developing gross motor skills with catching and throwing games. This term's PE sessions will focus on travelling in different ways.

- How can you change speed/direction?
- Show me how you travel safely from one side of the climbing frame to the other?
- How will you use the tweezers to sort the seeds?

Personal, Social and Emotional Development

Children will the ideas of rights and respect, focussing how we can care for our families, friends, classroom and the world around us.

- How can you look after your friend if they are upset?
- What would happen if we didn't all work together to keep our classroom tidy?
- How can we look after our planet?

Key vocabulary:

Grow

Plant, flower

Seed

Parts of a plant – flower, leaves, roots, stem

Long/short, longer/shorter, longest/shortest

Baby farm animals – piglet, lamb, calf, chick, kid, foal.

Specific Areas

Reading

Children will listen and join in with a range of topical stories with a fictional nature such as: 'Jack and the Beanstalk', 'Farmer Duck' and 'The Enormous Turnip'. They will also explore the non-fiction text, 'The Bean Diary'. They will be applying their Phase 2 and 3 Phonics knowledge to segment and blend simple words and phrases in books.

- What can you do if you get stuck on a word?
- Can you tell me the difference between a fiction and a non-fiction text?

Writing

A variety of mark making tools such as pens, pencils, paintbrushes and chalks will be available for the children to practise writing words with. They will begin to create story maps and label their own pictures with captions. Children will use their Phonics knowledge to write short, simple sentences in child-initiated play.

- What is the first sound that you can hear in this word? Can you write it?
- Can you draw a picture to represent the next part of the story?



How does your garden grow?

Maths

This term, the children will be continuing to demonstrate their knowledge of numbers up to and within 10 and showing how they are able to recognise these amounts, and make them in different ways. We will also be looking again at measures and measuring items of different lengths. The children will be able to apply these skills within their play too.

Understanding of the World

As part of this topic children will discuss similarities and differences between different farm animals. Children will compare and match adult farm animals to their babies. We will watch eggs hatch into chicks in our own middle area at school! They will explore where different foods come from and how they grow or which animal they come from. They will also observe daily weather and plant growth with a focus on keeping their own bean diary.

- What is similar about these two animals?
- What helped the plant to grow?
- How have the chicks changed?

Expressive Arts & Design

Children will be joining in with singing songs based on farm animals and growth. Children will work creatively to use natural materials to create a collage. They will explore colour to paint pictures of spring flowers and animals.

- What can you hear in this song? How do you think that sound was made?
- Why have you chosen this colour for your painting?