

Personal, Social and Emotional Development

- Circle time—Discuss features of the garden, what would a perfect garden have? Use imagination to create the perfect garden.
- Talk about how people like to give flowers as gifts. Discuss how it would make you feel to give/ receive flowers.
- The Enormous Turnip—Benefits of working as a team.
- Enormous Turnip small world.
- Role play masks—work together to act out different stories.
- Jack and the bean stalk board game (Twinkl)
- Friendship tree—when you see a friend doing a kind thing write it on a leaf.
- Florist role play area.

Communication & Language

- Story sacks.
- Bean action song and Hello Mr Sun Rhyme (Twinkl)
- Lay coloured flowers on a tray and cover them, remove one flower. Can the children say which one has been removed? What did it look like?
- Jack and the Beanstalk songs and rhymes (Twinkl)
- Retell stories using role play.
- Audio books.
- Growing area—plants, soil, pots, trowels, flowers etc.

Physical Development

- Flower themed cutting/scissor activities.
- Pencil control sheets and weekly handwriting.
- The Tiny Seed movement activity (Twinkl).
- Oliver's Vegetables—Discuss how our food is grown and healthy diet. Grow and eat own vegetables.
- Act out story and encourage children to move in different ways to reflect characters and events.
- Playdough, Finger gym, Swiggle whilst you wiggle and dough disco.

Outdoors

- Welly Wednesdays linked to topic
- Big Maths Activities
- Termly Outdoor Day linked to topic—Inform writing.

Involving Parents/ Trips/ Outdoors

- Sports day TBC
- Growth Home Learning Project
- Outdoor day
- Planting
- Chicks TBC

Literacy

- Read and retell traditional tales 'Jack and the Beanstalk' and 'The Enormous Turnip' - Story language.
- Share fiction and non-fiction books.
- Plant seeds and write instructions.
- Bring in flowering plants and encourage children to think of adjectives to describe them. Challenge to use adjectives in a sentence.
- Rhyming words—Mary Mary, Quite Contrary. Find the rhyming words. Think of a new rhyme.
- Recap—Outdoor day writing.
- Picture prompts, word mats and topic word cards in continuous provision.
- Design and label own garden.
- Story sequencing.
- Design a seed packet—picture and label.
- Wax crayons for leaf and bark rubbings.
- Selection of mark making tools.

Growth

Mathematics

- Titch measuring game (Twinkl)
- Numbers 0-20 ordering, missing numbers, matching and counting games.
- Use variety of seeds for counting, sorting etc.
- Measure and compare plants—height chart.
- Order by size.
- Sunflower counting song (Twinkl) - one less.
- Number bonds on flower pots and flowers. Find correct number.
- Garden centre role play and label items with prices, children to pay for items.

Understanding the World

- Planting a variety of seeds—cress, beans, sunflowers. Watch them grow, how to keep them alive etc. Record their investigations.
- ICT Flower painting.
- Woodland walk—What can you see? Feel? Etc.
- Sorting natural materials—describe the texture.
- Plant and flower walk in the local area. Record on hunt sheets and use ICT.
- How food grows—Oliver's Vegetables.
- Growing Discovery sack (Twinkl)
- The Big Grow with year 5 buddies.
- Place flowers in different colours water and watch what happens.
- Children to record themselves retelling a story.
- Freeze real flowers and leaves for children to explore.
- Watch a bean time lapse
- The Tiny Seed—explore life cycle.
- Jack and the Bean Stalk—Bean growing to the sky.

Expressive Arts & Design

- Hand print / finger print plants.
- Dries petal pictures.
- I'm a little bean song (Twinkl)
- Real life/ observational paintings—flowers for visual.
- Use a variety of seeds to make a collage.
- Explore how to thicken paint with flower.
- Junk modelling.
- Use musical instruments to add sounds when retelling stories.
- Bed sheet and natural materials to create 'Big Art'.
- Long strips of paper for painting long beanstalks.
- Make own shakers using seeds and pots/ bottles.

Personal, Social and Emotional Development

Making Relationships
 16-26 months To begin to play alongside others. To be able to play cooperatively with a familiar adult.
 22-36 months Beginning to show affection and concern for people who are special to them. To begin to seek out others and share experiences.
 30-50 months To be able to play in a group, extending and elaborating play ideas To be able to initiate play, offering cues for peers to join them
 ELG To be able to take account of one another's ideas about how to organise their activity
Self Confidence & Self Awareness
 16-26 months Beginning to engage in pretend play with toys, understanding their own thinking may be different to others.
 22-36 months To be able to express their own preferences and interests
 30-50 months Beginning to be more outgoing towards unfamiliar people and more confident in new social situations
 ELG To be able to say why they like some activities more than others
Managing feelings and behaviour
 16-26 months To be able to respond to appropriate boundaries with encouragement and support
 22-36 months To be able to respond to the wishes of others
 30-50 months Beginning to tolerate delay when needs are not immediately met, and understands wishes may not always be met
 ELG They talk about how they and others show feelings

Literacy

Reading
 16-26 months To be interested in books and rhymes and may have favourites
 22-36 months To have some favourite stories, rhymes, songs, poems or jingles
 30-50 months To be able to join in with repeated refrains and anticipates key events and phrases in rhymes and stories
 To be able to look at books independently. To know that information can be relayed in the form of print
 40-60 months To enjoy a range of books
 To know that information can be retrieved from books and computers.
 To be able to begin to read words and simple sentences
 To use vocabulary and forms of speech that is increasingly influenced by experiences of books.
 ELG To be able to read simple sentences in a story and information books.
 To read known words from sight
 To be able to distinguish between fiction and non-fiction books and sort these books when tidying the book corner.
 To develop an understanding of how to gather information in a non-fiction book
 To be able to talk to an adult about the main events in a story and can say how the story starts and ends.
 To re-tell the main points or events of a simple narrative in correct sequence using linking language
 To explain to others what the story they have had read to them is about.
 To talk about the main characters and can say where the story was set.
 To talk about texts that they like/dislike, giving reasons
 To be able to re-read a sentence after they have stopped to read a tricky word.
 To apply knowledge of letter sounds to read unfamiliar words
 To sound out letters to help read words within a familiar context. To use emerging phonic knowledge to read a range of CVC words - many of which are unfamiliar
 To segment a word, say each letter and blend the sound to read CVC words including digraphs and trigraphs (Phase 2 & 3 L&S)
Writing
 16-26 months Beginning mark make to show symbols can communicate meaning.
 22-36 months To be able to distinguish between the different marks they make
 30-50 months Beginning to give meaning to marks they draw and paint
 40-60 months To be able to link sounds to letters
 To be able to write own name and other things such as labels, captions.
 ELG To use knowledge of digraphs and trigraphs to spell unfamiliar and irregular words
 To be able to write first name and surname correctly, using capital letters where needed.
 To write a simple story that includes a character and event.
 To write a story whereby an adult can read the writing without the child's interpretation.



Communication & Language

Listening and Attention
 16-26 months To be able to show rigid attention, may appear not to hear.
 To be able to listen to and enjoy rhythmic patterns in rhymes & stories.
 22-36 months To be able to recognise and respond to familiar sounds. To be able to listen with attention to the noises adults make
 30-50 months Beginning to join in with repeated refrains and anticipates key events and phrases in rhymes and stories. To be able to listen to stories with increasing attention and recall
 ELG To be able to give attention to what others say and respond appropriately, while engaged in another activity.
Understanding
 16-26 months To be able to understand simple sentences. To be able to select familiar objects by name and be able to find objects when asked.
 22-36 months To be able to understand action words - planting. To be able to understand more complex sentences
 30-50 months Beginning to respond to simple instructions. - planting seeds To begin to understand the use of objects- gardening tools
 ELG To be able to follow instructions involving several ideas or actions - planting seeds
Speaking
 16-26 months To be able to talk about people and things that are not present. Beginning to ask simple questions.
 22-36 months Beginning to hold a conversation, jumping from topic to topic. To begin to use a variety of questions
 30-50 months Beginning to question why things happen and gives explanations. Asks who, what, when and how. To begin to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relieve past experiences- planting
 ELG To be able to express self effectively by showing awareness of listeners' needs.

Physical Development

Moving & Handling
 16-26 months Beginning to balance blocks to make a small tower
 22-36 months To be able to squat with steadiness to rest or play with objects on the ground, and rises to feet without using hands To be able to run safely on whole foot. To be able to show control in holding and using jugs to pour, hammers, books and mark making tools
 30-50 months To be able to stand momentarily on one foot when shown. To be able to catch a large ball. To be able to mount stairs or climbing equipment using alternate feet
 40-60 months To be able to handle tools, objects, construction and malleable materials safely and with increasing control- play-dough and scissor control
 ELG To approach apparatus, climb on and move along with confidence using coordinated foot movements.
 To be able to move with good coordination and control when running, skipping, jumping, hopping, sliding, rolling, balancing and climbing.
 To be able to roll, kick, throw, and catch equipment such as a ball or beanbag
 To develop control when dribbling a ball
 To be able to hit a ball with a large bat
 To be able to show good control and coordination in large and small movements- large bikes and toys
Health & Self Care
 16-26 months To show desire to help with dressing/ undressing and hygiene routines
 22-36 months To be able to clearly communicate their need for potty or toilet
 Beginning to recognise danger and seek support of significant adults for help
 30-50 months To be able to tell adults when they are hungry or tired or want to rest.. To be able to drink well without spilling.
 40-60 months Beginning to be usually dry and clean during the day Shows understanding of how to transport and store equipment safely
 ELG Children know the importance for good health of physical exercise and a healthy diet.

Mathematics

Number
 16-26 months Beginning to say some counting words randomly. Beginning to organize and categorise objects.
 22-36 months To begin to use language of quantities, such as more and a lot. To be able to recite some number names in sequence. To be able to know that a group of things changes in quantity when something is added or taken away
 30-50 months To be able to use number names and number language spontaneously. To be able to use some number names accurately in play. To begin to represent numbers using fingers, marks on paper or pictures
 40-60 months To be able to count up to three or four objects by saying one number name for each item.
 ELG To solve problems, including doubling, halving and sharing. Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than the given number. **MMS:** To recognise, write and say half when asked. To act out and copy addition and subtraction Maths Stories. To count and match pennies to objects. Weigh parcels and say which is heaviest/lightest.
Shape, space and measure
 16-26 months To be able to associate a sequence of actions with daily routines. To be able to show enjoyment filling and emptying containers.
 22-36 months To be able to notice simple shapes and patterns in pictures To be able to categorise objects according to properties such as shape or size
 30-50 months To begin to show an interest in shape and space by playing with shapes or making arrangements with objects To begin to talk about the shapes of everyday objects such as round and tall. To begin to use shapes appropriately for tasks
 ELG To be able to describe and explore the properties of shape and determine which slide and roll
 To begin to describe the features of solid and flat shapes using items such as corner side, curves and straight. **MMS:** Identify and name 2D shapes. Sort 2D shapes by tessellating and non-tessellating. To be able to use positional language

Expressive Arts & Design

Media & Materials
 16-26 months To be able to express self through physical action and sound.
 22-36 months To begin to use representation to communicate
 30-50 months To begin to notice what adults do, imitating what is observed and then doing it spontaneously when adult is not there. To be able to build stories around toys
 ELG To be able to use what they have learnt about media and materials in original ways thinking about uses and purposes.
Being imaginative
 16-26 months To begin to notice and be interested in the effects of making movements which leave marks.
 22-36 months To be able to join in singing favourite songs. To be able to experiment with blocks, colours and marks
 30-50 months To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. To be able to be interested in and describe the texture of things
 ELG To be able to safely use and explore a variety of materials, tools and techniques, experimenting with colours, design, texture, form and function
 To sing songs, make music and dance and experiment with ways of changing them - chicken dance

Understanding the World

People & Communities
 16-26 months To enjoy pictures and stories about themselves and their families.
 22-36 months To begin to learn that they have similarities and differences that connect Remembers and talks about significant events in their own experience
 ELG To order a set of pictures in the correct sequence - lifecycles
 To remember and talk about significant events in their own life
 To show an interest in the lives of people familiar to them
 To be able to talk about past and future events - weekend
 To identify and talk about events in their own life and in the lives of their family members, e.g. birthday, visit to grandparent.
 To be able to use times related to words in conversation.
 To understand about seasons of the year - spring, summer, autumn, winter
The World
 16-26 months To be able to match parts of objects that fit together- lifecycle
 22-36 months To be able to enjoy playing with small world models
 30-50 months To be able to talk about some of the things they have observed such as plants, animals, natural and found objects
 ELG To make observations of animals and plants and explain why some things occur and talk about changes
Technology
 16-26 months To be able to anticipate repeated sights, sounds and actions - chicks
 22-36 months To begin to acquire basic skills in turning on and operating some ICT equipment
 30-50 months To be able to know that information can be retrieved from computers
 40-60 months To be able to use ICT hardware to interact with age appropriate computer software.
 ELG To recognise that a range of technology is used in places such as homes and schools.

Growth