

# Come Outside!

The Characteristics of Effective Learning- playing and exploring, active learning and creating and thinking critically, underpin learning and development across all areas. They support your child to remain an effective and motivated learner.

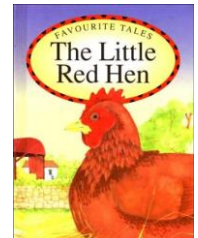
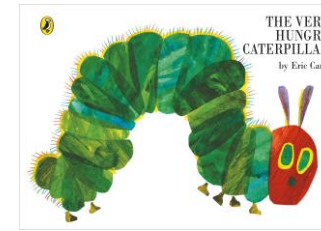
This term we will be looking at growing and the mini-beasts that will hopefully be visiting our outdoors areas. We will use familiar childhood texts to explore the process of growing the food that we eat as well as the growing of plants that we use to make our gardens bright and inviting. We will also think beyond our school grounds, making observations about the local area.

## Understanding the World

- Describe and comment on things they have seen whilst outside, including plants and animals.
- Demonstrate understanding of seasons and weather in role play situations.
- Plant and take care of seeds and plants including understanding what is needed for successful growth.
- Explore Eid which marks the end of Ramadan

## Texts used this Term...

- The Little Red Hen
- Jack and the Beanstalk
- The Enormous Turnip
- The Tiny Seed
- The extraordinary Gardener
- The Hungry Caterpillar
- The life of a plastic bottle
- Variety of non-fiction growing texts



## Key Vocabulary

seasons

flower

recycle

root

leaves

habitat

stem

colony

thrive

bulb

swarm

life-cycle

seed

antenna

sculpture

compost/soil

hive

## Communication and Language

- Continue to learn rhymes, poems and songs.
- Engage actively with stories including through role play.
- Use new vocabulary in context.
- Continue to have back and forth interactions with teaching staff and their peers.
- Elaborate and give detail when responding to questions.
- Sharing of factual information.

## Literacy

- Phonics – Phase 4, recapping phase 3 where necessary
- Explore non-fiction texts. Leaflets
- Sequence events to create a timeline of how plants grow
- Use story language when acting out a narrative.
- Identify the main events in a story and use them to help with retelling.
- Record labels, captions or sentences to accompany drawings.
- Distinguish between capital and lowercase letters.
- Use finger spaces to show a new word.
- Begin to understand that non-fiction texts do not tell a story but can give us information.

## Mathematics

- Continue to practise subitising including when in arrangements which show one more or 'doubles' patterns.
- Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number.
- Identify when it is appropriate to count and when groups can be subitised.
- Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers.
- Continue to develop confidence and accuracy in both verbal and object counting.
- Explore the composition of 10.
- Compare length, weight and capacity

## Physical Development

- Explore obstacles by moving over, under through and around equipment.
- Continue to move in different ways for example: - spinning, rocking, tilting, falling, sliding and bouncing.
- Explore healthy eating through work on growing fruit and vegetables.
- Dance in response to music
- Continue to access fine motor activities to strengthen fingers for holding a pencil and forming letters.
- Use one hand consistently to perform fine motor tasks.
- Explore cutting along curved lines



## Expressive Arts and Design

- Explore symmetrical patterns – butterflies
- Look at artwork by Eric Carle and create artwork based on the seasons / colour mixing
- Create work based on the sculptures of Andy Goldsworthy
- Link work on life cycles to the famous sunflower artwork of Vincent Van Gogh – make close observational drawings of flowers
- Evaluate own work and make changes to designs
- Design scarecrows to protect newly planted seeds / bulbs

