

Subject EYFS

Year: EYFS Term: Summer 1	Curriculum theme: Secret Garden	Key concepts: Planting and the needs of plants
DM statements – 40-60 Leading to ELGs	Skills: - To write cvc, cvcc, ccvc words and some red words. - To write simple sentences. - To create a pictures using different media	Vocabulary: Seed, bulb, root, shoot, bud, leaf, plant, water, sun, soil, instructions, growing Butterfly, chrysalis, egg, caterpillar. Under, in, behind, next to, in front of, on nature, environment, local houses, homes, flats, rooms, buildings etc
Prior learning: To be discovered in the Woolly Web	Key knowledge: Taken from history progression -To know that homes/houses have changed over time (past to now) - To identify changes in life cycles of a butterfly, sunflower and chicken (then and now). Taken from Geography progression -To know that we live in England. -To know that our school is in Burton near a town called Christchurch. -To know the features of our local park. -To know that Burton is a village. -To know that Christchurch is a town. -To use vocabulary to describe the world around them. -To make a map of a village walk identifying different locations. -To draw a map from a story. From Music progression - To recognise whether a sound is high or low - To recognise that different sounds can be long or short. - To recognise that instruments can be played loudly or softly. - To recognise when music is fast or slow. - To know that pulse is the steady beat that goes through music. - To match our body movements to the speed or pulse of music. - To know that different instruments can make different sounds and can sound like a particular character. - To know that music often has more than one instrument being played at a time.	From Science Progression - To talk about the weather and seasons throughout the year. - To observe changes in weather – warm in summer and cold in winter - To play and explore the natural world. - To play different instruments and discuss sounds. - To explore some powered toys during Let's Explore - To know that different animals may live in different places. - To talk about similarities and differences between the natural world around them and contrasting environments such as Africa and the UK. - To describe how animals and humans are similar and different. - To play in the sand tray and notice rocks in the wildlife area. - To notice similarities and differences e.g. between wet soil and dry soil, sandy soil and stony soil. - To talk about the life-cycle of a butterfly - To talk about similarities and differences following trip to New Forest Wildlife Park and after Cray Creatures. - To observe carefully using magnifiers and talk about changes as children see butterfly eggs go through all the changes of the life-cycle - To observe plants living in different places and over time. - Plant seeds and care for growing plants e.g. sunflowers and daffodils. - To observe and talk about soil while gardening.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Woolly Web – what do we know about flowers? Teacher to create a list of flowers named. Teacher to record any facts mentioned.	Read Jasper's Beanstalk. Talk about how the bean just doesn't grow. Ask the children why they think nothing is happening, recap on what a seed/bean needs if it was mentioned the previously.	Science - Children to plant a bean in a plastic cup, providing it with water and a secure place for the roots to grow.	Science - Children and adults to plant a variety of seeds in a pot. Children to follow the instructions and plant as independently as possible. Discussions on where is should be put and what needs to done to help the seed growing.	Children to sequence instructions for planting a seed. Cut and stick simple pictures and sentences.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
T4W Recap Jasper's Beanstalk Children to retell the story using a story map and simplified language. Children to draw their own map.	Science - Using Jasper's Beanstalk as a stimuli – talk about the parts of a plant. Explain what the parts do and why they are important to the plant. Children to write simple sentences to match a picture. E.g. It is the root. It is the shoot.	Art – painting flowers Children to be given opportunity to paint a flower of their choosing. These to be laminated and added to the EYFS garden for decorative purposes.	<i>Wildlife Visit –</i> <i>Children to have a wonderful day listening to facts about: Owls, otters, butterflies, wolves, deer and other New Forest Animals.</i>	Science link - Habitats of animals. In preparation for the Wildlife park visit, talk about animal habitats and why they have those specific things for their homes.

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Introduce The Very Hungry Caterpillar. Children to join in with the story and try to recall what might happen.	Science link - Look at caterpillars and how they are growing. Life cycle of a caterpillar – children to write simple sentences for the stages of the butterfly.	The Very Hungry Caterpillar Children to write simple sentences retelling the story. Picture clues to be available as well as word maps.	Symmetry - Looking at butterfly wings Children to paint a symmetrical butterfly. Children to also complete a symmetrical pattern on a handwriting sheet.	Shades of Colour Introduce colour mixing. Children to create concentric circles adding more of one colour to create different shades.
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Introduce Elmer - T4W Elmer on a story map. Children to retell the story writing simple sentences to match a picture. This to be continued over several sessions.	Elmer Bottle Collage Pupils to create a collaged elephant out of tissue paper and a milk bottle. Using pva glue and prepared tissue squares.	Elephant facts Looking at the elephant fact sheet – recap non- fiction reading Pupils to write simple sentences to label parts of an elephant. E.g. it has a trunk, it has 4 legs.	Elmer Patterns – design and creation over several sessions. Children to create their own elephants with patterns. Explore different pattern options - discuss colour, ease and design techniques.	Elmer Day Parade Children to parade their patterned elephant around the playground, whilst singing the Elmer Day Parade song (If possible, wearing ears on a hat)
Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Introduce Out and About topic. Take the children on a walk around the village to see what buildings we have. Discuss different types of homes. Importance and age of buildings.	Draw a map recalling our walk. Where did we go? What did we see? Photos for prompts. Large group maps.	Simple sentences to recall walk. We went to the ... Bus stop, shop, green, church, doctors etc.	Painting of locations around the village. Using accurate colours and making clear representations. Pupils to write a label to match their picture	You choose – exploring different homes. Different types of homes around the world. Simple sentences. It is a mud hut. It is an igloo. It is a flat. It is a yurt. Comparison of Burton to another location.