

## EYFS TERM 5 – GROWING

		<b>Focus Text:</b> The Very Hungry Caterpillar		<b>Hook:</b> Class caterpillars	
		<b>Pupils Learn...</b>		<b>Key Vocabulary / Language</b>	
				<b>Enhanced Provision</b>	
<b>COMMUNICATION AND LANGUAGE</b>	<b>LISTENING, ATTENTION AND UNDERSTANDING</b>	<p>To respond to what they hear with relevant questions.</p> <p>To follow and understand instructions with multiple parts.</p> <p>To listen to and talk about selected non-fiction to develop new knowledge and vocabulary.</p>	<p>Who</p> <p>Why</p> <p>When</p> <p>Where</p> <p>How</p> <p>Because</p> <p>First</p> <p>Then</p> <p>Next</p> <p>Finally</p> <p>I think that...</p> <p>I know that...</p> <p>That happened because...</p>	<p>Additional reading sessions, with a focus text linked to Growing.</p> <p>To make their own non-fiction books.</p> <p>Listening games focused on instructions and ordering.</p> <p>Singing games.</p>	
	<b>SPEAKING</b>	<p>To actively participate in small group and class discussions offering their own ideas.</p> <p>To articulate their ideas in well-formed sentences. Using past, present and future tenses.</p> <p>To use vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>I think that...</p> <p>I know that...</p> <p>That happened because...</p> <p>First</p> <p>Then</p> <p>Next</p> <p>After that</p> <p>Finally</p> <p>In the end</p>	<p>Role play areas linked to Growing–Garden Centre, Investigation Area.</p> <p>Learning the focus text (The Very Hungry Caterpillar) with actions to support this.</p> <p>Practice orally speaking in Spanish and introducing themselves.</p> <p>Story invention linked to Growing.</p>	
<b>PERSONAL, SOCIAL, AND EMOTIONAL</b>	<b>SELF REGULATION</b>	<p>PSHE</p> <p>That rules are sets of instructions and standards of behaviour that are needed to keep people safe and to avoid conflict.</p> <p>That different rules are needed for different environments and different situations</p>	<p>Rules</p> <p>Instructions</p> <p>Behaviour</p> <p>Conflict</p> <p>Safe</p> <p>Environments</p> <p>Situations</p>	<p>PSHE lessons through circle time and class assembly, with a focus on recognising the impact their actions can have and how others may react.</p> <p>List responsibilities in the classroom and discuss whether these are likely to be similar or different in their next class.</p> <p>Role play a range of scenarios linked to rules.</p> <p>Come up with and agree to a set of class rules.</p>	

<b>PHYSICAL DEVELOPMENT</b>	<b>MANAGES SELF</b>	<p>That a healthy lifestyle involves exercise. Active travel to school.</p> <p>To show understanding of how to transport and use equipment safely.</p> <p>To be confident and show independence, resilience and perseverance.</p>	<p>Exercise Healthy Lifestyle Independence Resilience Perseverance</p>	<p>How do you travel to school? Children to draw/make one way they travel to school.</p> <p>Set up their own obstacle courses, using a range of equipment.</p> <p>Design a track for some balance bikes to travel through.</p> <p>Resilience and perseverance games.</p>
	<b>BUILDING RELATIONSHIPS</b>	<p>Relationships (PSHE)</p> <p>That their class is a group that they are a member of.</p> <p>To work and play cooperatively and take turns without adult support.</p>	<p>Talk Resolve Negotiate Compromise</p> <p>Adults Friendship Peers Talking Listening Communicating</p>	<p>PSHE sessions focusing on team work.</p> <p>Games that focus on turn taking and having winners and losers, e.g. Balance bike obstacle races.</p>
	<b>GROSS MOTOR SKILLS</b>	<p><b>Gymnastics Unit 2</b></p> <p>To create short sequences using shapes, balances and travelling actions.</p> <p>To develop balancing and safely using apparatus.</p> <p>To develop jumping and landing safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore travelling around, over and through apparatus.</p> <p>To create sequences using apparatus.</p> <p><b>Balanceability</b></p> <p>Sensory processing skills</p> <p>Spatial awareness. Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Move Copy Shape Over Space Rock Around Safely Sideways Travel Forwards Backwards</p> <p>Static Balance</p> <p>Dynamic Balance</p> <p>Push start</p> <p>Stop Steering</p>	<p>Play equipment to focus on balancing and jumping.</p> <p>Balanceability footprint shapes</p> <p>Stepping stones, bike obstacle course</p> <p>Jumping off apparatus and landing safely.</p> <p>Obstacle courses with throwing and jumping.</p> <p>Hoops to be set up vertically so that students can crawl through the hoops to pretend to "eat" through the foods in the story.</p>

	<b>FINE MOTOR SKILLS</b>	<p>To learn to trim and snip with increasing accuracy when using scissors to create a desired shape.</p> <p>To show accuracy and care when writing, thinking about letter sizing.</p>	<p>Cut Hold Control Snip</p> <p>Tall letters Small letters Capital letters Lower case</p>	<p>Using scissors, children to trim and cut card caterpillars, butterflies and other minibeast.</p> <p>Handwriting games</p> <p>Make plants, caterpillars and butterflies – develop fine motor skills when doing so</p>
<b>LITERACY</b>	<b>COMPREHENSION</b>	<p><b>Vocabulary, comprehension &amp; metacognition:</b> Simple sequencing of a story Retrieval of key details from the learned text Raising simple questions like 'What if...?' &amp; know that good readers ask questions when they read. Anticipate upcoming events from the story based on facts learned so far.</p> <p><b>Responding &amp; questions:</b> Discuss likes, dislikes &amp; puzzles about the story Orally answer some simple questions that promote inference e.g. Why didn't one dinosaur baby look like a T-Rex?</p>	<p>At the end of the story...</p> <p>The problem was...</p> <p>They found a solution by...</p> <p>What if...?</p> <p>What do you think?</p> <p>I think that...</p> <p>I like the part when...</p> <p>I didn't like it when...</p> <p>The character is happy/sad because...</p>	<p>Role play – garden center, bug investigation station</p> <p>Story bags and props.</p> <p>Books themed in reading corner – fish stories/non fiction.</p> <p>Story maps both inside and outside.</p> <p>Discussing games/ books completing a 'book review of their favorite books.</p>
	<b>WORD READING</b>	<p><b>Decoding - Fluency &amp; Word Reading:</b> <i>Unit 3 GPCs: /ure/ ure /er/ er /ai/ ay /ee/ ea /igh/</i> <i>Common Exception Words: their are her his said like</i></p>	<p>Sound Blend Read</p>	<p>Bug word hunt using magnifying glasses – reading words linked to Animaphonics and taught sounds. Numbers to be included too.</p> <p>Access to technology to play phonics games, eg. Ipad to play</p>
	<b>WRITING</b>	<p><i>Growing</i> ■ The Very Hungry Caterpillar (+ ■ information)</p> <p><b>Transcription:</b> <i>Unit 3 GPCs: /ure/ ure, /er/ er, /ai/ ay, /ee/ ea, /igh/</i> <i>Common Exception Words: their are her his said like</i> <i>Simple sentence writing</i></p> <p><b>Composition:</b> Oral composition of innovated and invented stories including typical</p>	<p>Character Settings Plot</p> <p>Character Sentences Story Instructions Firstly Secondly Lastly Fact Information reports</p>	<p>Garden center/ bug investigation station role play areas – develop storyline in pretend plays.</p> <p>Story books and life cycle posters</p> <p>Plant pot hut – reading words and numbers</p> <p>leaves – add words/read words on</p> <p>Chalk plants, bugs and life cycle of a butterfly (fine motor link)</p> <p>Phonics play – word hunt using magnifying glasses</p>

		<p>story language features from the below: Once upon a time there was a... who lived... Early one morning... So he..., And they...,</p> <p>Simple innovation on learned stories through substituted characters and vegetable for the story - builds on SuperTato - children to map and tell new stories with associated sentence writing.</p> <p>Writing a simple information report using a class model.</p>		<p>Story invention opportunities</p> <p>Opportunities for children to make their own story maps and story books.</p> <p>Making their own information booklets and posters.</p>
<b>MATHEMATICS</b>	<b>NUMBER</b>	<p>To explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.</p> <p>To begin to generalise about 'one more than' and 'one less than' numbers within 10.</p> <p>To continue to identify when sets can be subitised and when counting is necessary.</p> <p>To develop conceptual subitising skills including when using a rekenrek.</p> <p>Look at how the quantity of a group can change by adding more or taking some away.</p>	<p>Subitise Missing parts Number Frame Finger Patterns Sequence Staircase Order Problems More Less Structure Rekenrek Doubles Adding Taking away</p>	<p>Using 10-frame and die frames to represent numbers, especially doubles.</p> <p>Provide opportunities for building towers and making track games in both indoor and outdoor play areas, focus on one more and less when playing.</p> <p>Encouraging children to record what they have made with their own graphical representations. Both inside and outside with chalk.</p> <p>Hunting for minibeasts, focus on subitising and number composition.</p>
	<b>NUMERICAL PATTERNS</b>	<p>To continue to develop their counting skills, counting larger sets as well as counting actions and sounds.</p> <p>To continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</p> <p>To compare quantities and numbers, including sets of objects which have different attributes.</p>	<p>Equal Unequal Odd Even Shape Count Pattern Double Finger Patterns More Less Sort Match Compare</p>	<p>Using building blocks to build towers and compare the amounts</p> <p>Counting songs.</p> <p>Comparing games.</p> <p>Sorting numbers using a variety of resources such as numicon, manipulatives, toys, leaves, sticks.</p>

		<p>Continue to develop the skills sorting, matching and comparing numbers.</p> <p>Look at how the numbers 1 to 9 repeat after every full 10.</p>		
		<p>To select and rotate shapes, using positional language to describe them and combine them to make new shapes.</p>	<p>Square Circle Rectangle Triangle Pentagon Hexagon Next to Behind In front of Below Above On top Below</p>	<p>Using shapes to make minibeasts.</p> <p>Positional language games.</p>
<b>THEWORLD</b>	<b>PEOPLE AND COMMUNITIES</b>	<p>That there are times and places when they feel that they belong or are special? – family, friendships, school, class.</p> <p>That we are all unique and valuable. Unique means different.</p> <p>That there are times in religion that they belong (Playgroups at Church; Sunday School; baptism).</p> <p>That we can learn about religions by observing different special occasions.</p> <p>That sometimes you are made to feel special e.g., baptism is a special occasion for Christians</p> <p>That Christians believe that children are special (Mark 10 – the children want to see Jesus).</p> <p>How children are welcomed into a religion – the whispering of the Shahadah and cutting of the hair; baptismal candle.</p>	<p>Special Unique Valuable</p> <p>Religions Church Sunday School Baptism Special Occasions</p>	<p>Play simple games and ask them how they felt belonging to a team.</p> <p>Re-enact a baptism.</p> <p>Draw around their hand and decorate.</p> <p>Role play the story of Jesus wanting to see the children</p> <p>Role play different special occasions such as birthdays, Christmas, 'Eid, Diwali etc..</p>

		<p>How to say a range of colours in Spanish.</p> <p>To identify colours by saying the name of them in Spanish - <i>Red (rojo), Yellow (amarillo), Blue (azul), Green (verde) Grey (gris), White (blanco), Purple (violeta), Orange (naranja), Brown (marrón), Black (negro)</i></p>	<p>- <i>Red (rojo), Yellow (amarillo), Blue (azul), Green (verde) Grey (gris), White (blanco), Purple (violeta), Orange (naranja), Brown (marrón), Black (negro)</i></p>	<p>Describe the colours of the flowers they make and grow.</p> <p>Music – learn the Spanish colour songs.</p> <p>Describe the colours of vegetables.</p> <p>Describe colours at forest school.</p>
	<p><b>THE NATURAL WORLD</b></p>	<p>That screen time is when we look at an electronic device like an ipad, computer, laptop, phone or television.</p> <p>That screen time can be fun but it can also be harmful too. Too much screen time can give us headaches, affect our eye sight and stop us playing with our friends.</p> <p>That screen time should be no more than 60 minutes a day and when we use devices we remember our Online Safety rules (from term 3)</p> <p>That if they have a concern about any content that they see online such as a picture or video, they should tell an adult.</p> <p>What 'posting' and 'sharing' online is and they have a 'digital footprint.</p>	<p>Devices Screens Ipad Computer Phone Television Online safety Posting Sharing Digital Footprint</p>	<p>Use Buddy the Dog Screen time story to look at the effects of too much. (<a href="https://www.twinkl.co.uk/resource/eyfs-exploring-screen-time-with-buddy-the-dog-powerpoint-t-tp-1671529393">https://www.twinkl.co.uk/resource/eyfs-exploring-screen-time-with-buddy-the-dog-powerpoint-t-tp-1671529393</a>)</p> <p>Create posters of the good things about screen time and then the bad things.</p> <p>Using an ipad/laptop to create pictures of plants and minibeasts.</p>
		<p>To describe the environment in terms of the natural world such as there is lots of grass, flowers, meadow or there are roads, buildings and cars.</p> <p>That a natural environment has happened on its own and has not been made by humans</p> <p>That in a forest they will find trees, bushes, grass, mud, insects, undergrowth and plants growing</p>	<p>Grass Flowers Meadow Natural Environment Forest Trees Bushes Insects Undergrowth Sand Pebbles Shells Fish Seaweed Water</p>	<p>Forest Role Play area – outdoors</p> <p>Plant growing and recording the lifecycle</p> <p>Create environments in tuff trays using natural resources.</p> <p>Making model forests and beaches using a variety of resources.</p>

		<p>That on a beach they will find sand, pebbles, shells, fish, seaweed and water.</p> <p>To compare a beach and forest by using comparative sentences such as 'In the forest, trees grow but on the beach, they do not have trees.' 'On a beach, I will find water (sea) but not in a forest.' 'They are similar as they are natural environments.'</p>		
	<p><b>PAST AND PRESENT</b></p>	<p><b>Coronation Focus</b> That a monarchy is a system which has a monarch. The monarch is the ruler.</p> <p>The Royal family is the monarchy in the UK and King Charles is the monarch.</p> <p>That in the past we have had many Kings and Queens in particular Henry VIII, Elizabeth II and now Charles III</p> <p>Henry VIII was a famous King who reigned a long time ago. He had 6 wives whilst his was King.</p> <p>That the coronation is when King Charles III will be crowned the King.</p>	<p>Coronation Monarchy Ruler Royal Family King Queen Reigned</p>	<p>Ordering of the monarchs (King Charles, Queen Elizabeth and Henry III)</p> <p>Opportunities to make crowns/flags and role play a coronation.</p> <p>Children to design a menu for a coronation lunch. Consider how this may have changed from Henry VIII's coronation. Add labels to the menu.</p> <p>Make a throne for the King.</p> <p>Make a model palace.</p> <p>Write a letter or make a card for the King.</p>

**EXPRESSIVE ARTS AND DESIGN**

**CREATING WITH MATERIALS**

To cut, join and fold different materials. They will explore ways to attach using glue and pins.

To convey in pictures and words how they will create their moving minibeast. (Design)

To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Use a range of small tools, including scissors and paintbrushes.

That observational art is when you draw or paint what you can see, as it looks.

To identify colours, shapes, and patterns of flowers and leaves in the outdoor environment.

That art is a way to express your feelings or thoughts.

That art can help you portray things both real and not real, such as drawing a dog versus drawing the emotion 'scared'.

Join  
Fold  
Attach  
Pin  
Convey  
Portray  
Tools  
Observational  
Colour  
Shape  
Pattern  
Express  
Emotion

Make a moving minibeast.

Paint a variety of natural objects, such as plants and minibeasts.

Use recycled materials to make a minibeast.

Select leaves of different shapes to observe and draw in pencil.

Use pre-drawn petals to make own flowers. Children to draw own petals and cut out to create and select shapes.

Rubbings and prints of natural items and children describe what they can see.

**BEING EXPRESSIVE AND IMAGINATIVE**

That improvise means to invent/create music that has never been heard before.

To begin to improvise independently based on a learned theme such as pirates or growing.

To improvise own lyrics around the cuckoo interval. The cuckoo interval is where cuckoos change their call from Spring into Summer.

To walk and sing to a steady beat.

Improvise  
Invent  
Create  
Lyrics  
Steady  
Beat  
  
Other vocabulary -  
Cuckoo interval, Loud, Quiet, Soft, Hard, Vibrations, Tempo, Fast, Slow, Beat, Rhythm

Learn the song 'Sid the Snail' (Sing up)

Sing acapella and play circle game  
Expand to include other animals e.g. bee, bee, buzzing around

Use chime bars independently to create cuckoo interval to improvise.

Use chalk on playground to play game



		<p>Begin to use call and response improvisations with peers.</p> <p>To initiate movements to express ideas of lifecycles of plants.</p>		
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