



Doing all the good we can

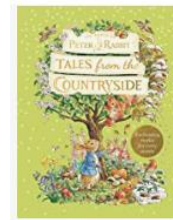
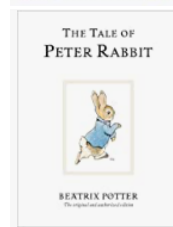
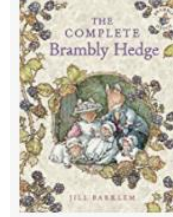
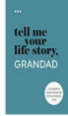
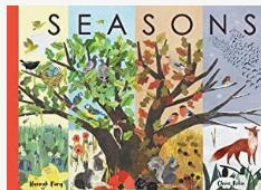
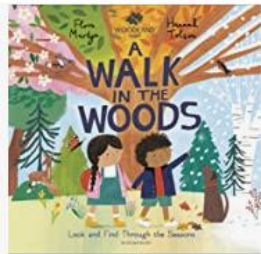
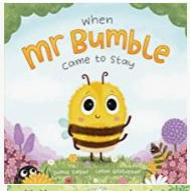
EYFS Medium Term Planning Year B Summer N1

Area of Learning	17.4.23	24.4.23	1.5.23	8.5.23	15.5.23	22.5.23	5.6.23	12.6.23	19.6.23	26.6.23	3.7.23	10.7.23	17.7.23 +2 days
Block Focus	The Natural World (Geography)		Past and Present (History)	Technology and E Safety (Computing)	Additional K&U World	Being Imaginative and Expressive (Music)	The Natural World (Science)	Creating With Materials (Art)			Creating With Materials (D&T)		People, Culture and Communities (RE)
Themes	Mini beasts + Seasons		The Coronation Kings and Queens	Feelings and Emotions – how can we keep ourselves safe and well?	Thinking about the past: preserving memories	Weather, Clouds, rainbows, the Environment	Vegetables: Growing, planting and looking after plants,	What is Summer?			Plants and Flowers Forest School Construction		The Beach. The ocean and marine life.



Suggested
Texts

Doing all the good we can



Location knowledge

- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world
- Know that there are different countries in the world & talk about the differences they have experienced or seen in photos

Place Knowledge

- Talk about some of the things they have observed in different places
- Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world
- Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park

Human and Physical Geography

- Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.
- Identify seasonal patterns – focusing on plants and animals.
- Begin to understand the effect their behaviour can have on the environment

Geographical Skills and Fieldwork

- Observe and identify features in the place they live and the natural world.
- Find out about their environment and talk about features they like and dislike.
- Use diverse range of props, photos, books to notice & talk about similarities & differences

Chronological Understanding

- Retell past events in correct order
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
- Remember & talks about significant times or events for family & friends
- Begin to make sense of own life-story & family's history

Historical Enquiry

Algorithms

- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images

Creating Programs

- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and Tablets

Using Technology

- Knows that

Past and Present cont.

Performing

- Remember & sing familiar songs e.g. pop songs, rhymes
- Taps out simple repeated rhythms
- Creates sounds to accompany stories
- Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs
- Play instruments with increasing control to express their feelings & ideas

Appraising

- Explore & learn how sounds & movements can be changed e.g. louder, quieter
- Notice what other children & adults do, mirror what is observed, adding variations & doing it

Living Things and Their Habitats

- Explore different habitats outdoors, e.g. scent, colour & shape of flowers attracting bees
- Observe growth & decay over time
- Begin to understand the need to respect & care for the natural environment & all living things
- Talk about what they see, using a wide vocabulary
- Understand the key features of the life cycle of a butterfly

Plants

- Most plants start growing from a seed or bulb
- All plants need water & light to grow & survive
- Observe plants closely through a variety of means e.g. magnifiers & photographs
- Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds
- Use all the senses in hands-on exploration of plants
- Understand the key features of the life cycle of a plant

Animals including humans

- Observe animals closely through a variety of means e.g. magnifiers & photographs

Drawing & paint (pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon,

- Create closed shapes with continuous lines, & begin to use these shapes to represent objects
- Begin to use a variety of drawing tools
- Draw with increasing complexity & detail, such as representing a face with a circle & including details
- Show different emotions in their drawings
- Explore colour & colour mixing

Use of colour, pattern, texture, line, form, space & shape (textiles, clay, sand, plaster, stone, 3D work, clay, dough, boxes, wire, paper sculpture, materials, lino, wood blocks, press print, mono-printing

- Explore different materials freely, in order to develop ideas about how to use them & what to make
- Join different materials & explore different textures
- Handling, feeling, enjoying and manipulating materials
- Use variety of construction materials

Use different materials

- Join different materials & explore different textures
- Develop own ideas & decide which materials to use to express them

Explore a range of artists

- Join different materials & explore different textures
- Develop own ideas & decide which materials to use to express them

Designing

- Develop own ideas & decide which materials to use to express them

Making

- Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Use available resources to create props or creates imaginary ones to support play

Evaluating

- Develop new skills & techniques
- Use tools for a purpose

Food Technology

- Talk about the differences between materials & changes they notice
- Make healthy choices

AT1 Belief and Teachings

- Begin to make sense of their own life story & family history

Practices and Lifestyle

- Talk about what they have experienced or seen in photos

Expression and Language

- Develop positive attitudes about the differences between people

AT2 Reflecting

- Know some of the things that make them unique, & can talk about some of the similarities & differences in relations

- Question why things happened & give explanations
- Understand why and how questions
- Asks who, what, when & how

Knowledge and Interpretation

- Develop an understanding of growth, decay and changes over time
- Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world

information can be retrieved from digital devices and the internet

Use of IT beyond school

- Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support

Safe USE

- Know how to handle equipment safely
- Begin to know that they shouldn't use devices without supervision

spontaneously

- Respond to what they have heard, expressing their thoughts & feelings

Composing

- Develop an understanding of how to create & use sounds intentionally
- Create own songs, or improvise a song around one they know

- Look at key stages of development from birth to adult
- Name & identify body parts
- Observe & describe in words or actions the effects of physical activity on body
- Understand the key features of the life cycle of an animal

to friends & family

Understanding Values

- Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family

- Bring in photographs, videos, visitor
 - Preserve memories of special events e.g. make a book, video, photos
 - Share stories about people from the past who have an influence on the present
- Vocabulary**
- Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night
 - Understand and use vocabulary

			<p>y such as: how, why, because</p> <ul style="list-style-type: none"> Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because 											
Seasons and Celebration Stimulus	Ascension Day Eid St. George's Day		May Day The King's Coronation					Father's Day					Islamic New Year	
PSHE	My Family and Me	Make Friend, Make Friend, Never Never break friends	Make Friend, Make Friend, Never Never break friends	Falling out and bullying	Falling out and bullying	Being the best friends we can.		My Body	Respecting my body	Growing Up	Fun and Fears	Fun and Fears	Celebration	Transition



Civitas Values	Friendship	Respect	
<p>C & L Listening, Attention and Understanding</p>	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) • Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions 	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) • Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions 	
<p>C&L Speaking</p>	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle 	
<p>P,S and E D Self Regulation</p>	<ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	

<p>P,S and E D Managing Self</p>	<ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help 	<ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
<p>P,S and E D Building Relationships</p>	<ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play 	<ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
<p>PD Gross Motor Skills</p>	<ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow 	<ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow
<p>PD Fine Motor Skills</p>	<ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath 	<ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child



	<ul style="list-style-type: none"> • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom 	<ul style="list-style-type: none"> • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
<p>L Comprehe nsion</p>		
<p>L Word Reading</p>	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words 	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words
<p>L Writing</p>	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words 	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words



	<ul style="list-style-type: none"> • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
<p>M Number</p>	<p>Comparison</p> <ul style="list-style-type: none"> • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting 	<p>Comparison</p> <ul style="list-style-type: none"> • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting
<p>M Number Patterns</p>	<ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 Cardinality • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same <p>Measures</p> <ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items 	<ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 Cardinality • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same <p>Measures</p> <ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
<p>U the W Past and Present</p>	<ul style="list-style-type: none"> • Begin to make sense of own life-story & family's history • Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how • Develop an understanding of growth, decay and changes over time • Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world • Bring in photographs, videos, visitor <p>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p> <ul style="list-style-type: none"> • Understand and use vocabulary such as: how, why, because <ul style="list-style-type: none"> • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because 	<ul style="list-style-type: none"> • Begin to make sense of own life-story & family's history • Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how • Develop an understanding of growth, decay and changes over time • Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world • Bring in photographs, videos, visitor <p>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p> <ul style="list-style-type: none"> • Understand and use vocabulary such as: how, why, because <ul style="list-style-type: none"> • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because

<p>U the W People, Culture and Communiti es</p>	<ul style="list-style-type: none"> • Begin to make sense of their own life story & family history • Talk about what they have experienced or seen in photos • Develop positive attitudes about the differences between people • Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs & routines 	<ul style="list-style-type: none"> • Begin to make sense of their own life story & family history • Talk about what they have experienced or seen in photos • Develop positive attitudes about the differences between people • Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs & routines
<p>U the W The Natural World</p>	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment • Most plants start growing from a seed or bulb • All plants need water & light to grow & survive • Observe plants closely through a variety of means e.g. magnifiers & photographs • Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds • Use all the senses in hands-on exploration of plants • Understand the key features of the life cycle of a plant 	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment • Most plants start growing from a seed or bulb • All plants need water & light to grow & survive • Observe plants closely through a variety of means e.g. magnifiers & photographs • Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds • Use all the senses in hands-on exploration of plants • Understand the key features of the life cycle of a plant
<p>E A & D Creating with Materials</p>	<ul style="list-style-type: none"> • Join different materials & explore different textures • Develop own ideas & decide which materials to use to express them • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use available resources to create props or creates imaginary ones to support play 	<ul style="list-style-type: none"> • Join different materials & explore different textures • Develop own ideas & decide which materials to use to express them • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use available resources to create props or creates imaginary ones to support play
<p>EA & D Being Imaginativ e and Expressive</p>	<p>Remember & sing familiar songs e.g. pop songs, rhymes</p> <ul style="list-style-type: none"> • Taps out simple repeated rhythms • Creates sounds to accompany stories • Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs • Play instruments with increasing control to express their feelings & ideas 	<p>Remember & sing familiar songs e.g. pop songs, rhymes</p> <ul style="list-style-type: none"> • Taps out simple repeated rhythms • Creates sounds to accompany stories • Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs • Play instruments with increasing control to express their feelings & ideas • Explore & learn how sounds & movements can be changed e.g. louder, quieter



- Explore & learn how sounds & movements can be changed e.g. louder, quieter
- Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously
- Respond to what they have heard, expressing their thoughts & feelings
- Develop an understanding of how to create & use sounds intentionally
- Create own songs, or improvise a song around one they know

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