

TOPIC PLANNING: SUMMER TERM 1

GROWING AND CHANGES

DEVELOPMENT MATTERS AND ELGS	ACTIVITIES	VOCABULARY
<p>WEEK 1</p> <p>Understanding the world: The Natural World (NW)</p> <p>Explore the natural world around them. (YR)</p> <p>Describe what they see, hear and feel whilst outside. (YR)</p> <p>Understand the effect of changing seasons on the natural world around them. (YR)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (NW – ELG)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (NW – ELG)</p>	<p>Which seasons are we now experiencing? How do you know?</p> <p>Show children the class big book/topic books of when we previously went for an Autumn walk in Autumn (2) – Week 1.</p> <p>What might we expect to see now?</p> <p>What might look the same?</p> <p>What might look different?</p> <p>How mighthave changed?</p> <p>Why do you think thatmight have changed in its appearance?</p> <p>‘What is nature?’</p> <p>Explain which of our senses we are going to use today to explore nature around our school outdoor environment, like we did in Autumn (2).</p> <p>Go on a nature walk with the class/small groups.</p> <p>Give each child a clipboard, a pencil and ‘Nature Walk worksheet’. Children draw pictures of what they see, hear and feel whilst they are on their nature walk.</p> <p>Keep pausing on the walk to ensure that children are describing what they can see, hear and feel and also to point out things, such as; different shaped/coloured leaves, rustling of leaves, change in temperature, different textures of fallen leaves, mini-beasts, etc.</p> <p>Ask children where they think that they can find mini-beasts. Can they look under logs and stones? Which mini-beasts might like this habitat?</p>	<p>Nature</p> <p>Environment</p> <p>Senses – sight, touch and hearing</p> <p>Temperature</p> <p>Texture</p> <p>Skin</p> <p>Habitat</p> <p>Colour</p> <p>Size</p> <p>Dynamics</p> <p>Speech bubbles</p> <p>Similar</p> <p>Different</p> <p>Environment</p> <p>Appearance</p> <p>Mini-beasts</p> <p>Habitats</p>

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	<p>Adult to take photographs, using a camera, of plants and animals that children discover, in preparation for next week's lesson.</p> <p>After returning to class, ask the children to look at the pictures that they have been drawing and share what they saw, heard and felt. Scribe children's sentences on to speech bubbles. Encourage children to talk about colour, size, texture, dynamics, etc.</p>	
<p>WEEK 2</p> <p>Understanding the world –Natural World (NW)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (NW – ELG)</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Explore, use and define a variety of artistic effects to express their ideas and feelings (YR)</p>	<p>Use the 'Different types of lines' poster and model and ask children to practise drawing each kind of line, initially whole class, using clipboards, paper and pencils. Please laminate the poster and display within the classroom after the lesson.</p> <p>Explain that we are going to learn how to draw pictures of the animals and plants/trees that we saw on our nature walk last week, using a range of different lines, like we did in Autumn (2).</p> <p>As a whole class, take a look at a photograph of a plant/tree that you took last week. Can you see any straight lines? Can you see any curved lines? Can you see any areas on the plant that you would use a thicker line? Why? Which part of the plant/tree would you start with first? Explain that you want to fill the paper with your drawing, so you will start with the trunk/stem. Which type of line shall I use for this?</p> <p>Keep asking for children to tell you which type of line to do, whilst you draw the tree/plant.</p> <p>1:1/SMALL GROUP TASK</p>	<p>Technique</p> <p>Thick line (drawing)</p> <p>Thin line (drawing)</p> <p>Diagonal line (drawing)</p> <p>Straight line (drawing)</p> <p>Wavy line (drawing)</p> <p>Dashed line (drawing)</p> <p>Dotted line (drawing)</p> <p>Horizontal line (drawing)</p> <p>Zigzag line (drawing)</p> <p>Spiral line (drawing)</p> <p>Photograph</p> <p>Observations</p>

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	<p>Using photographs taken during the nature walk last week, children draw their tree/plant/animals/mini-beast on the sheet in their topic book. Prior to starting, ask children for the types of lines they will use and why. Record what they said in books.</p>	
<p>WEEK 3</p> <p>Understanding the world: The natural world (NW)</p> <p>Understand the effect of changing seasons on the natural world around them. (YR)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (NW – ELG)</p>	<p>Explain that today we will be learning about some of the changes that occur during the summer season.</p> <p>Look at the 'All about summer' PowerPoint. Ask children the following questions:</p> <p>Slide 2: Can you name all four seasons? Can you think of something that you might wear, an activity that you might do or things that you might see, during each season?</p> <p>Slide 3: With a partner, look at the seasons wheel. Can you name the spring months? If the month is December, what season is it? If the month is October, how many months are there until spring begins?</p> <p>Slide 4 – What does summer look like? Brainstorm: weather, clothing and nature.</p> <p>Slide 5 – Summer weather – What does 'temperature' mean? What do we need to do to keep ourselves safe during summer, when we are outside? (Sun cream, sun hat, sunglasses and plenty fluids). Do you prefer rain or sunshine? Why?</p>	<p>Seasons Changes Months of the year Temperature Sun safety Dehydrated Prefer Growing Plants Daylight Lighter Darker Hours of daylight Evenings Mornings</p>

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<p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (BI – ELG)</p>	<p>Is there anything that you should do to help plants to grow, if it has not been raining?</p> <p>Slide 6 – Lighter mornings and evenings – Do you go to bed any later, now that it is lighter for longer during the evening?</p> <p>HOMEWORK: MONTHS OF THE YEAR SONG. Jack Hartmann exercise through the months of the year - https://www.youtube.com/watch?v=omkuE6Wa5kQ</p> <p>1:1/SMALL GROUP TASK Explain that you are going to teach them a song all about summer and the changes that occur in relation to the hours of daylight</p> <p>Look at 'Summer Song PowerPoint'. Read the lyrics to the children and ask the following questions:</p> <ul style="list-style-type: none">- Do you know what time you go to bed?- What does 'early morn' mean?- How does the sun wake us?- What does 'break of dawn' mean?- <p><i>Summer's here and the sun's still out at bedtime.</i> <i>Summer's here and the sun is shining bright.</i> <i>Summer's here and the sun's still out at bedtime.</i> <i>Summer's here and the sun is shining bright.</i></p> <p><i>Sun wakes us in the early morn.</i> <i>Sun wakes us in the early morn.</i> <i>Break of dawn. Break of dawn.</i></p>	<p>Rehearsing Singing Dawn Morn Actions Perform Pulse Movement</p>
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	<p><i>Summer's here. Summer's here.</i></p> <p><i>SSSSSSSS...</i></p> <p><i>Summer's here and the sun's still out at bedtime.</i></p> <p><i>Summer's here and the sun is shining bright.</i></p> <p>Teach the children the song. Can you think of any actions that we could do for each line of the song? Can we do the actions in time with the music?</p> <p>Take photographs of children, in action, to put in topic books.</p> <p>Keep practising the song, with the actions, as a group, today and throughout the week, until the group of children are happy to perform the song in front of the class.</p> <p>Read the story of 'The Ugly Duckling' to children throughout this week, in preparation for next week's lesson.</p>	
<p>WEEK 4</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (YR)</p>	<p>Watch the following video link – CBeebies presents 'The Ugly Duckling': https://www.bbc.co.uk/iplayer/episode/b01rp5h1/cbeebies-presents-ballets-the-ugly-duckling</p> <p>Explain that this is a retelling of Hans Christian Anderson's fairy tale with dance performances by Northern Ballet. Mr Bloom and the tiddlers go on a wildlife adventure with a new baby bird. With the help of the frogs, cats and cheeky fox, the ugly duckling searches to find out who she really is.</p>	<p>Ballet Dance Performance Ballerinas Duckling Leaps Jumps Twists Low, medium and high level movements Characters Costumes</p>

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<p>Listen attentively, move to and talk about music, expressing their feelings and responses. (YR)</p>	<p>Ask the following questions:</p> <ul style="list-style-type: none">- What is a duckling?- What might be inside the eggs?- Which character might the lady in the brown costume be playing?- Why do you think that the dancers are wearing orange tights?- Which characters do you think the ballerinas in the yellow costumes are being? How can you tell?- Why do you think that the Mummy duck is shaking her finger at the ducklings? What might she be saying?- What types of movements are the ballerinas doing?- Can you spot any high, medium and low level movements?- Are the ballerinas dancing on their own or doing movements together?- Why do you think that the ballerinas have their hands flat, facing outwards, whilst dancing?- How does the music make you feel?- How does the dancing make you feel?- How Does the ugly duckling change, in appearance, from the start of the dance performance? <p>Throughout the video, continue to ask questions relating to instruments, costumes, characters and movements.</p> <p>Play the video again, asking children to perform as one of the yellow ducklings. Before, ask the children the following questions:</p>	<p>Hatching Direction Appearance</p>
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<p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (BI – ELG)</p>	<ul style="list-style-type: none">- Do you think the ducklings will do fast movements or slow movements? Why do you think this?- How are you going to show that you have wings and not arms?- Are you going to perform any leaps or twists?- Can you move in direction directions? <p>Ask children to do low level, medium level and high level movements and pause the video to ask children to share some good examples of duckling movements.</p> <p>1:1/SMALL GROUP TASK</p> <p>Explain that you are going to teach them a song all about summer and the changes that occur in relation to the hours of daylight</p> <p>Look at 'Summer Song PowerPoint'. Read the lyrics to the children and ask the following questions:</p> <ul style="list-style-type: none">- Do you know what time you go to bed?- What does 'early morn' mean?- How does the sun wake us?- What does 'break of dawn' mean?- <p>Summer's here and the sun's still out at bedtime. Summer's here and the sun is shining bright. Summer's here and the sun's still out at bedtime. Summer's here and the sun is shining bright.</p> <p>Sun wakes us in the early morn. Sun wakes us in the early morn. Break of dawn. Break of dawn.</p>	<p>Rehearsing Singing Dawn Morn Actions Perform Pulse Movement</p>
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	<p>Summer's here. Summer's here.</p> <p>SSSSSSSS...</p> <p>Summer's here and the sun's still out at bedtime. Summer's here and the sun is shining bright.</p> <p>Teach the children the song. Can you think of any actions that we could do for each line of the song? Can we do the actions in time with the music?</p> <p>Take photographs of children, in action, to put in topic books.</p> <p>Keep practising the song, with the actions, as a group, today and throughout the week, until the group of children are happy to perform the song in front of the class.</p>	
<p>WEEK 5 EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p>	<p>Explain that today we will be looking at something else that is our natural world that grows and changes – plants and flowers.</p> <p>Can you think of places that we might visit if we wanted to see plants and flowers?</p> <p>Explain that we will be learning about garden centres today. Has anybody ever visited a garden centre before? What did you see there? Watch the video: https://www.youtube.com/watch?v=tBw3vmXgXs4 Tots TV: When the Tots visit a garden centre, they accidentally separate from each other whilst they are looking at the plants.</p>	<p>Plants Flowers Garden centre Gnomes Pots Conifer tree Garden ornaments Materials (glass, plastic, stone, etc) Garden Centre assistant</p>

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	<p>Ask the children the following questions whilst watching the video:</p> <ul style="list-style-type: none">- What did the lady buy? Where could the lady put her conifer tree?- Why do you think that the lady needed a large pot?- Have you ever seen a garden gnome? Where?- Have you got ornaments in your garden? What do they look like? What materials are they made out of? <p>SMALL GROUP/1:1 TASK</p> <p>Explain that we will be doing some role play today and we will be using the resources provided to pretend that we are at a Garden Centre.</p> <p>Resources needed (saved within resource folder) British UK coins cut-outs Garden centre display banner Garden centre labels Garden centre role play badges Garden centre price tags Garden flowers photos Garden vocabulary poster</p> <p>Also with need: Plant pots, artificial flowers, gardening gloves, trowel, seed packets, etc.</p> <p>Explain what each of these resources can be used for and talk about the roles of the people mentioned on the role play badges (Garden Centre Manager, Garden Centre Assistant, Cashier and Customer).</p>	<p>Role play Garden Centre Manager Garden Centre Assistant Cashier Customer 1p, 2p, 5p, 10p 20p, 50, £1, £2 and £5 Pence Pennies Coins Notes Till Trowel Seeds Gardening gloves Plant pots Character Buying Selling Cost Total Amount</p>
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	<p>Ask children which character they would like to role play today. What might your character say? What is their main role?</p> <p>Adult to choose a role play badge too, to role play alongside the children. Can you encourage children to bring addition and subtraction into their role play too?</p> <p>Take photographs and record on speech bubbles what children were saying, whilst in role.</p>	
<p>WEEK 6</p> <p>Understanding the world: Natural world (NW)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (NW – ELG)</p>	<p>Explain that we will be learning about what plants need to grow and also will be growing a plant ourselves.</p> <p>What does a plant need to grow?</p> <p>Watch Twinkl Science Short Clip: https://www.twinkl.co.uk/resource/what-do-plants-need-to-grow-science-shorts-animation-tg-a-120</p> <p>Where can a plant get water from? What are roots? What are nutrients? What does 'temperature' mean? Why is sunlight important for a plant to have to be able to grow?</p> <p>Explain that today we will be using seeds to make our own cress head. Make sure that the teacher makes their own cress head, as it will be needed next week for the results.</p> <p>Show and read each 'How to grow a cress head poster' to the children.</p>	<p>Growing Watering Roots Nutrients Sunlight Soil Temperature Damp Cotton wool Cress</p>

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- 1) Draw a face onto a sticky label and stick this onto the yoghurt pot.
- 2) Wet some cotton wool and push it into the bottom of the yoghurt pot. Add another layer of damp cotton wool on top.
- 3) Sprinkle the cress seeds on top of the cotton wool.
- 4) Place the pot in a warm, sunny spot.

Ask children what we will do that will help the plant to grow? Is there anything that is missing? Explain that the soil is being represented by the damp cotton wool.

Do you think that the cress will grow? Why? Why not?
How long do you think that the cress will take to grow? Why do you think this?
Do you think we will need to do anything to the cress seeds after we have placed the pot in a warm, sunny spot? Why do you think this?

Give each child a yoghurt pot/plastic cup, some cress seeds, some cotton wool, a felt tip and 2 sticky labels (one for drawing a sticker face and one for writing their name).

A small group at a time, children should prepare their cress head, with an adult supervising at the sink area. Ask children where they think they should put their cress head – inside or outside? Allow children to make the final decision of where their cress head is placed.

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<p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p>	<p>Take photos of different stages of the process for the big book. Also, take a photo of the cress head that you made, to refer to in next week's results session.</p> <p>SMALL GROUP/1:1 TASK</p> <p>Explain that we will be doing some role play today and we will be using the resources provided to pretend that we are at a Garden Centre.</p> <p>Resources needed (saved within resource folder)</p> <p>British UK coins cut-outs Garden centre display banner Garden centre labels Garden centre role play badges Garden centre price tags Garden flowers photos Garden vocabulary poster</p> <p>Also with need:</p> <p>Plant pots, artificial flowers, gardening gloves, trowel, seed packets, etc.</p> <p>Explain what each of these resources can be used for and talk about the roles of the people mentioned on the role play badges (Garden Centre Manager, Garden Centre Assistant, Cashier and Customer).</p> <p>Ask children which character they would like to role play today. What might your character say? What is their main role?</p> <p>Adult to choose a role play badge too, to role play alongside the children. Can you encourage children to bring addition and subtraction into their role play too?</p>	<p>Role play</p> <p>Garden Centre Manager</p> <p>Garden Centre Assistant</p> <p>Cashier Customer</p> <p>1p, 2p, 5p, 10p 20p, 50, £1, £2 and £5</p> <p>Pence</p> <p>Pennies</p> <p>Coins</p> <p>Notes</p> <p>Till</p> <p>Trowel</p> <p>Seeds</p> <p>Gardening gloves</p> <p>Plant pots</p> <p>Character</p> <p>Buying</p> <p>Selling</p> <p>Cost</p> <p>Total</p> <p>Amount</p>
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	Take photographs and record on speech bubbles what children were saying, whilst in role.	
<p>WEEK 7</p> <p>Understanding the world: Natural world (NW)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (NW – ELG)</p>	<p>Recap on last week’s learning by asking children what did they have to do to make their own cress head.</p> <p>Explain that today, we are going to talk about the results of our experiment, so we will need to use our senses of sight, touch and smell to explore how the cress head changed.</p> <p>Show children the cress head that you made last week and show the photograph of when you first made it, from last week.</p> <p>Ask the children the following questions:</p> <ul style="list-style-type: none"> - Where did I put the cress head? - Why do you think that I put the cress head there and not inside the classroom, inside a cupboard? - Did I do anything top the cress head seeds, during the week, to help the seeds to grow? - How have the cress seeds changed from when I first planted them? - Can we think of the colour, height, shape and texture of the cress, when describing the changes about the appearance of the cress? - What might we use to measure the height of the cress? - Can you smell the cress? Does it smell like anything that you have smelled before? 	<p>Sight</p> <p>Touch</p> <p>Smell</p> <p>Cress head</p> <p>Change</p> <p>Growth</p> <p>Ruler</p> <p>Height</p> <p>Appearance</p> <p>Texture</p> <p>Results</p>

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	<ul style="list-style-type: none">- Is there anything that you think that I could do differently, to help the cress grow even more than it has done? <p>1:1/SMALL GROUP TASK Every child should complete the 'Cress head results book printable'. Adult to act as scribe but encourage child to draw their own picture of the cress head.</p>	
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