

Intent: to understand what changes we can see in the garden at this time of the year.

Implementation: garden hunts, watching time lapses of plants / animals, planting seeds, zoo lab.

Impact: the children will have a good understanding of what living things you can find in the garden. They will understand be able to explain the changes over time to plants and animals.

**Early Years Foundation Stage – Nursery
Spring 2 Medium Term Planning
3 Prime Areas of Learning
In my Garden (Geography link)**

What changes can we see in the garden?

Key Vocabulary:

Growth – the process of increasing in size.

Changes – make or become different.

Habitats – natural home for an animal or a plant.

Week	Personal, Social and Emotional Development	Communication and Language	Physical Development
1 Jack and the Beanstalk.	<p>Discussing the character of the giant. PSED:SCA 22-36m Expresses own preferences and interests. PSED:SCA 30-50m Is more outgoing towards unfamiliar people and more confident in new social situations. PSED:SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>Jack and the Beanstalk role play masks. CAL:S 22-36m Learns new words very rapidly and is able to use them in communicating. CAL:S 30-50m Uses talk in pretending that objects stand for something else in play. CAL:S 40-60m Introduces a storyline or narrative into their play.</p>	<p>Pancake Day – decorating pancakes. Harp threading finger gym activity. PD:MH 22-36m Shows control in holding and using jugs to pour, hammers, books and mark making tools. PD:MH 30-50m Uses one-handed tools and equipment. PD:MH 40-60m Handles tools, objects, construction and malleable materials safely and with increasing control.</p>
2 The Vegetable Patch.	<p>Role play based on the characters they have dressed up as. World Book Day – talking about the character from a book that we have dressed up as. PSED:SCA 22-36m Expresses own preferences and interests. PSED:SCA 30-50m Confident to talk to other children when playing and will communicate freely about own home and community. PSED:SCA 40-60m Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>World Book Day – ask and respond to questions about characters from books. CAL:S 22-36m Uses a variety of questions, e.g. what, where, who) CAL:S 30-50m Questions why things happen and gives explanations. Asks who, what, when and how. CAL:S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Work on the vegetable bed, plant seeds, dig the soil, weed, watering with watering cans. PD:MH 22-36m Shows control in holding and using jugs to pour, hammers, books and mark making tools. PD:MH 30-50m Uses one-handed tools and equipment. PD:MH 40-60m Handles tools, objects, construction and malleable materials safely and with increasing control.</p>
3 The Teeny Weeny Tadpole.	<p>Talking about why we have to be gentle and kind to the mini beasts outside. PSED:MFB 22-36m Aware that some actions can hurt or harm others. PSED:MFB 30-50m Aware of own feelings, and knows that actions and words can hurt others' feelings. PSED:MFB 40-60m Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>Seasons - to understand the changes around us. CAL:U 22-36m Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that/Where is?) CAL:U 30-50m Beginning to understand 'why' and 'how' questions. CAL:U 40-60m Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>Name writing PD:MH 22-36m Imitates drawing simple shapes such as circles and lines. PD:MH 30-50m Can copy some letters, e.g. letters from their name. PD:MH 40-60m Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.</p>
4 A Tiny Seed.	<p>Making leaf kebabs. PSED:MR 22-36m Seeks out others to share experiences. PSED:MR 30-50m Demonstrates friendly behaviour, initiating conversations and forming good relationships with adults and peers. PSED:MR 40-60m Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>Discussing the changes from a tiny to a flower by looking at a time lapse video and planting our own seeds. CAL:S 22-36m Uses language as powerful means of widening contacts, sharing feelings, experiences and thoughts. CAL:S 30-50m Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. CAL:S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Make flowers using brightly coloured playdough / various colours / cutters / pipe cleaners. PD:MH 22-36m Shows control in holding and using jugs to pour, hammers, books and mark making tools. PD:MH 30-50m Uses one-handed tools and equipment. PD:MH 40-60m Handles tools, objects, construction and malleable materials safely and with increasing control..</p>
5 The Hungry Caterpillar.	<p>Season walk – what changes can we see outside? PSED:MFB 22-36m Shows understanding and co-operates with some boundaries and routines. PSED:MFB 30-50m Can usually adapt behaviour to different events, social situations and change in routine. PSED:MFB 40-60m Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Discussing the changes from a caterpillar to a butterfly. CAL:S 22-36m Uses language as powerful means of widening contacts, sharing feelings, experiences and thoughts. CAL:S 30-50m Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. CAL:S 40-60m Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Drawing and writing things you can see in the garden. PD:MH 22-36m Beginning to use three fingers (tripod grip) to hold writing tools. PD:MH 30-50m Holds pencil near point between first two fingers and thumb and uses it with good control. PD:MH 40-60m Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>

Early Years Foundation Stage – Nursery
Spring 1 Medium Term Planning
4 Specific Areas of Learning
In my Garden (Geography link)
What changes can we see in the garden?

Week	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1 Jack and the Beanstalk.	Imagine Jack climbed the beanstalk and found a completely different setting – what could it be. L:W 22-36m Distinguishes between the different marks they make. L:W 30-50m Sometimes gives meaning to marks as they draw and paint. L:W 40-60m Gives meaning to marks as they draw, write and paint.	Jack and the Beanstalk number sequencing puzzle. M:N 22-36m Recites some number names in sequence. M:N 30-50m Recites numbers in order to 10. M:N 40-60m Recognises numerals 1-5.	Provide an investigative area with a focus on plants and growth. UTW:TW Nurs Uses their senses in hands-on exploration of natural materials. UTW:TW Nurs Explores collections of materials with similar and/or different purposes. UTW:TW Nurs Talk about what they see, using a wide vocabulary. UTW:TW Nurs Talk about the differences between materials and changes they notice.	Painting a beanstalk using a variety of shades of green, sponges, brushes and other painting materials. Building lego beanstalks. EAD:EMM 22-36m Experiments with blocks, colours and marks. EAD:EMM 30-50m Joins construction pieces together to build and balance. EAD:EMM 40-60m Constructs with a purpose in mind, using a variety of resources.
2 The Vegetable Patch.	Garden design sheets. L:W 22-36m Distinguishes between the different marks they make. L:W 30-50m Sometimes gives meaning to marks as they draw and paint. L:W 40-60m Gives meaning to marks as they draw, write and paint.	All about the number 5 – one more / one less of a group of up to 5 objects. EDIT- RECAP NUMBERS 1-6 M:N 22-36m Knows that a group of things changes when something is added or taken away. M:N 30-50m Shows an interest in number problems. M:N 40-60m Finds one more or one less from a group of up to five objects then ten objects.	Looking at different vegetables that grow around the world. Garden animal hunt – what animals can we see in our outdoor environment? UTW:PC Nurs Know that there are different countries in the world and talk about the difference they have experienced or seen in photos. UTW:TW Nurs Talk about what they see, using a wide vocabulary.	Role play garden centre with real / artificial flowers. EAD:BI 22-36m Beginning to make-believe by pretending. EAD:BI 30-50m Uses available resources to create props to support role play. EAD:BI 40-60m Introduces a storyline or narrative into their play.
3 The Teeny Weeny Tadpole.	To suggest what might happen at the end of The Tiny Weeny Tadpole. L:R 22-36m Repeats words or phrases from familiar stories. L:R 30-50m Suggest how the story might end. L:R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.	Building habitats for garden animals using shapes. M:SSM 22-36m Beginning to categorise objects according to properties such as shape or size. M:SSM 30-50m Shows an interest in shape and space by playing with shapes or making arrangements with objects. M:SSM 40-60m Uses familiar objects and common shapes to create and recreate patterns and build models.	Looking at photographs and watching films on tadpoles over time to record change. UTW:TW Nurs Talk about what they see, using a wide vocabulary. UTW:TW Nurs Understand the key features of the life cycle of a plant and an animal.	Frog and tadpole crafts. EAD:EMM 22-36m Experiments with blocks, colours and marks. EAD:EMM 30-50m Beginning to be interested in and describe the texture of things. EAD:EMM 40-60m Experiments to create different textures.
4 The Tiny Seed.	Seed plant diaries. L:W 22-36m Distinguishes between the different marks they make. L:W 30-50m Sometimes gives meaning to marks as they draw and paint. L:W 40-60m Gives meaning to marks as they draw, write and paint.	Putting the flowers in the correct size order. M:SSM 22-36m Begins to use the language of size. M:SSM 30-50m Shows an interest in shape and space by playing with shapes or making arrangements with objects. M:SSM 40-60m Orders two or three items by length or height.	Looking at different plants from around the world. What will happen to a seed that is looked after and a seed that is not looked after? UTW:PC Nurs Know that there are different countries in the world and talk about the difference they have experienced or seen in photos. UTW:TW Nurs Begin to understand the need to respect and care for the natural environment and all living things.	Add a vegetable patch to the garden centre. EAD:BI 22-36m Beginning to make-believe by pretending. EAD:BI 30-50m Uses available resources to create props to support role play. EAD:BI 40-60m Introduces a storyline or narrative into their play.
5 The Very Hungry Caterpillar.	The Hungry Caterpillar small world to encourage the chn to retell the story. L:R 22-36m Repeats words or phrases from familiar stories. L:R 30-50m Joins in with repeated refrains and anticipates key events and phrases in rhymes and	Separating a group of three or four objects but realising the total is still the same using the food from The Hungry Caterpillar. M:N 22-36m Begins to make comparisons between quantities. M:N 30-50m Compares two groups of objects,	Looking at insects from around the world. Using ICT to find out information on the change from a caterpillar to a butterfly. UTW:PC Nurs Know that there are different countries in the world and talk about the difference they have experienced or seen in	Butterfly symmetry paintings. EAD:EMM 22-36m Experiments with blocks, colours and marks. EAD:EMM 30-50m Explores colour and how colours can be changed. EAD:EMM 40-60m Explores what happens when

	<p>stories. L:R 30-50m Looks at books independently. L:R 40-60m Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Taking pictures of animals we have found, printing and labelling them together.</p> <p>L:W 22-36m Distinguishes between the different marks they make. L:W 30-50m Sometimes gives meaning to marks as they draw and paint. L:W 40-60m Gives meaning to marks as they draw, write and paint.</p>	<p>saying when they have the same number. M:N 40-60m Finds the total number of items in two groups by counting all of them.</p>	<p>photos. UTW:TW Understand the key features of the life cycle of a plant and an animal.</p>	<p>they mix colours.</p> <p>Ugly Bug Ball' – dress up as a bug, play music and games.</p> <p>EAD:EMM 22-36m Joins in singing favourite songs. EAD:EMM 30-50m Enjoys joining in with dance and ring games. EAD:EMM 40-60m Begins to build a repertoire of songs and dances.</p>
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Topic Theme