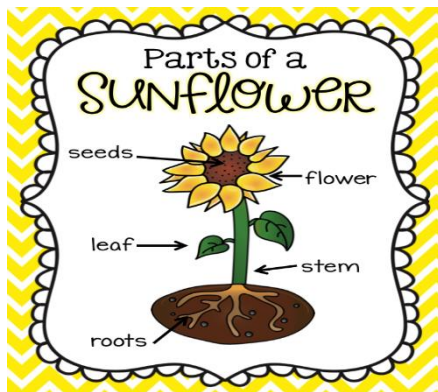


Vocabulary

plant	seed
leaf	stem
roots	flower
life cycle	grow/ing
sprouting	plant/ing/ed



Aspiration and significant people

I want to be a **botanist**.

A scientist who discovers plants is called a botanist.

Mr Bloom is a happy-go-lucky, singing gardener who runs his own nursery, complete with singing vegetables (the Veggies).

LOVE GOD, LOVE OTHER

LET YOUR LIGHT SHINE

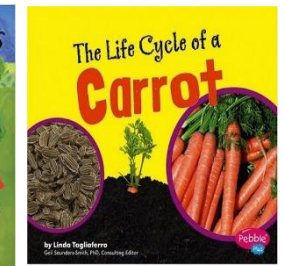
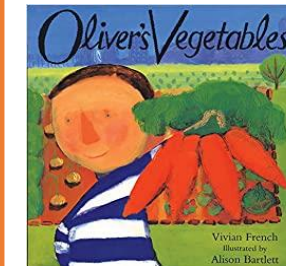
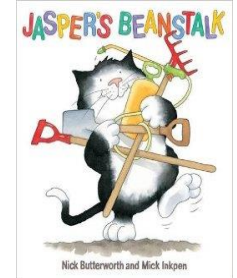
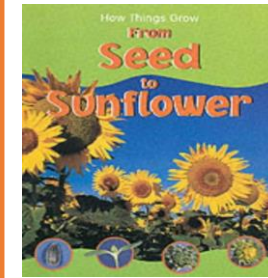
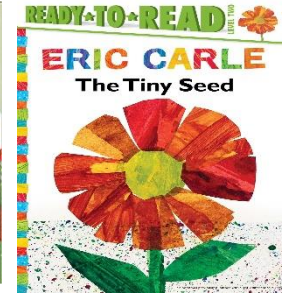
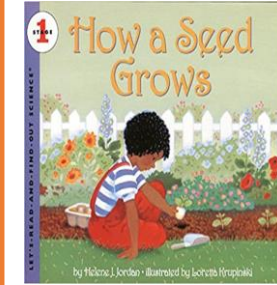
Famous Quote:



**God's
Wonderful
World: plants**



Book List



Outdoor learning

Observe the plants and trees in the Forest.

Learn their names.

Plant seeds in God's Garden: Outside Classroom.

Observe what happens to them.

Parental Engagement

Grow some flowers and vegetables from seed.

What do you need to do to take care of them?

Visit Walsall Arboretum and learn the names of the trees you see.

Enrichment

Visit Wheat's Garden Centre

Visit Birmingham Botanical Gardens

Grow cress in cotton wool.

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance
- Explain the reasons for rules,
- Manage their own basic hygiene and personal needs
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Cool Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Lovely Literacy

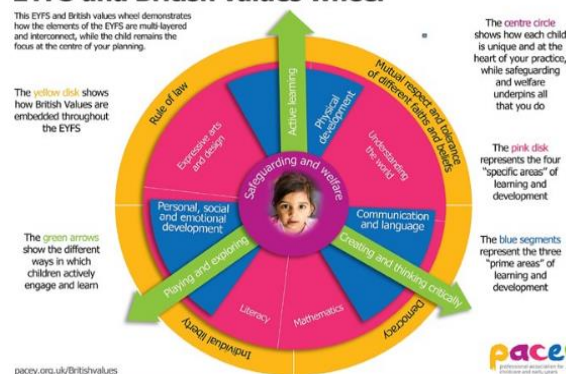
- Demonstrate understanding of what has been read and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others

Marvellous Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
 - Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
 - Verbally count beyond 20, recognising the pattern of the counting system;
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural

EYFS and British values wheel



Expressive Arts

- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Personal, Social and Emotional Development

What we do at school: Our Value for this half term is **hope**. We will be reflecting & talking about what we are our hopes for our wonderful world. (E)

How you can help: Talk to your child about what their hopes and dreams are. Encourage them to create a model to represent this.

Cool Communication and Language

What we do at school: We will be talking in full sentences to describe life cycles of plants. We will be asking questions using “where” and “why”, and, answering “how” and “why” questions.

How you can help: Look at plants with your child and talk about what they can see. Model talking in full sentences and use describing words.

Physical Development

What we do at school: We will be moving under, over, through different apparatus in a circuit. We will be using bats, balls and other small equipment on our own & with a partner.

How you can help: Play football, cricket, badminton, bowls, basketball & tennis!

Lovely Literacy

What we do at school: We will continue our daily phonics, reading and handwriting lessons. We will be writing instructions on how to plant and take care of a seed.

How can you help: Practice handwriting at home, remembering fantastic formation and sitting in your perfect writing position.

Make a non-fiction book together.

Characteristics of effective Learning

Playing and exploring

Active learning

Creating and thinking critically

Marvellous Mathematics

What we do at school: We will be using money in our farm shop. (M) We will be subitising when looking at the amount of pennies each product costs. We will be sharing and doubling the vegetables between Oliver & his family.

How can you help: Create your own farm shop. Write a shopping list then be the shopkeeper & the customer using real coins.

Share a punnet of strawberries between your family.

Paint or draw a flower. Then make another one with double the amount of petals.

Understanding the World

What we do at school: We will be observing and talking about what happens to the seeds we plant.

How can you help: Research your families favourite plants using books & the internet. Make your own non-fiction books. Send them into school for our Reading Lab.

Expressive Arts

What we do at school: We will be using different materials to make models. We will be having a farm shop role play area, and a ‘Performance Lab’.

How can you help: Encourage your child to collect junk modelling equipment to experiment and develop their creativity. Create your own farm shop.