

## Unit planner: How do things Grow and Change? FS2 Weeks: 5

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| <p><b>Key Concepts:</b> change, impact, responsibility, curiosity</p>  | <p><b>Intent:</b> To develop an understanding of how plants, animals and humans change and grow over time. To understand the different environments needed to maintain efficient life cycles.</p>  |   |
| <p><u>Communication and Language (Reception) + ELG</u><br/> <b>Listening, attention and understanding</b><br/>         Understand how to listen carefully and why listening is important.<br/>         Learn new vocabulary.<br/>         Use new vocabulary through the day.<br/>         Engage in story times.<br/>         Listen to and talk about stories to build familiarity and understanding.<br/>         Listen carefully to rhymes and songs, paying attention to how they sound.<br/>         Learn rhymes, poems and songs.<br/>         Engage in non-fiction books.<br/>         Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>     | <p><b>Starter:</b> Selection of seeds / beans / eggs / frogspawn. What will they change into?     <b>Outcome:</b> To grow their own bean plant</p>   |   |
| <p><b>Speaking</b><br/>         Ask questions to find out more and to check they understand what has been said to them.<br/>         Articulate their ideas and thoughts in well-formed sentences.<br/>         Connect one idea or action to another using a range of connectives.<br/>         Describe events in some detail.<br/>         Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br/>         Develop social phrases.<br/>         Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br/>         Use new vocabulary in different contexts.</p> | <p><b>Communication and Language</b><br/>         I can follow instructions to plant a bean<br/>         I can follow stories by listening attentively and answering questions<br/>         I can act out the story of Jack and the Beanstalk<br/>         I can answer questions about why things happened in the story<br/>         I can perform a scene from Jack and the Beanstalk<br/>         I can predict and imagine what seeds / beans / eggs might change into<br/>         I can look at life cycles in non-fiction books- what would it feel like to be one of these creatures?<br/>         I can talk about my favourite mini beast and why. I can talk about any that I don't like / am scared of.<br/>         I can use descriptive language when talking about different creatures.</p>  | <p><b>Key Vocabulary/songs</b><br/>         Plant, soil, bean, grow, water, sunlight<br/>         Who, what, where, why, how<br/>         I think, I believe, I predict</p> |
| <p><u>PSED(Reception)</u><br/> <b>Self regulation</b><br/>         Express their feelings and consider the feelings of others.<br/>         Identify and moderate their own feelings socially and emotionally.<br/>         Manage their own needs.</p>  | <p><b>PSED</b><br/>         I can demonstrate patience and talk about what I find difficulty waiting for<br/>         I can talk about plans that I have made and how to change these if needed.<br/>         I can listen to others suggestions and on how to achieve an outcome without adult help.<br/>         I can play group games with rules.<br/>         I understand what bullying is and that it is unacceptable behaviour.<br/>         I can share my knowledge and experiences about growth / change / mini beasts<br/>         I know I have to be gentle and kind to all living things<br/>         I can talk about feelings and what makes me cross - Read 'The bad tempered ladybird'</p>  |   |
| <p><b>Managing self</b><br/>         Show themselves as a valuable individual.<br/>         Show resilience and perseverance in the face of challenge.</p>   | <p><b>PD</b><br/>         I can separate objects using tweezers. Fill tray with beans, seeds, peas and lentils.<br/>         I can work with a partner to play wheelbarrow races. Use obstacles as appropriate.<br/>         I can create a movement sequence using the 4 stages of butterfly development.<br/>         I can play stuck in the mud<br/>         I can talk about ways to stay healthy<br/>         I can talk about food that helps us to grow</p>  |   |
| <p><b>Building relationships</b><br/>         Build constructive and respectful relationships.<br/>         Think about the perspective of others.</p> <p><u>Physical Development (Reception)</u><br/> <b>Gross motor skills</b><br/>         Revise and refine the fundamental movement skills they have already acquired:-<br/>         rolling- crawling - walking - jumping - running - hopping - skipping - climbing<br/>         Progress towards a more fluent style of moving, with developing control and grace.</p> <p><b>Fine motor skills</b><br/>         Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>   | <p><b>Understanding the world- RE (Plants and Animals)</b><br/>         I can understand what do seeds need to grow? - Investigate (put 1 in the dark, 1 no water, 1 no soil, 1 no air, 1 with water, air, light and soil).<br/>         I can plant broad beans in transparent jars &amp; observe their growth.<br/>         I can plant and grow my own sun flower.<br/>         I can use a magnifying glass - discuss how things appear larger.<br/>         I can observe the life cycle of a frog (tank in class) and butterfly<br/>         I can label the different parts of a plant sheet.<br/>         I can identify different habitats<br/>         I can complete a mini beast hunt<br/>         I can identify different mini beasts<br/>         I can draw a mini beast on the smartboard.<br/>         I can say what a plant needs to grow.<br/>         I can explain why we have plants in the world<br/>         I can say why cows and sheep are useful<br/>         I can explore why we have animals in the world<br/>         I can discuss what happens when animals and plants die<br/>         I can re-tell the Easter story</p> |   |
| <p><u>Understanding the World (Reception)</u><br/> <b>Past and Present</b><br/>         Comment on images of familiar situations in the past.<br/>         Compare and contrast characters from stories, including figures from the past.</p>  | <p><b>Art and Design</b><br/>         I can make flowers using various materials<br/>         I can create an observational drawing of flowers<br/>         I can use blob and fold techniques to create symmetrical butterflies / name bugs</p>   |   |
|  |  | <p>Artist, naturalist, sculpture, symmetrical, technique<br/>         Strength, improve</p>   |

**People, culture and Communities**

Talk about members of their immediate family and community.  
Name and describe people who are familiar to them.  
Draw information from a single map.  
Understand that some places are special to members of their community.  
Recognise that people have different beliefs and celebrate special times in different ways.  
Recognise some similarities and differences between life in this country and life in other countries.

**The Natural World**

Explore the natural world around them.  
Describe what they see, hear and feel whilst outside.  
Recognise some environments that are different to the one in which they live.  
Understand the effect of changing seasons on the natural world around them.

Expressive Art and Design (Reception)

**Creating with materials**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
Return to and build on their previous learning, refining ideas and developing their ability to represent them.  
Create collaboratively sharing ideas, resources and skills.

**Being Imaginative & expressive**

Listen attentively, move to and talk about music, expressing their feelings and responses.  
Watch and talk about dance and performance art, expressing their feelings and responses.  
Sing in a group or on their own, increasingly matching the pitch and following the melody.  
Develop storylines in their pretend play.

I can complete an artist study (Andy Goldsworthy)  
I can complete artwork in the style of Andy Goldsworthy using the outside area  
I can appraise the work of others and recognise their strengths  
I can create my own music / songs and adapt them where necessary  
I can make a bug den for the garden area  
I can use recorded music or percussion instruments to support my movement sequence (PD)

**Literature:**

**Text types:**

**Maths links:**

**Published outcomes:**

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| <ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• The very hungry caterpillar</li> <li>• Non fiction texts</li> <li>• Aaaaaaargh spider!</li> <li>• Human growth</li> </ul> | <ul style="list-style-type: none"> <li>• Labelling (characters / minibeats)</li> <li>• Writing rules</li> <li>• Story retell</li> <li>• Instructions</li> </ul> | <ul style="list-style-type: none"> <li>• Measuring beanstalk using cubes</li> <li>• Classifying objects</li> <li>• Use money in role play Garden centre</li> </ul> | <ul style="list-style-type: none"> <li>• Growing their own plant</li> <li>•</li> </ul> |
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**Enrichment:**

**Trips and Visitors:** Visit to Coles garden centre  
Visit from a baby/toddler- Virtually

**School environment:** Wildlife area / allotment boxes