

Unit planner: How does things grow and change? FS1 5 weeks

Key concepts: change, curiosity, impact, responsibility	Intent: To develop an understanding of how things grow and change over time.	
	Starter: Share a selection of seeds and what they grow into. Discuss what differences can be seen and what we need to do to make the seeds grow. Outcome: To grow their own plant from seed.	
<u>Communication and Language (Nursery)</u>	Subject:	Key Vocabulary:
Listening, attention and understanding Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Can the child answer simple 'why' questions? Speaking Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	PSED continuous across all areas.	
	<ul style="list-style-type: none"> • Flower shop role play- Adult to ELF in the role play area and model how to use the flower shop effectively. Gather evidence through photos and notes to be put in their learning journeys. • Can I build up my resilience by having ago before I ask adult for help? • Can I look after my plant and take care of it? • I know I have to be gentle and kind to all animals and living things. • Can I help my friends look after their plants? • If my plant doesn't grow can I talk about how I feel? 	Respect, care, helping, keep trying, feelings, disappointed, patience, take turns, wait
<u>PSED(Nursery)</u> Self regulation Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Managing self Show more confidence in new social situations. Building relationships Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Begin to understand how others might be feeling. Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? <u>Physical Development (Nursery)</u> Gross motor skills	Communication and Language continuous across all areas	
	<ul style="list-style-type: none"> • Can I follow simple instructions to plant a seed? (blooms taxonomy question to take feedback) • Blooms taxonomy • Can I talk about what I am doing? • Can I talk about what I can see? • Can I explain to another how to plant a seed? • Can I name the basic parts of a plant? • Can I listen carefully to the stories and answer questions? 	Plant, soil, bean, grow, water, sunlight Who, what, where, why, how, stem, leaf, roots I can see, I think, I know...because
	Art and Design	
	<ul style="list-style-type: none"> • Can I paint a flower picture? • Can I use different media to decorate a flower template? • Can I use natural materials to create my own art? • Can I choose the correct colours for my mini beast painting? • Can I use fabric to change myself into a butterfly? • Can I sing 'Insey, winsey spider'? 	Look carefully, copy, natural, real, flower parts, insect parts, the same as, pretend, detail
	Understanding the world	
	<ul style="list-style-type: none"> • Can I talk about what seeds need to grow? • Can plant and grow my own runner bean. • Can I use a magnifying glass - discuss how things appear larger. • Can observe and I talk about what happens to the frogspawn, chrysalis, and plants. • Can I find any mini beasts in the outside area? • Can I identify some different mini beasts? • Can I use an iPad to take a photo of a flower/ minibeast • Can I use a paint program to draw a mini beast or a flower? 	Grow, change, look carefully Living things Habitat Environment Life cycle Mini beast names
	PD	
	<ul style="list-style-type: none"> • Can I move like a mini beast? • Can I jump and hop like a frog? • Can I use tweezers to pick up seeds? • Can I use a paintbrush with care to create a flower/ mini beast picture? • Can I use equipment to tidy up after planting e.g a dust pan and brush? • Can I talk about why I wash my hands after touching plants and animals? • I know that it is dangerous to eat plants, seeds and berries I may find 	Germs, hygiene, swoop, crawl, scuttle, spring, leap, wiggle, danger, poisonous.
	Literature:	Maths links:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Fine motor skills

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Start to eat independently and learning how to use a knife and fork.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toothbrushing.

Understanding the World (Nursery)

Past and Present

Begin to make sense of their own life-story and family's history.

People, culture and Communities

Show interest in different occupations.

Explore how things work.

Continue to develop positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

The Natural World

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Expressive Art and Design (Nursery)

Creating with materials

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

- Jaspers Beanstalk
- The crunching munching caterpillar
- Non fiction books

- See maths overview
- Counting petals on a flower
- Counting legs on a minibeast
- Recognising shapes in plants
- Size vocabulary when comparing plants
- Joining shapes to make a flower/ butterfly
- Using mathematical vocabulary when filling plant pots

Enrichment:

Trips: Visitor: Anna to visit and talk about her allotment, share photos and produce?

School environment: Visit to the allotment area.

Explore colour and colour-mixing.

Being Imaginative & expressive

Take part in simple pretend play, using an object to represent something else even though they are not similar.