

**Communication and Language**

**Learning Intentions:**

I can listen attentively and respond to what I hear with relevant questions, comments and actions.  
I can make comments about what I have heard and ask questions to clarify my understanding.  
I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers.

**Speaking**

I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.

I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.

**Learning experiences:**

- Recording own versions of 'Jack and the Beanstalk'
- Expressing views on stories during group reading.
- Following instructions for planting a bean and making a fruit salad.
- Explaining own thoughts and ideas clearly and expressively during group activities and show and tell.

**Personal, Social and Emotional Education**

**Learning Intentions:**

**RELATIONSHIPS**

I can identify some of the jobs I do in my family and how I feel like I belong  
I know how to make friends to stop myself from feeling lonely  
I can think of ways to solve problems and stay friends  
I am starting to understand the impact of unkind words  
I can use Calm Me time to manage my feelings  
I know how to be a good friend

**Learning experiences:**

- Circle time, stories, puppet play

**Maths**

**Learning Intentions:**

I can select, rotate and manipulate shapes to develop spatial reasoning skills.  
I can verbally count beyond 20, recognising the pattern of the counting system  
I can link the numbers between 10-20 with their cardinal number value  
I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

**Learning experiences:**

- Doubling - linked to ladybirds.
- Shape and pattern - linked to natural patterns in the environment e.g. butterflies and flowers.

**Role Play**

Indoor: A Florist/ Garden Centre  
Outdoor: Jack and the Beanstalk

**Literacy: Reading and Writing**

**Learning Intentions:**

I can blend and segment sounds in 4 and 5 sound words -frog, clap, sleep...  
I can read and spell tricky words.  
I can read and understand sentences.  
I can sequence sounds in words when writing.  
I can write sentences including finger spaces and full stops.

**Learning experiences:**

- Developing writing skills through guided activities linked to core texts and activities - instructions for planting and looking after broad beans and making a fruit salad; rewriting Jack and the Beanstalk; shopping lists; information writing about minibeasts.
- Daily phonic sessions.
- Guided handwriting sessions.
- Individual and group reading.

**Understanding of the World**

**Learning Intentions:**

I can explore the natural world around me  
I can make observations and draw pictures of animals and plants.  
I 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.  
I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter

**Learning experiences:**

- Look at flowers and minibeasts in our local environment - name and compare.
- Grow own broad beans and other plants. Observe how they grow and change.
- Experiment with growing in different environments to find out what plants need to grow.
- Explore fruit and make a fruit salad.
- Create minibeast habitats.
- Observe the lifecycle of a caterpillar.
- Create a symmetrical butterfly

**Expressive Arts and Design**

**Learning Intentions:**

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  
I can share my creations, explaining the process I have used.  
I can make use of props and materials when role playing characters in narratives and stories.

**Learning experiences:**

- Look at and compare flower paintings of Van Gogh, Georgia O'Keefe and Monet.
- Paint flowers, fruit and vegetables - colour mixing.
- Create mixed media collages.
- Printing - symmetrical butterflies.
- Retelling stories.
- Charanga: Big Bear Funk
- Retelling stories and role playing linked to key texts.
- DT: Sewing and weaving our own bookmarks

**Physical Development**

**Learning Intentions:**

Gross Motor Skills

I can negotiate space and obstacles safely, with consideration for myself and others.  
I can demonstrate strength, balance and coordination when playing.  
I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

I can hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.  
I can use a range of small tools, including scissors, paintbrushes and cutlery.  
I can begin to show accuracy and care when drawing.

**Learning experiences:**

- Use gardening tools safely when planting.
- Chop fruit using appropriate equipment.
- Gymnastics - moving under, over and through equipment.
- Ball skills-throwing, catching, kicking and aiming

**Visits/  
Visitors/Experiences**

A 'giant' visitor!  
Spring Walks  
Fruit Salad making  
Lamb visit

**Core Texts**

Just Ducks  
Caterpillar to Butterfly  
The Run-Away Pea  
The Seedling that wouldn't Grow  
Jack and the Beanstalk  
Handa's Surprise



# Glorious Growing

