

Growing – Langtree Primary School Medium Term Planning, Summer Term Planning 1st Half 2023


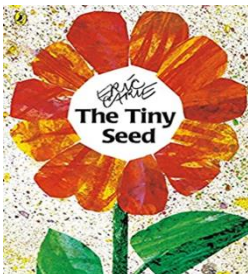
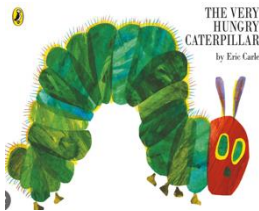
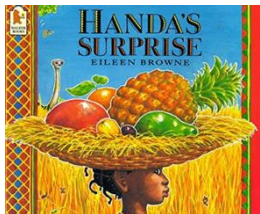
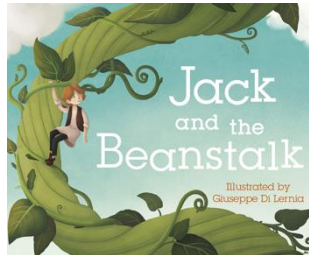
This planning, these themes and the continuous provision provided may be adapted at various points to follow the interests of the children within the setting.

Phonics Phase 3/4 Phase 3 -Vowel Digraphs – ai, ee, igh, oa, oo, ar, or, ur, ow, oi, er. Trigraphs – ear, air, ure.

Phase 4 – said, have, like, so, do, some, come, were, there, little, one, went, out, what

Whole School Focus: Building Learning Powers

'thinkosaurus' 'playotops' 'tryosaurus' – Embedding our active learning dinosaurs.

Class trip/activity		Parents picnic and Share a Story Morning - Class F To arrange - Visit from a Local Farmer to talk about Growing				
Weekly Date/ Key Dates:	Learning Outcome (for more details see long term plan)	w/b 17 th April 21 st -22 nd April - Eid	w/b 24 th April	w/b 1 st May 1 st May – Bank Holiday 6 th May – Coronation of King Charles National tell a story month	w/b 8 th May 8 th May – Bank Holiday National tell a story month	w/b 15 th May & 22 nd May 15 th - 19 th May – Walk to School week. 20 th May – World Bee day National tell a story month
Weekly Theme: Focus Area of Learning		Planting! (Week 1) Planting our own beans in a bag, and sunflowers in a pot. Looking at the growing cycle. Creating a bean diary	What's a seed? (Week 2) Looking at the journey of a seed. Pollination.	Fruit growing in our country (Week 3) Investigating what fruits grow in our country. How do we use food to 'grow' – caterpillar growing.	Fruits growing around the world (Week 4) Trying new and exotic fruits. Instructional writing.	Traditional tale (Week 5 & 6) Creating a simple story map of a traditional tale. Adapting the traditional tale in our own words.
Text(s):		 Jasper's Beanstalk & The Sunflower	 The Tiny Seed	 The Very Hungry Caterpillar	 Handa's Surprise	 Jack and the Beanstalk

			<i>Life cycle of a sunflower</i>		<i>The hungry caterpillar & Butterflies</i>		
PRIME AREAS OF LEARNING	Personal, Social and Emotional Development <i>Making relationships</i> <i>Sense of self</i> <i>Understanding feelings</i>		JIGSAW	JIGSAW	JIGSAW	JIGSAW	JIGSAW
	Communication & Language <i>Attention, Understanding</i> <i>Speaking and Listening</i>		What would we like to learn about this term within our topic growing?	Take turns playing 'I'm thinking of a flower XXX guessing game' Investigate different flowers that we find in our environment (buy a bouquet) - What do they smell like, feel like, make us feel?	Provide a feely bag with lots of different fruit inside it and ask the children one at a time to put their hand in and guess what fruit they are holding -what they can feel, smell (describing) before finally looking at it and using their eyes to describe it. Introduce the fruit names and new vocabulary too.	Trying and tasting different more exotic fruits. Describing the taste and texture using adjectives. Writing our likes and dislikes. What fruit would we like to try and why?	Re-enacting the jack and the beanstalk story using props (a beanstalk made by the class, a chicken, a golden egg, magic beans). - Create our own props too. Sing growing plant songs/rhymes.
	Physical Developmt. (fine & gross)		. Planting our own beans and seeds in pots. - discussion - how do we use our tools safely/accurately? Using garden forks,	.		Making a healthy fruit salad - discussion on 5 a day - using safe knives and chopping boards to cut soft fruit like bananas.	Re-enacting the different movements from the story as a class. - Climbing the beanstalk, stomping like the giant.

SPECIFIC AREAS OF LEARNING	Moving and Handling Health and Self-care		spades and gloves to plant.				Adapting the story - creating a giant obstacle course to get to the 'golden egg' on the other side of the playground. Children have to navigate different equipment safely e.g, balance beams, throwing bean bags, hopping, skipping e.t.c.
	Mathematics		See Separate plan	See Separate plan	See Separate plan	See Separate plan	See separate plan
	Literacy Reading and Writing (Comprehension in C&L 'understanding')		<p>Holiday News</p> <p>Create our own 'Bean diary' and plot our first page on observations and what the bean needs to grow.</p> <p>Recalling a sequence of events - drawing a picture and writing a caption to recall how we planted our seeds/plants in the garden.</p> <p>Ordering the life cycle of a sunflower - labelling and captioning.</p>	Continue our 'Bean diary' and observations.	<p>Continue our 'Bean diary' and observations.</p> <p>Ordering the life cycle of a caterpillar - labelling and captioning.</p> <p>National storytelling month - what is my favourite story and why?</p>	<p>Continue our 'Bean diary' and observations.</p> <p>Looking at instructions and listing using numerals.</p> <p>Recalling how we made our healthy fruit salad and putting this into basic instructions.</p>	<p>Continue our 'Bean diary' and observations.</p> <p>Story mapping - Who, What where what? (Discussion on setting, characters, and structure.)</p> <p>What is a fiction book? Investigating different fairy tales, e.g. Cinderella, beauty and the beast. What are key features? (Once upon a time... and then...)</p> <p>First person narrative - Create our own story maps (like for whatever next - who, how, where, what) but this time write our own version of 'jack and the bean stalk' by changing the setting and characters and using 'once upon a time'.</p>
	Understanding the World People and Communities		Planting our own beans in bags - Measuring their growth over the period of half term. What do our beans/sunflowers need to grow?	Flower experiment - what is the best condition for a flower to survive. Put a flower in a bowl of water, one in a bowl just with sun, and one	Where do our different fruits come from - investigation using google earth and videos to watch different fruits being planted and harvested within our country.	Looking at fruit planted in different countries. How do their environments differ from ours? What makes their environment better for growing certain	<p>Labelling and sorting 'living things' from 'non-living things'.</p> <p>What is the importance of a bee? Investigating why bees are vital to our ecosystem. Doing a study.</p>

	The World Technology			with a bit of both - experiment.	Investigating the Kings coronation - what does this mean?	fruits? What makes ours better?	
	Expressive Arts and Design Creating with materials Being imaginativ e and Expressiv e		Creating our own sunflowers using egg boxes - designing, and then creating, then evaluating our designs.	Watercolour observational pictures on growing plants within our school field.	Observational drawings of different local fruits	Printing with different fruits and vegetables to create pictures.	Creating our own harps using cardboard boxes, materials and rubber bands. Children to create a list of what was used and write about how they could improve their harps, what they found tricky or what they would change? What went well... e.t.c. Observe changes in the local countryside Be proud of your colours! - paint the local landscape and look at landscape artists.