

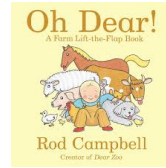
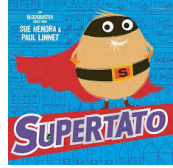
2s Summer : How does your garden grow?/Where will our adventure take us?

Planning overview/sequential learning grid

Summer term 1

Big Question: How does your garden grow ?

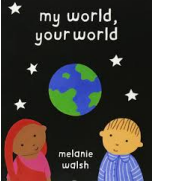
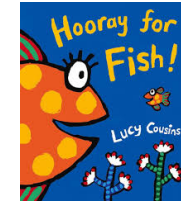
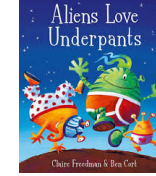
Key Themes to explore: Growing, farm, minibeasts

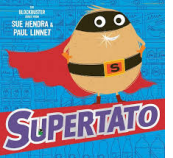
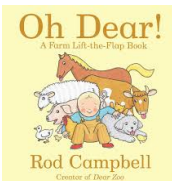

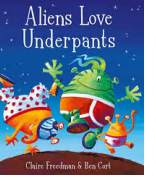
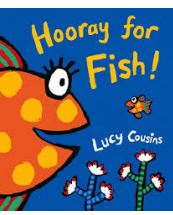
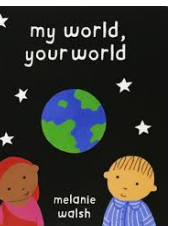


Summer term 2

Big Question: Where will our adventure take us?

Key Themes to explore: space, under the sea, all around the world, transition



	13.4.26	20.4.26	27.4.26	4.5.26 X4 days	11.5.26	18.5.26	02.6.25	09.6.25	16.6.25	23.6.25	30.6.25
Text	Theme: Growing 	Theme: Farm 		Theme: Minibeasts 		Theme: Eid	Theme: Space 		Theme: Under the Sea 		Theme: Around the world 
Book Hook	Stay and Play session	Leanimals Mobile Zoo/ Ian's mobile farm		Bug hotel (family learning session)		Eid Party	Space Picnic		Seaside morning (Across foundation) paddling pools, ice cream, come in beach clothes etc.		Stay and Play session
Prime Areas						Prime Areas					
Communication & Language	<p>LO- Listen and respond to a simple instruction.</p> <p>Suggested Activity: Growing cress in cotton wool. Give simple instructions: 'put the wool in the cup' 'put the seeds in the cup'</p>	<p>LO: Listen to simple stories with pictures</p> <p>Suggested Activity: Gather all children to read a story, Keep the story 1-2 minutes long. Use repetitive words so they can start recognising them. Let them turn pages if they want—it builds independence.</p>		<p>LO: Be able to take turns in conversation, with fleeting attention, possibly changing the topic throughout.</p> <p>Suggested Activity: Use a puppet to talk to the children and ask them questions. Ask questions such as 'What is your favourite food?' 'What is your name?' Keep turns short—2-3 exchanges at a time. Celebrate any attempt to respond, even with gestures or sounds. Follow your child's topic changes—it's normal at this age. Use lots of gestures, expressions, and exaggerated tones to keep engagement.</p>		<p>LO: Refer to something that has happened in the past</p> <p>Suggested Activity: Ask children to send in pictures of something they have done in the half term. Talk to the children about what they did, where they went and who they went with.</p>		<p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Suggested Activity: Play games such as Simon says with the children, can they follow the instructions within the game. Move onto smaller group activities mirroring FLIP 2 key word level games such as 'make the cow jump'</p>			
Physical Development	<p>LO - To Use large motor skills to do things independently, for example pour drinks.</p> <p>LO- Start eating independently and learning how to use a knife and fork.</p> <p>Suggested activity - In continuous provision, support children to pour their own drinks and use a cup for milk .</p>	<p>LO - To develop control of our own bodies through practice of large movements.</p> <p>Suggested activity - Stop and start games linked to animal sounds. Eg) When you hear the 'moo sound, stop!</p>	<p>LO - To develop manipulation and control</p> <p>Suggested activity - Pencil control - Linked to animal pencil control sheets .</p> <p>Pencil grip Where do ch start</p>	<p>LO- To develop manipulation and control.</p> <p>Suggested activity - Children go on a bug hunt outdoors and in the pond area . Can the children copy the actions of the bugs , flap like a butterfly, crawl like a centipede. buzz/ jump like a bee.</p>		<p>LO - To build independently with a range of appropriate resources.</p> <p>Suggested activity - use a variety of resources including bricks, junk modelling to create space rockets.</p>	<p>LO - To explore different materials and tools</p> <p>Suggested activity - Aliens love underpants sorting activity - matching underpants sorting in to different sizes - using tweezers</p>	<p>LO- To develop manipulation and control.</p> <p>Activity - Under the sea obstacle course to include crawling, jumping , climbing. Pretend that the children are under the sea being different sea creatures.</p> <p>LO - To Use small motor skills to do things independently, holding a toothbrush to brush their teeth</p> <p>Suggested activity- throughout cont provision promote model and support tooth brushing</p>			

	<p>LO- To explore different materials and tools</p> <p>Suggested activity - Children to use a variety of tools to create their own supertato with potatoes, Potato printing - patterns with 2 colours.</p>		and stop? Assessments.	<p>LO - To enjoy starting to kick, throw and catch balls.</p> <p>Suggested activity - Bumble bee ball - pretend the ball is a bumble bee and when you have it you can buzz like a bee and explore rolling, kicking and throwing the ball to others.</p>					
Personal, Social & Emotional Development	<p>LO: Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</p> <p>Suggested Activity: Introduce children to a variety of different vegetables on a spot tray in the middle of a circle. Take it in turns to choose a vegetable from the middle and pass it around the circle.</p>	<p>LO - Naming Animals</p> <p>Suggested Activity- circle time activity with soft animal puppets - look at the animals name them and the sounds they make. Sing some songs and rhymes - old macdonald.</p>	<p>LO - Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Suggested activity Allow children 2 choices of cereal for snack this week, encourage them to choose which one they would like to have for snack.</p>	<p>LO: Share with the children the celebration Eid - linked to C&L</p> <p>Suggested Activity - Children to attend an Eid Stay and Play with their grown ups to celebrate</p>					
Maths	<p>LO - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3</p> <p>Suggested Activity: Have plates in the role play area with different numbers to 3 on, encourage the children to put the right amount of food on each plate.</p>	<p>LO: Using practical objects explore one more than numbers to 3</p> <p>Suggested Activity - linked to class text about animals having a basket and holding them up for the children, e.g. I have one horse and one more is 2. I have 2 goats, one more is 3.</p>	<p>LO: Take part in finger rhymes with numbers</p> <p>Suggested Activity: Share and sing insect rhymes - incy wincy spider, use props and resources. Count them alongside.</p>		<p>Count up to 3 pictures</p> <p>Activity - linked to Ramadan text count and identify 3 pictures and count out . use picture cards and numbers .</p>	<p>LO - Notice patterns and arrange things in patterns - Extend and create ABAB patterns</p> <p>Coloured pants - ABAB patterns</p>	<p>LO - Take part in finger rhymes with numbers</p> <p>Activity - Linked to text share the rhyme 1,2,3,4,5 once i caught a fish alive , have props and resources available to support children's learning and counting Have fish with numbers on Support children to find and catch the fish</p> <p>Outcome - Singing rhyme - QR code counting</p>		
	Rhyme of the Week					Rhyme of the Week			
	Sleeping bunnies	One Potato, 2 potato	Old Mcdonald	Horsey Horsey	Incy Wincy/Spooky spider	Worm at the bottom of the garden	Little aliens	Twinkle twinkle little star	12345 once i caught a fish alive
Literacy	<p>LO: Repeat words and phrases from a familiar book</p> <p>Suggested Activity: Read the class text with the children, encourage them to shout 'Evil Pea!' every time they see a picture of a pea on the page. (add props such as cut out peas for the children to hold up as they shout Evil Pea!')</p>	<p>LO: Holds a book confidently and turns pages from front to back</p> <p>Suggested Activity: Take the children to the school library to explore and look through a selection of different books. Allow all children to select a book that they would like to take home to read with an adult.</p>	<p>LO: Sing simple songs</p> <p>Suggested Activity: Add all new rhymes into song box and revisit all rhymes with the children.</p>		<p>LO - Enjoy drawing freely</p> <p>Activity - Linked to class text Ramadan</p> <p>Share the story and the pictures</p> <p>Outcome - Adult models draw some items from the text.</p>	<p>Outcome - Pencil control assessment - decorating pants - enjoy drawing freely - use a comfortable grip with good control</p>	<p>LO- Repeat words and phrases from a familiar book</p> <p>Activity - Linked with fish text have a variety of materials for children to draw, create or decorate their own fish. Adults to model language and ask questions linked to the text throughout eg what colour is the fish?</p>		
EAD	<p>LO - Explore paint, using fingers and other parts of their bodies</p> <p>Suggested Activity - vegetable printing using a range of colours create your own vegetable print</p>	<p>LO: Make rhythmical and repetitive sounds.</p> <p>Suggested Activity: Use shaky eggs or claves to add percussion to the song 'Old Mcdonald' and 'Horsey Horsey' -</p>	<p>LO: Use PVA glue and glue spreaders to join different materials of different texture</p> <p>Suggested Activity- To create mini insects on paper plates eg bumblebee</p>				<p>LO - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</p> <p>Outcome - Use a variety of materials to create a fish pattern (foil, bubble wrap, wool</p>		

	pattern.	children tap claves along to Horsey Horsey to make the sound of the horses feet.	bees and ladybirds - sticking stripes and spots on the insects				etc) - Explore different materials freely, in order to develop their ideas about how to use them and what to make
UTW	<p>LO: Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Suggested Activity: Freeze blocks of ice with different natural materials in (leaf, stick, flowers, vegetables from the story etc) add to water tray and encourage children to melt the ice to get the material out. Extend by asking the children what material is stuck in the ice.</p>	<p>LO: Naming and looking at animals native to the UK</p> <p>Suggested Activity: Add animals to the small world area that are native to the UK, encourage the children to name the characters as they choose them in play.</p>	<p>LO: Looking after and caring for living things</p> <p>Suggested Activity: Children have window viewers or magnifying glasses and go on a bug hunt.</p>		<p>Celebrations -Ramadan</p> <p>Activity - Linked with class visits - animal visit</p> <p>Discuss the animals , textures, how do they look, feel.</p>		

NB: Autumn and Spring term we focus on Prime areas of learning. During these terms specific areas are taught through continuous provision - see continuous provision planning (school specific)