

**Topic Overview Foundation**

**In the Garden**

**Term 5 2019**

This term we are trying a new way of panning the topic, as the children always come up with their own ideas and change where the topic leads compared to our original plans! This term the topic overview is much broader, looking at the skills we will be covering rather than the activities.

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|-----------------------------------|--|---|---|
| <b>Classroom Environment</b>      | <ul style="list-style-type: none"> <li>✓ Flower shop to be created with the children.</li> </ul>   | <b>Educational Visits</b>   | <ul style="list-style-type: none"> <li>✓ Visit to a garden centre.</li> <li>✓ Talks from gardeners.</li> <li>✓ Zoolab</li> </ul>  |
| <b>Wow factor Launch</b>          | <ul style="list-style-type: none"> <li>✓ 'Show me what you know...' Children to create a display showing what they already know.</li> </ul>  | <b>Key Texts</b>  | <ul style="list-style-type: none"> <li>✓ Jasper's Beanstalk</li> <li>✓ The Very Hungry Caterpillar</li> </ul>   |
| <b>Outcomes</b>                   | <ul style="list-style-type: none"> <li>✓ To be decided with the children throughout the topic... possible exhibition/display/assembly.</li> <li>✓ Garden party at the end of term.</li> </ul>  | <b>Activities parents can do to support.</b>  | <ul style="list-style-type: none"> <li>✓ Encourage children to help you care for your gardens. Talk about what you notice - plants/creatures/wildlife.</li> <li>✓ Reading together daily. Writing in reading record 3 times a week.</li> </ul>  |
| <b>Communication and Language</b> | <ul style="list-style-type: none"> <li>✓ Talk about past and present events</li> <li>✓ Listen to others in a range of different situations (e.g. listen to peers, adults, visitors)</li> <li>✓ Express own views clearly to others</li> </ul>                            | <b>Personal Development</b>   | <ul style="list-style-type: none"> <li>✓ Family Links sessions weekly about feelings and behaviour.</li> </ul>  |
| <b>Physical development</b>       | <ul style="list-style-type: none"> <li>✓ Co-ordination when throwing and catching</li> <li>✓ Negotiating space and moving in different ways</li> <li>✓ Control letter size and letter formation</li> <li>✓ Talk about ways to stay safe and healthy</li> </ul>           | <b>Maths</b>  | <ul style="list-style-type: none"> <li>✓ Recognising and ordering numbers to 20</li> <li>✓ Recognising and describing 2D shapes</li> <li>✓ Counting on and back</li> <li>✓ Recognising double and half</li> </ul>   |
| <b>Literacy</b>                   | <ul style="list-style-type: none"> <li>✓ Talk about books they have read</li> <li>✓ Describe main events, characters and settings</li> <li>✓ Talk about non-fiction</li> <li>✓ Write labels and sentences, using finger spaces between words.</li> </ul>                 | <b>Expressive art and design</b>  | <ul style="list-style-type: none"> <li>✓ Use and explore different art techniques, tools and materials</li> <li>✓ Make decisions about what to make and what to use, explaining their choices</li> <li>✓ Talk about ideas and the processes used to complete an activity.</li> <li>✓ Evaluate own work and that of others - what you like/what could be even better.</li> </ul> |
| <b>Understanding the world</b>    | <ul style="list-style-type: none"> <li>✓ Talk about past and present events in own life.<br/><b>Please can children bring in two photos, one of them now and one when they were younger, by Monday 13<sup>th</sup> May.</b></li> <li>✓ Use a keyboard to type</li> </ul> | <ul style="list-style-type: none"> <li>✓ Talk about similarities and differences - when observing plants, minibeasts or animals</li> <li>✓ Make observations of plants and animals</li> <li>✓ Think about how the environment is influenced by humans.</li> </ul> |   |

Vision themes:

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|--|---|---|
| <p><b>Critical thinking and problem solving</b></p> <ul style="list-style-type: none"> <li>✓ Having their own ideas in exploring time and creative activities.</li> <li>✓ Investigating the minibeasts that live in the garden.</li> <li>✓ Talking about caring for the environment - what is the problem and how can we help?</li> </ul>                                  | <p><b>Physical and mental well-being</b></p> <ul style="list-style-type: none"> <li>✓ PSHE activities - Family Links</li> <li>✓ Snack time routines</li> <li>✓ Active outdoor activities daily</li> <li>✓ Forest School</li> <li>✓ Talking about how we stay healthy</li> </ul> | <p><b>Local and Global citizenship</b></p> <ul style="list-style-type: none"> <li>✓ Caring for our environment</li> <li>✓ Talking a little about climate change</li> </ul>  |
| <p><b>Communication and social skills</b></p> <ul style="list-style-type: none"> <li>✓ PSHE activities</li> <li>✓ Sharing resources</li> <li>✓ Talk partners - Taking turns in conversation, and being a good listener</li> <li>✓ Topic vocabulary about gardens and minibeasts</li> <li>✓ Co-operation to work as a team</li> <li>✓ Express views effectively.</li> </ul> | <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>✓ Having their own ideas - art activities, planning a garden party.</li> <li>✓ Imaginative role play</li> <li>✓ Making up own stories</li> <li>✓ Creating landscape pictures</li> </ul>          | <p><b>Key Academic Skills</b></p> <ul style="list-style-type: none"> <li>✓ Counting and recognising numbers to 20</li> <li>✓ Recognising basic shapes and describing them.</li> <li>✓ Phonics - learning digraphs and trigraphs - e.g. sh, ai, igh, air.</li> <li>✓ Phonics - beginning to listen for adjacent consonants in words - eg hand, frog, went, crab.</li> <li>✓ Speaking and listening</li> <li>✓ Letter formation - in letter families:             <ul style="list-style-type: none"> <li>○ a c d g o q</li> <li>○ b h k p m n r</li> <li>○ i l t u w y</li> <li>○ z x v</li> <li>○ e j f s (odd ones out!)</li> </ul> </li> </ul> |