

| Snowdrop Class Big Question... How do seeds grow? Spring 2027   |                                                                                                                                                                                |                                                                                                                                                               |                                                                  |                                                                                                        |                                                                                                             |        |                                                                                        |
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|                                                                 | Week 1                                                                                                                                                                         | Week 2                                                                                                                                                        | Week 3                                                           | Week 4                                                                                                 | Week 5                                                                                                      | Week 6 | Week 7                                                                                 |
| Core text                                                       | It all starts with a seed                                                                                                                                                      | It all starts with a seed                                                                                                                                     | The very hungry caterpillar                                      | Jack and the beanstalk                                                                                 | The tiny seed                                                                                               |        |                                                                                        |
| Core rhyme                                                      | Mary Mary quite contrary                                                                                                                                                       | Continue 'Mary Mary quite contrary'                                                                                                                           |                                                                  |                                                                                                        |                                                                                                             |        | Assess the oral retelling of the core rhyme<br>Children to take part in Easter Service |
|                                                                 |                                                                                                                                                                                | Growing plants rhyme                                                                                                                                          | I'm a little bean                                                | In the garden song                                                                                     | Make the flowers grow song                                                                                  |        |                                                                                        |
| Outdoor Learning                                                | Planting spring flowers in the containers                                                                                                                                      | Sowing seeds – what do they need to germinate?                                                                                                                | Digging and weeding the vegetable beds ready for planting        | Sowing bean seeds                                                                                      | Make a map of where the little seed could go in the school grounds                                          |        |                                                                                        |
| Forest School                                                   | The weather in spring, changes in the seasons – notice how the days are getting longer and hopefully warmer                                                                    | Outdoor maths – counting leaves and seeds / leaf patterns.                                                                                                    | Compare and contrast the two ponds – looking for tadpoles        | Looking for spring flowers, dandelions<br><br>Make dandelion prints<br><br>Check the pond for tadpoles | Spring scavenger Hunts – how many different leaves can they find?<br><br>Check the pond for tadpoles        |        |                                                                                        |
| Role Play<br>(Ask parents to come and tell us about their jobs) | The plant shop: Model new vocabulary associated with topic, have a word wall, encourage respect, turn taking, paying for items, role playing shop keepers in the garden centre | The plant shop: Observe how children play, extend play through modelling actions, vocabulary and introducing new ideas or concepts. Keep garden centre theme. | Have science lab equipment – look at life cycles of caterpillars | The pond: Have science lab equipment – look at life cycles of tadpoles, finding out about frogs        | The plant shop: resources depending on interests and needs e.g. shop outfits, seed sowing, labelling, money |        |                                                                                        |

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| Maths                                                                                                      | White rose<br>Building 9 and 10                                                                                                                                                                                                                               | White rose<br>Building 9 and 10                                                                                                                                                                                                                               | White rose<br>Building 9 and 10                                                                                                                                                                                                                                        | White rose<br>Exploring 3D shape                                                                                                                                                                                                                                                                                          | White rose<br>Exploring 3D shape                                                                                                                                                                                                                                                |  |  |
| Pre school maths                                                                                           | Match talk push and pull                                                                                                                                                                                                                                      | Talk about dots                                                                                                                                                                                                                                               | Talk about dots                                                                                                                                                                                                                                                        | Compare and sort collections                                                                                                                                                                                                                                                                                              | Compare and sort collections                                                                                                                                                                                                                                                    |  |  |
| (depending on previous assessments)<br>Phonics and reading – Keep sh,ch,ck,th,ch, ng,nk – for each session | Recap of set one, continue with set two<br><br><b>Red Ditty and Green reading group</b>                                                                                                                                                                       | Recap of set one, continue with set two<br><br><b>Red Ditty and Green reading group</b>                                                                                                                                                                       | Recap of set one, continue with set two<br><br><b>Red Ditty and Green reading group</b>                                                                                                                                                                                | Recap of set one, continue with set two<br><br><b>Red Ditty and Green reading group</b>                                                                                                                                                                                                                                   | Recap of set one, continue with set two<br><br><b>Red Ditty and Green reading group</b>                                                                                                                                                                                         |  |  |
| Writing                                                                                                    | Form letters correctly as taught in RWI, Begin to write sentences using build a sentences<br><u>Writing in provision:</u><br>Garden Centre labelling, plant labels, Chalks, large paper, whiteboards and pens,<br><b>Sentences about Seeds from core text</b> | Form letters correctly as taught in RWI Begin to write sentences using build a sentences<br><u>Writing in provision:</u><br>Garden Centre labelling, plant labels, Chalks, large paper, whiteboards and pens,<br><b>Sentences about plants from core text</b> | Form letters correctly as taught in RWI Begin to write sentences using build a sentences<br><u>Writing in provision:</u><br>Garden Centre labelling, plant labels, Chalks, large paper, whiteboards and pens,<br><b>Sentences about fruits from hungry caterpillar</b> | Form letters correctly as taught in RWI Begin to write sentences using build a sentences<br><u>Writing in provision:</u><br>Garden Centre labelling, plant labels, Chalks, large paper, whiteboards and pens, Squirty water bottles, pastels, writing using word bank in role play<br><b>Sentence about the beanstalk</b> | Form letters correctly as taught in RWI Begin to write sentences using build a sentences<br><u>Writing in provision:</u><br>Garden Centre labelling, plant labels<br>Gloop, playdough with wooden letters to print shape, felt tip pens.<br><b>Sentence about the pond life</b> |  |  |

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| Physical development<br>Gross motor<br>(See separate PE plan) | <b>Yoga</b><br>Flower pose and tree pose                                                                                                                | <b>Yoga</b><br>Lotus pose and Squat pose                      | <b>Yoga</b><br>Child and Sphinx pose and tree pose                                                                                            | <b>Yoga</b><br>Downward dog pose and crescent moon pose                                                                                                                             | <b>Yoga</b><br>King Cobra pose and Warrior pose             |  |  |
| Fine motor                                                    | Cotton bud paintings of flowers                                                                                                                         | Sticky dots on the very hungry caterpillar                    | Threading the very hungry caterpillar foods                                                                                                   | Jack and the beanstalk– tweezers to put pom poms on the beanstalk                                                                                                                   | Peg boards/ cardboard lids to make a flower shape           |  |  |
| Expressive arts and design                                    | <b>Colour mixing:</b><br>make pictures of things that might grow                                                                                        | <b>Mixing materials</b><br>make pictures of imaginary flowers | <b>Mixing materials</b> on their own to experiment with outcomes :<br>making collages of plants - foods that the hungry caterpillar might eat | <b>Colour mixing:</b><br>Children experiment to create different textures and understand that different media can be combined to create new effects – Picture of the pond/ tadpoles | <b>Mixing materials</b><br>making frog models               |  |  |
| Understanding the world                                       | <b>Communities</b><br>Discuss the celebrations that we have in our community. How do we prepare for special times? Shrove Tuesday– how is it celebrated | Who works in a garden centre?<br>What skills do they need?    | How can plants make the world a better place?<br>What could we do in school do make things better?                                            | Making an Easter garden. Which people celebrate Easter?                                                                                                                             | Thinking about the Easter service. Who is it important for? |  |  |

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| Natural world | How do plants grow? What do they need? Can we find out?                                                                                                                                                                                                                                                                                                                                                                                    | Finding out about bulbs, seeds and corms. | <b>Past and present</b><br><br>Look at old greenhouses                    | <b>Past and present</b><br><br>Look at old lawnmowers                               | Looking at tadpoles – finding out about their life cycle                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |
| Science       |                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Kapow Plants</b>                       | <b>Kapow exploring plants</b>                                             | <b>Kapow planting seeds</b>                                                         | <b>Kapow Caring for the Earth</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| RE            | See Glos Agreed Syllabus                                                                                                                                                                                                                                                                                                                                                                                                                   |                                           |                                                                           |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
| PSHE          | How can I help others?                                                                                                                                                                                                                                                                                                                                                                                                                     | How can I look after the planet?          | How can I help wildlife in the school grounds?                            | Who in our community helps us? Do we know anyone that helps look after the village? | How can we celebrate Easter together?                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
| CLL           | Understand how to listen carefully and why listening is important. –<br>Introduce listening opportunities and experiences<br>1. Worship in classroom<br>2. Songs of praise in class<br>3. Listening to daily stories and rhymes<br>4. Listening during focus carpet time<br>5. Modelling eye contact, your turn, my turn<br>6. Not treading on words<br>7. Go on a listening walk.<br>8. Circle time to share ideas, thoughts, turn taking |                                           |                                                                           |                                                                                     | Talking time, share our thoughts and feelings throughout the day<br>1. Snack time model how to complete a sentence using correct grammar<br>2. Story time ask for predictions, why did the character do that, how would you feel if you were this character<br>3. ‘Please may I ‘<br>4. Tongue twisters<br>5. Saying excuse me then waiting for the grown up to answer. No patting.<br>6. Joining in with Easter songs<br>7. How do we feel about special times like Easter? |  |  |
| Cooking       |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                           | Make a soup using winter vegetables – talk about the story of stone soup. |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |