

EYFS Spring 2 - UTW – [Gardeners' World] (Growth)

VOCABULARY:		FOCUS TEXTS	READING LINKS	WRITING
Tier 2 Roots Flower Leaves	Tier 3 Nutrients Minerals Stem Germination Predict Disperse	<ul style="list-style-type: none"> It Starts With a Seed Laura Knowles & Jennie Webber The Tiny Seed – Eric Carle 	<ul style="list-style-type: none"> Oliver's Vegetables by Vivian French and Alison Bartlett Tree: Seasons Come, Seasons Go by Patricia Heggarty and Britta Tekentrup A Variety of Non- Fiction Plant books 	<ul style="list-style-type: none"> Labelling a plant Instructions on how to plant a seed Information writing about a sunflower Equipment lists Signs for our sunflowers
UTW ESSENTIAL KNOWLEDGE AND UNDERSTANDING :			CURRICULUM LANDING POINTS:	
<ul style="list-style-type: none"> Know how to predict what will happen to a planted seed Be able to ask questions about what will happen to a seed when planted Know how to plant a seed Know that plants need sunlight, water and oxygen to grow Know that plants need minerals and nutrients from the soil to grow Know the cycle of how a plant grows (germination, roots, leaves, flowering and then seeds disperse) Know the parts of stem, roots, flower and leaves of a plant Know what the parts of a plant do (roots, stem, flower and leaves) Know how to observe plants in our local area (use technology to record findings) Know and name some plants by appearance Know how to observe and record how plants grow Know that plants, seeds, soil and gardening tools can be sold at a Garden Centre Be able to answer questions about how a plant has grown 			Understanding the World: The Natural World <u>Reception:</u> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them. Recognise some environments that are different from the one in which they live. <u>ELG:</u> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
POSSIBLE CROSS CURRICULAR LINKS		LINKS TO PRIOR OR OTHER LEARNING		RESOURCES
EAD- creating a Van Gogh inspired painting of a sunflower Creating paintings and pictures of flowers SSM – measuring and comparing the height and length of the sunflowers Tech- taking pictures to record the growth of their sunflower C&L: discussing their growth of sunflower. Maths: comparing sunflowers, taller, shorter.		<u>Prior Learning:</u> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. <u>Next Stage:</u> Working Scientifically- asking questions, observing and gathering data to answer questions. Plants – identify and name a variety of common flowering plants, wild and garden plants including trees. Identify and describe the basic structure of common flowering plants and trees.		<ul style="list-style-type: none"> Seeds Soil Magnifying glasses Recording booklet Garden Centre role play Cubes/rulers to measure Word mats

Learning plan:

Week	Learning	COEL
Week 1	What do you think will happen to a seed when we plant it?	Playing & Exploring <ul style="list-style-type: none"> Finding out and exploring: <i>showing a curiosity about objects and events, showing a particular interest, using senses to explore the world around them</i> Playing with what they know: <i>taking on a role of a gardener in the outdoor area, shopkeeper in the Garden Centre</i> Creating & Thinking Critically <ul style="list-style-type: none"> Having their own ideas (<i>thinking of their own ideas about plants, what will happen when they grow? If they don't have light, water etc. Answering the questions posed during the lessons, finding ways to solve problems- how can we help this plant grow? Who's plant has the most leaves? Is taller?</i>) Making links (<i>making predictions about how plants will grow and reasoning why</i>)
Week 2	How do we plant a seed?	
Week 3	What do plants need to grow? What is the cycle of how plants grow?	
Week 4	What are the parts of the plant and what do they do?	
Week 5	What plants do we have in our local area?	
Week 6	Answer questions about how our plant has grown	