

Week 22/04/2025

**Core book: "Pip and Egg"**  
**Linked to the Theme Environment**

**Activity 1**

**Learning Intention:** To mark make the instructions of planting a seed.

**Learning Aspirations**

**BFMD Milestone 3** Engage in mark making and building their fine motor strength in a variety of ways.

**BFMD Milestone 4** Children can write their name with some accuracy and write 3 / 4 recognisable letters

**ECT Milestone 4** - Children will be able to understand that other cultures and traditions exist outside of their own family and talk about a tradition or belief that is different to their own.

**BCC Milestone 3** - Children are able to talk using pronouns ("me", "him", "she") and prepositions ("in", "on", "under") in their conversations. Children can also start to make comments on things they see in books, the environment and the world around them.

**LRB Milestone 5** - Engage in extended conversations about stories, learning and embedding new vocabulary. Confidently engaging in our "Interactive Reading" sessions.

**Development Matters**

Lit-Engage in extended conversations about stories, learning new vocabulary.

Lit-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Write some or all of their name.

**Characteristics of Effective Learning**

**Showing I can do attitude**

**RRS Article 29**

I have the right to an education which develops my personality, talents and abilities.

<p><b>Implementation</b></p> <p>Ask children what we did first when we planted our seed. Then scribe the children's ideas on the board. What do we need next? Children to write instructions step by step on how to grow a plant. Use ordinal language as your scribe on the board. Children to then write their instruction on the paper template.</p> <p>PM challenge: Children to form recognisable letters when writing the instruction</p> <p>P4C- If you were to grow a magical plant what would it do when it's fully grown?</p>	<p><b>Key Vocabulary</b></p> <p>Seed, plant, water, air, soil, leaf, zigzag, sentences, pictures, English, left, right, top, bottom, write, words</p>	<p><b>Resources</b></p> <p>Felt tip pens, crayons, paper, instruction templates</p>
<p><b>Apprentice</b></p> <p>Able to echo and to make some marks</p>	<p><b>Novice</b></p> <p>Able to make marks and sometimes give meaning to their marks.</p>	<p><b>Expert</b></p> <p>Be able to make marks, sometimes using recognisable letters as they give meaning.</p>
<p><b>Evaluation</b></p>		

**Activity 2**

**Learning Intention:** To subitise amount and notice the groups of composition

**Learning Aspirations**

MIA Milestone 3 -

Children will have developed a fast recognition of up to three (3) objects, without having to count them individually ('subitising'). They should also recite

numbers past 5. They could also make marks to represent numbers.

In small groups, children will be able to suggest ideas on how to solve an adult planned challenge. Children will talk about what is seen and try to explain why  
**SP Milestone 3** - In small groups, children will be able to suggest ideas on how to solve an adult planned challenge. Children will talk about what is seen and try to explain why..

### **Development Matters**

MATHS: Fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5

CL - Use a wider range of vocabulary.

### **Characteristics of Effective Learning**

**Not easily distracted**

#### **RRSA**

Article 15

Every child has the right to meet with other children and to join groups

### **Implementation**

Sit children in a circle and sing '5 Little pea pods' using fingers as number representation.

Inform the children that they will be using the grass materials to subitise the seeds. Model to the children different ways of subitising and ask the children to represent the amount using their fingers..

Subitise some seeds on a piece of paper.

Children to subitise different amounts and explain what they notice (conceptual subitise). Repeat this process for a number of time

PM Challenge: Ask the children to notice the different groups after they have subitise.

Children explain what they notice.

### **Key Vocabulary**

How many,, count, numbers, numerals, seeds, one, two, three, four, five, total, amount, same.

### **Resources**

Counters, dice, grass, green paper, plant pots and seeds.

**Apprentice**

To echo and count the seeds with help

**Novice**

To subitise a small amount and attempt to explain the composition they notice.

**Expert**

To independently subitise the amounts and explain the different composition they notice.

**Evaluation**

### Activity 3

**Learning Intention**:-To begin to describe the features of a sunflower/flowers

#### Learning Aspirations

**SSCL Milestone 3** - Children will be more expressive when using language to talk about the world around them, making sense of what they are doing. They may seek adult help to gain understanding and find solutions.

**SP Milestone 3** - In small groups, children will be able to suggest ideas on how to solve an adult planned challenge. Children will talk about what is seen and try to explain why.

**SP Milestone 4** - They will ask questions such as 'What will happen if?' and 'I wonder why?' or use phrases such as, "I think...", "I know...", "I believe..."

**BFMD - Milestone 3** Engage in mark making and building their fine motor strength in a variety of ways

#### Development Matters

EAD: Explore different materials freely, in order to develop their ideas about how to use the and what to make.

EAD: Join different materials and explore different textures.

CL: Can start a conversation with an adult or a friend and continue it for many turns.

PSED: Select and use activities and resources, with help when needed. This helps them to achieve a goal

CL - Use a wider range of vocabulary.

#### Characteristics of Effective Learning

##### Thinking of ideas

<p><b>Implementation</b></p> <p>Introduce pictures of sunflowers/flowers. Children to describe one thing about the sunflower. Talk about the colour, shape, feel of the sunflower.</p> <p>Gather children around a table and provide children with a huge piece of play dough or other material. Children to warm up their fine motor skills by rolling and squeezing the play dough or other material. Adult to then suggest to the children that we are going to make our own sunflowers using the play dough or other material. Ask children how they could change the play dough. Roll the dough into a flat pancake or sausage to make the stem or use the cut out shapes to construct the sunflower etc</p> <p>Children could use a range of tools. Model constructing some features of a sunflower.</p> <p>Question children about the shape of their sunflower, how many leaves, stem or roots etc their sunflower has? How many petals will you add to your sunflower? Can we count together?</p> <p>PM Challenge: Talk about their sunflowers and share their creations with their friends and talk about why their sunflower is special.</p>	<p><b>Key Vocabulary</b></p> <p>, Sunflower, petals, leaves, roots, leaf, flower, one, circle, square, play dough, buttons, pictures of sunflowers.</p>	<p><b>Resources</b></p> <p>Different media to make sunflower, play dough,</p>
<p><b>Apprentice</b></p> <p>To be able to manipulate the shape of the sunflower/flower.</p>	<p><b>Novice</b></p> <p>To be able to manipulate the shape of the sunflower/flower adding petals and the sunflower/flower.</p>	<p><b>Expert</b></p> <p>To be able to create a sunflower, adding roots, petals and stem</p>
<p><b>Evaluation</b></p>		

**Activity 4**

**Learning Intention:** To understand what a seed is and the life cycle of a plant.

<p><b>Learning Aspirations</b></p> <p>SP 3 - In small groups, children will be able to suggest ideas on how to solve an adult planned challenge. Children will talk about what is seen and try to explain why.</p> <p>SP 4 - Children will pose their own lines of enquiry. They will be able to gather the resources they need and test their ideas. They will ask questions such as 'What will happen if?' and 'I wonder why?' or use phrases such as, "I think...", "I know...", "I believe..."</p> <p>BCC 5 - Children will be more expressive when speaking, using longer sentences, connecting ideas with words like "because" and "or".</p>		
<p><b>Development Matters</b></p> <p>UTW - Understand the key features of the life cycle of a plant and an animal.</p> <p>UTW - Begin to understand the need to respect and care for the natural</p>		<p><b>Characteristics of Effective Learning</b></p> <p>Creative and Critical thinking - Working with ideas</p>
<p><b>Implementation</b></p> <p>Begin by discussing with the children what a seed is. Show them photos of different kinds of seeds, and explain that dried beans are also seeds.</p> <p>Next, illustrate the different stages in the life cycle of a bean with the children. These stages include:</p> <ol style="list-style-type: none"> <li>1. Sowing</li> <li>2. Water and sunlight</li> <li>3. Germination</li> <li>4. Sprouting</li> <li>5. Growth</li> <li>6. Mature plant</li> </ol> <p>Encourage the children to recall the life cycle of a bean and to share examples of other plant life cycles with the group.</p>	<p><b>Key Vocabulary</b></p> <p>Seed, plant, sow, germination, sprout, growth, mature plant</p>	<p><b>Resources</b></p> <p>Dried beans, pictures of the life cycle of a bean</p>
<p><b>Apprentice</b></p> <p>Be able to join echo key words.</p>	<p><b>Novice</b></p> <p>Be able to recall the different stages in the life cycle of a bean.</p>	<p><b>Expert</b></p> <p>Recall the different stages in the life cycle of a bean and provide examples of other plants.</p>
<p><b>Evaluation</b></p>		

**Activity 5**

**Learning Intention:** Using a one-handed tool to plant a seed

**Learning Aspirations**

BFMD 3- Children engage in mark making and building their fine motor strength in a variety of ways; we will look out for and encourage children to independently make recognisable marks on paper in their play (identifiable letters of figures), use a hammer, make snips with scissors or access the clay station.

BFMD 4 - Children can write their name with some accuracy and write 3 / 4 recognisable letters. They can also do one of the following (based on their interest levels); hammering a nail, holding scissors correctly and cut a straight line or make a pinch pot out of clay or roll a clay coil

PB 4 - Children will have increasing control over their physical coordination

**Development Matters**

PSED - Select and use activities and resources, with help when needed.

EAD-Realises tools can be used for a purpose.

PD - Use one-handed tools and equipment, for example, making snips in paper with scissors.

UTW - Plant seeds and care for growing plants.

**Characteristics of Effective Learning**

Active learning - Being engaged and concentrating

**Implementation**

Suggest to the children that we will be planting a bean in a pot. Provide a bucket of soil to the group.

1. Provide each child with a pot.
2. Use a spade to fill each pot with soil.
3. Instruct the children to make a hole in the center of their pot using their finger.
4. Place a bean in the middle of the hole, ensuring it's halfway in the soil.
5. Ask the children to cover the bean with soil.
6. Finally, water the pot using a watering can.

Ask the children what will happen next and keep the pots in a safe place to observe the growth of the beans.

**Key Vocabulary**

Seed, dig, plant, sow, germination, watering

**Resources**

Dried beans, soil, spades, pots, watering cans

**Apprentice**

Use a spade to transfer some soil into a pot.

**Novice**

Use a spade to fill a pot with soil, create a hole, and plant a seed.

**Expert**

Use a spade, fill a pot with soil, make a hole in the center, and plant a seed in the middle.

**Evaluation**

## Phonics

**Learning Intention:** To develop their phonological awareness.

### Learning Aspirations

#### BCC Milestone 1

Children will have a vocabulary of more than 50 words and will be starting to put two or more words together to express themselves, making statements and asking questions.

#### LIT Milestone 4

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

### Development Matters

CL - Use a wider range of vocabulary.

LIT - Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother

### Characteristics of Effective Learning

Creating and thinking critically - Making links

### Implementation

#### HA

Follow the script Monday to Thursday and Friday  
choose a game of your choice

#### Our sound box/bag Focus on the 't' phoneme

Make collections of objects with names beginning with the same sound. Create a song. Such as "What have we got in our sound box/bag today?" and then show the objects one at a time. Emphasise the initial sound e.g. i-i-i insect, i-i-i-instrument, t-t-t-t t train, t-t-t tree, m-m-m mountain, m-m-m-mouse and d-d-d-d dinosaur, d-d-d-d donkey) Start to segment and blend the first initial set one sounds. Children to write words down on clipboards.

#### MA and LA

#### Our sound box/bag Focus on the 'a' 'm' phoneme

Make collections of objects with names beginning with the same sound. Create a song. Such as "What have we got in our sound box/bag today?" and then show the objects one at a time. Emphasise the initial sound e.g. a-a-apple, a-a-a-avacado and m-m-m-m mountain, m-

### Key Vocabulary

Phonics, letters, sounds, segment, blend

### Resources

Flash cards  
Freddy puppet

<p>m-m-mouse, d –d-d-d dinosaur, d-d-d-d donkey, , t-t-t-t-t train, t-t-t tree,)</p> <p><b>Phase 1 activities Monday to Thursday (Apprentices)</b></p> <ol style="list-style-type: none"> <li>1. Begin by clapping hands while singing some nursery rhymes with the children. Then clap along with the children to some simple rhythmic patterns. Afterward, create new, simple clapping rhythmic patterns and encourage the children to repeat them back.</li> <li>2. Play sounds of animals from your device and ask the children to recognize them. Use flashcards to help children recognise the sounds. They can</li> </ol> <p>Animal sounds: <a href="https://g.co/kgs/4vAW3Ep">https://g.co/kgs/4vAW3Ep</a></p> <ol style="list-style-type: none"> <li>3. Story time with focus on the phonetic sounds of the initial letters of some words</li> <li>4. Sing “Walking Through the Jungle” and “Walking Through the City,” incorporating animal sounds and street sounds.</li> </ol>		
<p><b>Apprentice</b> Able to join and take part with some letters and sounds activities.</p>	<p><b>Novice</b> Able to say the at least two sounds and repeat back the sounds.</p>	<p><b>Expert</b> Able to say the sounds of more than three and think of objects that begin with each sounds</p>
<p><b>Evaluation</b></p>		

**Texts / Songs / Rhymes**

Pip and Seed

<https://www.youtube.com/watch?v=nkHAu1PKeWU>

*5 little pea pods*

*The very hungry caterpillar song*

*5 monkeys*

*5 speckled frogs*

*5 little ducks*

*5 little eggs (one mother hen)*