

**Week 28/04/2025**

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

**Activity 1**

**Learning Intention:** To be able to label the parts of a plant/flower either by mark making or orally and adult scribing.

**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

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

**LRB 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**

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.

Lit-Understand the five key concepts about print:print has meaning,print can have different purposes, we read English text from left to right and from top to bottom

**Characteristics of Effective Learning**

**Being proud of how they accomplished something – not just the end result**

**RRS Article**

<p><b>Implementation</b></p> <p>Look at a real flower ( rose, sunflower). Ask children if they know what we call this flower and if they know what any of the parts are called. Tell the children that we are going to label our own flower. Tell the children what a label is and why we use it on a diagram. Model for the children on a worksheet the different labels that they are to fill in. Give the children a worksheet for the children to fill in.</p> <p><b>PM differentiation:</b> Children to draw on their flower and write their own labels on their diagram.</p> <p>P4C-If you grow a flower that would touch the sky, and beyond what would you find there?</p>	<p><b>Key Vocabulary</b></p> <p>label, diagram, title, leaf, petal, flower, stem, roots, soil,</p>	<p><b>Resources</b></p> <p>Clipboards pens, flower printouts with diagrams,</p>
<p><b>Apprentice</b></p> <p>Make marks on the diagram and echo words adult uses.</p>	<p><b>Novice</b></p> <p>Able to mark make a label on a diagram.</p>	<p><b>Expert</b></p> <p>Able to write recognisable words for labels on the diagram.</p>
<p><b>Evaluation</b></p>		

**Activity 2**

**Learning Intention:** To sometimes match numeral and quantity correctly.

**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

**MIA Milestone 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...”

**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

**Maintaining focus on their activity for a period of time.**

#### 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....

Sing: Five little peas in a pea pod pressed  
One grew, two grew and so did all the rest,  
They grew.....and grew.....and did not stop  
Until one day the pod went POP!

Adult to introduce that today we are going to count different size seeds on a tray. Use the number cards and chant the numbers from 0 – 10 and beyond for more able children. Collect 10 or more seeds suitable for use in the sand tray and number cards 1 - 10. Explain to children that they will be finding different size seeds in a tray. Adult to demonstrate and find 5 seeds, count aloud each time seeds are found add to your collection. Ask children to count along and find the number card that represents the seeds. Children take turns. How many seeds have you got all together? Can you count all the large beans?  
Can you match the correct number card with the amount of seeds?

PM Challenge: Grouping seed varieties together and counting the total e.g. how many broad beans/sunflower seeds are there?

### Key Vocabulary

How many,, count, numbers, numerals, seeds, one, two, three, four, five, total, amount, same, colours, addition, equal, sum

### Resources

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

<p>Experts children could start to do simple addition sums: calculating the two amounts and recording their sum using whiteboards</p>		
<p><b>Apprentice</b> Be able to count from 0 -3 and pick up a handful of seeds</p>	<p><b>Novice</b> Be able to count from 0 to 7 and recognise numerals and give the adult at least 4 seeds.</p>	<p><b>Expert</b> Be able to count from 0 to 10 and recognise numerals and give the adult the amount requested</p>
<p><b>Evaluation</b></p>		

### Activity 3

**Learning Intention:-** Observational drawing of a flower. Highlighting the petals, stem, leaves and roots.

#### 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.

**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 them and what to make.

EAD: Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.

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

Solve real problems.

Creative and Critical Thinking- Making Links

<p><b>Implementation</b></p> <p>Refer to the story 'Pip and Egg' and recall how a flower grows. What a seed needs in order to grow. .          Introduce pictures of a flower based on the non fictional books. Show children stages of growing a plant;introduce words like roots, seedling, full grown plant. Children draw their flowers and discuss the parts of the plant. Children attempt to write words like stem, roots, leaf etc.</p> <p>PM Challenge: Talk about their flowers and discuss parts of the plant with their friends.</p>	<p><b>Key Vocabulary</b></p> <p>Sunflower, petals, leaves, roots, leaf, flower,seedling, stem, full grown plant</p>	<p><b>Resources</b></p> <p>Non fictional books on how flowers grow plus a song that shows stages of growing a plant.</p> <p>Song to help:</p> <p><a href="https://www.youtube.com/watch?v=nrz3WM3x_HA">https://www.youtube.com/watch?v=nrz3WM3x_HA</a></p>
<p><b>Apprentice</b></p> <p>To engage in mark making with the intention to draw a flower.</p>	<p><b>Novice</b></p> <p>To be able to draw a flower and its parts and point to them and name them.</p>	<p><b>Expert</b></p> <p>To be able to draw a flower with all its parts and attempt to write some letters or words describing part of a plant.</p>
<p><b>Evaluation</b></p>		

#### Activity 4

<p><b>Learning Intention:</b> To understand what an egg is and which animals lay them.</p>	
<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</p>	<p><b>Characteristics of Effective Learning</b></p> <p>Creative and Critical thinking - Working with ideas</p>

natural		
<p><b>Implementation</b></p> <p>Start by discussing with the children what an egg is. You can refer back to last week's conversation about seeds to help them understand the concept of an egg.</p> <p>Use photographs to illustrate that birds, fish, reptiles, insects, and amphibians all lay eggs. Show the children images of different kinds of eggs in various shapes and sizes from different animals.</p> <p>Engage the children in a conversation about it, encouraging them to recall the examples provided and think about other animals that also lay eggs.</p>	<p><b>Key Vocabulary</b></p> <p>Birds, fish, reptiles, insects, amphibians, lay, egg</p>	<p><b>Resources</b></p> <p>Images of various types of eggs and different animals that lay them.</p>
<p><b>Apprentice</b></p> <p>Be able to join echoing keywords.</p>	<p><b>Novice</b></p> <p>Be able to name which animals lay eggs, recalling the examples provided during the activity.</p>	<p><b>Expert</b></p> <p>Be able to define what an egg is and provide examples of animals that lay eggs.</p>
<p><b>Evaluation</b></p>		

### Activity 5

<p><b>Learning Intention:</b> Utilising fine motor skills to create an egg shape out of clay. (You could use these to paint in a future lesson for an EAD activity)</p>	
<p><b>Learning Aspirations</b></p> <p>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.</p> <p>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</p> <p>PB 4 - Children will have increasing control over their physical coordination</p>	
<p><b>Development Matters</b></p>	<p><b>Characteristics of Effective Learning</b></p>

<p>PSED - Select and use activities and resources, with help when needed.  EAD- Explore different materials freely, in order to develop their ideas about how to use them and what to make.  PD - Match their developing physical skills to tasks and activities in the setting.  PD - Show a preference for a dominant hand.</p>		Active learning - Being engaged and concentrating
<p><b>Implementation</b>  Show children pictures of different eggs that vary in size and shape. Encourage them to recreate some of these eggs using clay. Ask them to mold the clay with their hands to reproduce a selection of five of these eggs. Remind them to pay attention to the different features in size and shape.</p>	<p><b>Key Vocabulary</b>  Eggs, round, elongated, small, medium, big, mold, manipulate</p>	<p><b>Resources</b>  Images of eggs different in size and shape. Clay.</p>
<p><b>Apprentice</b>  Be able to join in manipulating the clay.</p>	<p><b>Novice</b>  Be able to mold the clay into a round shape.</p>	<p><b>Expert</b>  Be able to mold the clay, creating a more realistic egg shaped form.</p>
<p><b>Evaluation</b></p>		

**Phonics**

<p><b>Learning Intention:</b> To develop their phonological awareness.</p>	
<p><b>Learning Aspirations</b>  <b>BCC Milestone 1</b>  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.  <b>LIT Milestone 4</b>  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</p>	
<p><b>Development Matters</b>  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</p>	<p><b>Characteristics of Effective Learning</b>  Creating and thinking critically - Making links</p>

## 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-a-apple, a-a-a-avacado and m-m-m-m mountain, m-m-m-mouse, d-d-d-d dinosaur, d-d-d-d donkey, , t-t-t-t t train, t-t-t tree,)

**Phase 1 activities Monday to Thursday (Apprentices)**

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.
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

Animal sounds: <https://g.co/kgs/4vAW3Ep>

## Key Vocabulary

Phonics, letters, sounds, segment, blend

## Resources

Flash cards  
Freddy puppet

<p>3. Story time with focus on the phonetic sounds of the initial letters of some words</p> <p>4. Sing “Walking Through the Jungle” and “Walking Through the City,” incorporating animal sounds and street sounds.</p>		
<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)*

*How does a plant grow song (Activity 3)*