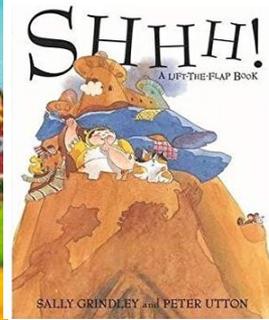
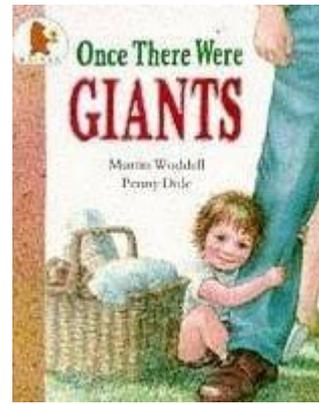


Giants

During this topic children will explore growth and change in relation to themselves. They will think about how they have grown and changed and how they will continue to do so. This also links to a previous topic which will be reinforced when thinking about what helps them to grow and live healthy lives. The children will also find out about plants – key features of a plant and how to help plants grow.



Intended Learning:

To recognise how I have grown and changed and that there are things I can do now that I could not before.

To think about how I will grow and change in the future and what I might be able to do in the future that I cannot do yet.

Explore a range of stories related to giants.

Explore and compare size and length using standard and non standard units to measure.

To talk about the actions of characters and the consequences or impact of their actions.

To understand what plants need to grow and change.

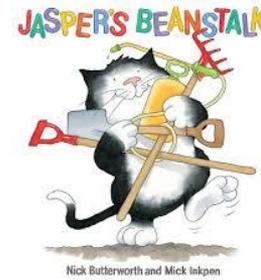
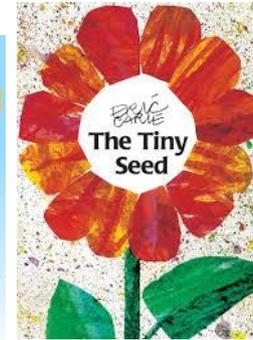
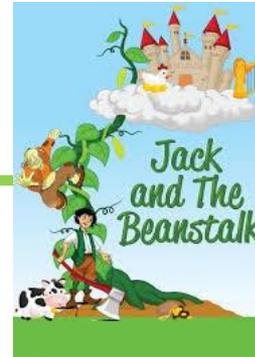
To name the main parts of a plant.

To explore different plants.



Skills:

Recall
Discuss
Imagine
Recreate
Predict
Reflect
Measure
Compare



The children will also explore a range of non-fiction books, songs and rhymes linked to this topic.



Key Vocabulary:

| | | | |
|--------|----------|------------------------|--------|
| grow | remember | yesterday | seed |
| change | memories | tomorrow | plant |
| baby | today | small/smaller/smallest | growth |
| child | now | big/bigger/biggest | seed |
| adult | future | short/shorter/shortest | flower |
| parent | past | tall/taller/tallest | root |
| | present | long/longer/longest | leaf |
| | | | stem |





baby



child



adult



Giants



What plants need to grow



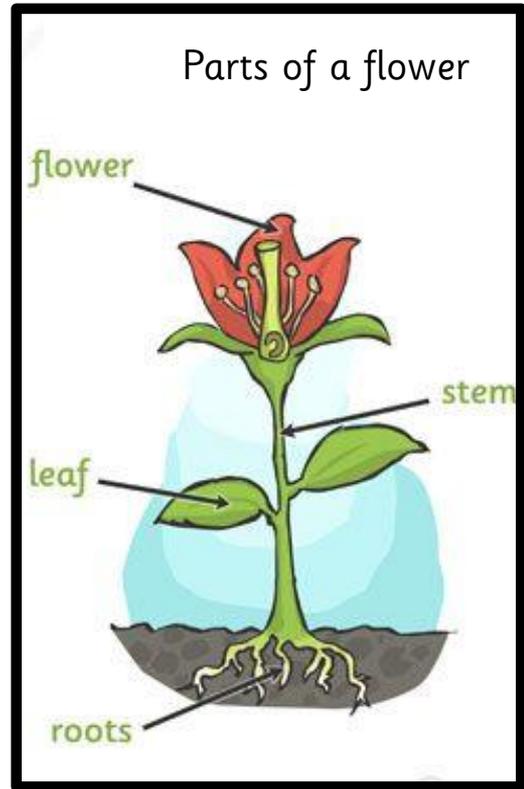
sunlight



water



nutrients from the soil



Daffodil
Daisy



Tulip
Sunflower



Extend – exploring, discussing and comparing stages between – toddler, teenager, elderly

Communication and Language:

To discuss and share ideas, thoughts and opinions.

To learn and use new vocabulary linked to topic.

Listens and responds to the ideas expressed by others.

Gives attention to what others say.

Uses language to imagine and recreate roles.

Express themselves effectively, showing awareness of listeners' needs.

Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Answer `how` and `why` questions.

Literacy:

Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.

To read simple sentences with increased fluency.

To apply knowledge of sounds and words (including phase 3 digraphs) when recording simple sentences.

Uses phonic knowledge to write words and simple sentences in way that matches their spoken words.

Giants



Physical Development:

Experiments with different ways of moving.

Shows good control and coordination in large and small scale movements.

Handles equipment and tools effectively.

Mathematical Development:

Describes position

Orders, compares and measures height and length.

Exploring Media and Materials

Understands different media can be combined to make new effects.

Constructs with a purpose in mind.

Uses simple tools and techniques competently.

Plays alongside children who are involved in the same theme.

PSED:

Attends to and takes account of what others say.

Takes steps to resolve conflict.

Plays cooperatively

Takes account of what others say.

Shows sensitivity to the needs and feelings of others.

Confident to speak to others about their own interest and opinions.

Can talk about self in positive terms and their abilities.

Is confident to speak in a familiar group.

Can talk about how they and others show feelings, talk about their own and others behaviours and its consequences and know that some behaviour is unacceptable.

Understanding of the World

Looks and talks about change.

Talks about past and present events in own lives and lives of family members.

Knows about similarities and differences between themselves and others and among families.

For maths planning please see separate maths plans.