

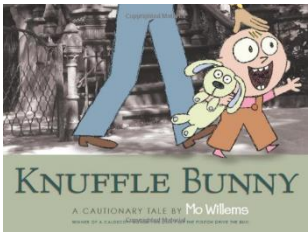
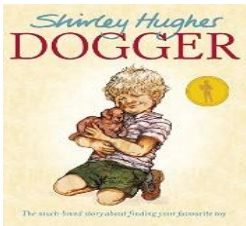
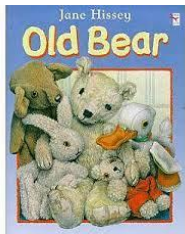
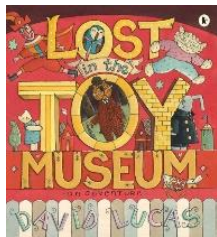
Week 1 - ...How I've grown

- Discuss and compare photos of babies/toddlers/school children. How have we changed as we have grown? What could we do when we were babies/toddlers and what can we do now?
- Class visits from Mums with babies/toddlers - observe what younger children can do and ask Mummies questions.
- Use different materials to make a bib for a baby. What is the best material to use? Make and test out the children's ideas.
- Use instruments to make a lullaby to get a baby to sleep. Record them on the iPad.
- Sing nursery rhymes and lullabies to soothe a baby to sleep
- Play in the 'Baby Clinic' taking care of the babies. Begin to understand more about what they need to keep them safe/happy & healthy. Take on the role of a parent/doctor/midwife/nurse
- Create repeating patterns to decorate a baby's blanket
- Measure and compare the height/weight/head circumference of baby doll's head



Week 2 - ...How toys have changed

- Discuss/compare/sort baby, toddler and children's toys. Consider what they are made of/how they work/what they can do
- Make observational drawings of baby and children's toys.
- Sort toys 'baby toys' and children's toys' write simple labels to match toys.
- Make a class word bank of vocabulary to describe different toys
- Ask children what their favourite/first toys were as 4/5 year olds and discuss what we find out. What has changed?
- Bring in favourite toy
- Look at their 'precious toy'. Was it their first toy, why is it so special to them?
- Personal timeline - past, present future
- Share stories about toys/old toys - discuss key issues e.g. how the toys look/how their owners feel about their toys etc. Why are our toys precious to us?



Communication and language

- Answer and ask I wonder... questions
- Listen attentively to what they hear
- Take part in Book Talk/Poetry talk
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Take part in Think, pair, share/talk partner discussions
- Use role-play areas and small world (both indoor and outdoor) independently
- Join in with songs and rhymes
- Talk about themselves and their families
- Explain their own creations/drawings/writing
- Talk about what happened/might happen next in a story
- Use phrases from a well-known story
- Learn and use new vocabulary through the day
- Talk about and explain their own creations
- Share a project homework with peers
- Take part in Big Book reading sessions
- Take part in snack and chat with peers
- Go on Talkie Walkies with Year 4 buddies
- Express opinion - likes and dislikes

Abbey Meads Elm & Holly Class
Topic Planning - Term 5
Isn't it amazing?



PSED

- Express needs and feelings and accept the needs of others
- Express their ideas and feelings
- Select and use activities and resources independently
- To play with one or more other children, extending and elaborating play ideas
- Share resources both indoor and outdoor
- Take turns
- Understand expectations and follow golden rules
- Participate in Circle Time opportunities
- Take part in snack time discussions and use manners
- Show resilience when trying new activities
- Show perseverance when something is hard
- Show sensitivity to the feelings of others
- Understand and explore our 5 senses
- Welcome visitors into the classroom

PD

- Access funky finger activities in provision
- Use balance bikes and big resources in the outdoor area
- Use equipment and navigate space safely
- Form recognisable letters
- Hold a pencil in the tripod grip
- Use a range of small tools to manipulate materials to create a desired effect
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Move in a variety of ways such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Begin to develop my own body strength, co-ordination and balance
- Get myself changed for PE and dress my chair
- DANCE with Zoe from Swindon Dance

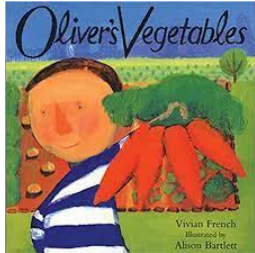
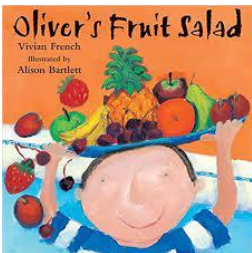
Week 3 -How music is made

- *Talk about how music can be made in different ways
- *Explore using bodies to make music
- *Use different household objects to make music
- *Go on a sound hunt
- *Create a fanfare for the new King
- *Listen to different pieces of music and express opinion
- *Draw a picture whilst listening to a piece of music - children to draw what they can see/imagine



Week 4 -How food is different

- *To know where food comes from
- *To be able to create a balanced meal
- *Have the opportunity to try a range of foods
- *Prepare snacks safely and understand hygiene within food preparation
- *Take on the role of a chef, farmer, supermarket worker through Drama/role play
- *Follow instructions to bake bread
- *Explore foods from countries around the world (Italy, France, India etc)



- *Create own musical instruments using recycled materials
- *Explore using elastic bands/bottles to create different sounds
- *Play a variety of instruments
- *Continue a steady beat
- *Improvise and perform to peers
- *Meet musicians and hear them talk about their instruments
- *Hear musicians play pieces of music LIVE!

- *Make links with the previous work on growing (Oliver's Vegetables, Jasper's Beanstalk)
- *Be able to use a range of imperative verbs when giving instruction – spread, mix, cut, chop, slice, roll, push,
- *Write invitations to our picnic (Reading buddies)

Weeks 5 & 6 – ...How plants grow

- *Talk about how plants grow and what they need to grow and survive
- *Use observational drawing to draw plants in the immediate environment
- *Compare and explore plants growing in different environments/ countries
- *To be able to label the main parts of a plant or flower
- *Go on a Welly Walk to explore flowers and plants within the school grounds/local community
- *Draw, paint, create different plants
- *Through the use of role play children will explore a 'Garden Centre'
- *Plant and care for seeds, flowers and plants in the outdoor area
- *To explore the famous painting 'Sunflowers' by Van Gogh
- *To learn and perform the sing: 'I'm a Little Bean'
- *To know and understand the life cycle of a bean/plant/flower

