

## Growing – Topic Lesson Plans Summer Term Weeks 1-4 Wk beg 13.4.26

### Whole Class Carpet Activities

(Key questions & terminology in green, Kagan Activities in Blue)

Area of Learning	Learning Objectives	Lesson Content	Other AOL	Differentiation SEN –	Resources
<p>History</p> <p>UW (PP)</p>	<p>Talk about members of their immediate family</p> <p>Comment on images of familiar situations in the past.</p> <p>Can make comparisons between themselves when they were a baby to now.</p>	<p><b>How have I changed since I was a baby?</b></p> <p>See Literacy plans – Week 2 of ‘The Enormous Turnip’ Plans</p>			

<p>Music EAD (BI)</p>	<p>To be able to move to a steady beat</p> <p>Can vary movement according to a beat.</p> <p>Can keep a steady beat to a song.</p> <p>Develop listening skills</p>	<p><b>Music – lesson 1 Jack and the Beanstalk</b>  <b>Warm up</b> - wiggle fingers like climbing vines, stretching tall like a beanstalk  <b>Beat Activity – Beanstalk Beat Walk.</b></p> <ul style="list-style-type: none"> <li>• Play a steady beat using a drum or tapping (you can say “Step-step-step” in rhythm).</li> <li>• Have children "climb" the beanstalk by walking or marching in place to the beat.</li> <li>• Say: “Let’s climb to the beat like Jack! Step... step... step...”</li> <li>• Vary the tempo and have them adjust (slow for sneaking, fast for running away from the giant).</li> </ul> <p><b>Variation with Instruments:</b></p> <ul style="list-style-type: none"> <li>• Give each child a rhythm instrument.</li> <li>• Get the children to play and tap along with the beat of different parts of the story: Adult to set the beat each time and children to follow <ul style="list-style-type: none"> <li>○ <b>Climbing:</b> Slow and steady</li> <li>○ <b>Giant approaching:</b> Loud and heavy</li> <li>○ <b>Running away:</b> Fast and light</li> </ul> </li> </ul> <p><b>Teach the song ‘He’ll be climbing up the Beanstalk. Use instruments to keep a beat whilst singing the song.</b></p> <p><b>Other Activities for later in the week.</b>  <b>Make bean/seed shakers in indoor CP.</b>  <b>Sing Song – He’ll be climbing p the Beanstalk. Use the shakers made to keep a beat whilst singing the song.</b></p>	<p>PD (FM)</p> <p>C&amp;L (Sp, LAU)</p> <p>PSED (SR, BR)</p>	<p><b>SEN – Support with holding and playing the instrument as well as following instructions.</b></p>	<p>Song sheet Triangles, shakers, giros, bells, tambourines, tambours.</p>
---------------------------	---	--	--	--	--

<p>Music</p> <p>EAD (BI)</p>	<p>Sing familiar songs</p> <p>Perform songs with others.</p> <p>Develop listening skills</p>	<p><b>Music – lesson 2 The Enormous Turnip.</b> Teach The Enormous Turnip song. (attached). Sit in a circle.</p> <ol style="list-style-type: none"> <li>1. Learn the first verse. Ask the children who helps next between each verse and then sing the next part.</li> <li>2. Sing the song again, getting children to come up one at a time and act out pulling while everybody sings. U(use imagination for the turnip!)</li> <li>3. Put a selection of instruments in the centre of the circle, naming as you go. Let the children have a go at playing them singing the ‘Play and play and play’ song.</li> <li>4. Remind the children how we were using the instruments to tap out the beat of the sing last week.</li> <li>5. Sing the song through again and play the instruments with a beat every time you sing ‘pull, pull..... at he end of each verse.</li> <li>6. If time sing the song ‘He’ll be climbing up the beanstalk song with the instruments.</li> </ol>	<p>PD (FM)</p> <p>C&amp;L (Sp, LAU)</p> <p>PSED (SR, BR)</p>	<p><b>SEN –</b> Support with holding and playing the instrument as well as following instructions.</p>	<p>Instruments, song sheet,</p>
<p>Science</p> <p>UW (NW)</p>	<p>Know what we need to grow a seed.</p> <p>Can name the different parts of a plant</p> <p>Observe changes as a seed grows and communicate verbally.</p>	<p><b>Science – Growing Beans</b> Explain that we are going to grow our own beanstalks. What do the children think we will need? <a href="#">Kagan – Rally Robin their ideas on what we need to grow a beanstalk. Choose children to feedback and list their ideas.</a> Explain that we are going to grow them in see through cups so that we can see roots grow as well. Together place beans on the inside of the cup with paper towels to support them in place. Add water and place the beans in a light place where the children can observe them.</p> <p>Observe the changes over the next few weeks, talking about the roots, stem, buds, leaves etc.</p> <p><b>REMEMBER to soak the bean seeds in water overnight first.</b></p>	<p>PD (FM)</p> <p>C&amp;L (Sp, LAU)</p>	<p><b>HA –</b> Can they predict what will happen.</p> <p><b>SEN –</b> Focus on vocabulary, seed, grow, bean plant.</p>	<p>Clear cups, kitchen roll, bean seeds, water</p>

<p>Science UW (NW)</p>	<p>Observe what happens when seeds are grown in different conditions</p> <p>Be able to say what seeds need to grow.</p>	<p><b>Science – Growing Cress</b> Start by looking at the bean seeds that you ‘planted’ earlier and not any changes they can see. Can they see any roots yet?</p> <p>Show the packet of cress seeds. Do the children know what they are? Explain what cress is if needed. Take out a few seeds and compare them to the bean seeds. How are they different/the same?</p> <p>Explain that we are going to grow the cress seeds in different conditions. Explain that we are not going to use soil this time but grow them on tissue so we can see them growing. There will be 3 trays</p> <ol style="list-style-type: none"> <li>1. Seeds on dry tissue kept in light</li> <li>2. Seeds on wet tissue kept in light</li> <li>3. Seeds on wet tissue kept in the dark.</li> </ol> <p>Set the trays up with the children and decide where to put each one. Observe them daily. Once the seeds have grown put the ones grown in the dark back into the light and observe what happens.</p>	<p>PD (FM) C&amp;L (Sp, LAU)</p>		
----------------------------	---	---	--------------------------------------	--	--

**E - Safety Lesson**

See lesson 5 plan from internet safety folder.

**PE – Gymnastics.** See separate Plans (5 lessons)

**Topic Adult led activities – Growing**

Area of Learning	Learning Objectives	Lesson Content	Differentiation SEN –	Resources	Success Criteria
<p>Science UW (NW)</p>		<p><b>Growing flowers/vegetables.</b> In small groups outside, plant different vegetables, flowers (e.g. sunflowers) etc with the children. Plant in pots and the containers in the growing trolleys. Can they tell you what they need to grow?</p>			

		Encourage the children to help look after them over the term.			
<b>Science</b> <b>UW (NW)</b>	Understand that we need to wash our hands regularly as they carry germs.	<p><b>TAPPS Scientific Enquiry lesson – Observing changes on bread. (What happens if we don't wash our hands)</b></p> <p>Explain that we are going to see why it is important to wash our hands and observe this on some pieces of bread. <i>Do this activity when the children have not washed their hands for a while.</i></p> <p>Sit the children in a circle. Talk about the children's hands and what they think they might have on them. Talk about the activities they have been doing (Playing outside, playing with playdough etc). Discuss 'germs' and 'bacteria'</p> <ol style="list-style-type: none"> <li>1. Pass around a slice of white bread and ask the children to touch both sides with their hands. (Place their whole hand on each side.)</li> <li>2. Next explain we are going to clean our hands. Ask them to wash their hands with SOAP so they are really clean and dry them completely. (Have towel for them to dry them if needed). Repeat the above passing around another slice of bread.</li> <li>3. Talk about hand gel, what it is and what we use it for. Give each child some hand gel and ask them to rub it all over their hands until it is dry. Pass around another piece of bread for them to touch with both hands.</li> <li>4. Place each piece of bread in a clear plastic bag and seal with tape completely. Label each bag and put somewhere the children can observe what happens over a couple of weeks but do not allow them to touch them.</li> </ol> <p>Discuss the changes seen. Hopefully the bread with the non-washed hands will grow mould first and have more than the other two Discuss why.</p>	SEN -		