**Content Summary:** Understanding the World Through Science and investigation, life processes and living things, looking at life cycle of plants, Healthy Eating, Physical Process, Shadows, Magnets and Hot and Cold.

**Vocabulary**: **Life Processes and Living things:** Seed, roots, stem, leaves leaf, Vegetables, Growth, Butterfly, Egg, Caterpillar, Lifecycle of Pupa. **Physical Process:** Light, See, Dark, Reflection Attract, Repel, Metal, Push, Pull, Rain, Breeze, Foggy, Windy, Warm, Cold, Surfaces.

**Mathematics**

Arrange group work activities to ensure that children are recognising numbers from 1-10. Set the environment up in a maths friendly manner, so the children have lots of opportunities to discover and learn about maths. We will use beans to extend children’s learning by encouraging them count and see how many beans fit into different size pots. We will use number flash cards for children to be able to match beans and fill them up according to the numbers on the flash cards. Children need to be given lots of opportunities to practice number recognition and sequencing events and using the language related to time: Morning, Evening, Yesterday, Today and Tomorrow). Use the story books for children to understand sequencing.

**Literacy**

Look at books: ‘Jaspers Beanstalk’, ‘Jack and the Bean Stalk’, ‘The Enormous Turnip’, ‘Magnets Push, Magnets Pull’, ‘What Makes a Magnet?’. Making name labels using story line prompts, getting children to create stick puppet characters using the books above. Supporting the children to learning new words and vocabulary. Introduce new songs to develop the children’s repertoire of songs and vocabulary.

**Communication and Language**

Teach children new language using the vocabulary above to support them with some new words. Reading books to cover each theme and topics to support children’s learning, for example, ‘Jaspers Beanstalk’, ‘Jack and the Bean Stalk’, ‘The Enormous Turnip’, ‘What Makes a Magnet?’ use positional and action language when looking through the books, ‘What Happens Next?’ Teach new songs to children’s learning so they develop language. Ask children about their thoughts as to why Magnets attach to objects? How does a plant grow? what objects can be recycled? let them think and share their thoughts and ideas. Offer a variety of different activities to support children’s learning e.g., get them to do a story line/sequence of the books they are looking at.

**UNDERSTANDING THE WORLD, THROUGH SCIENCE AND INVESTIGATION**

**Expressive Arts and Design**

Children will be encouraged to make and decorate their own Beanstalks, painting pictures of Beanstalks, painting their own Magic Beans. Making their own Facemasks of the characters from the books and acting them out. They will make a giant Bean Stalk for our classroom display using 3D Props. They will make their own stick puppets sticking cutting and gluing. They will make their own Magnets, by using different materials to stick on and show that they understand what magnets pull and what ones repel. The children will create their own recycling bins in the setting and introduce recycling by supporting them to identify and understand what materials go into what box.

**Understanding the World**

Encourage the children to plant their own seeds and to observe the plants as they grow. Support children to learn the process of the plant growing. Arrange different types of activities to support the learning of Healthy Eating. Discuss objects that give out light, talk about how shadows can be produced. Introduce the children through ICT, clips about how Magnets work. Then experiment with our own Magnets Introducing new words related to magnets, how they attract (pull towards), or repel (push away. Introduce Summer and Winter pictures of people appropriately dressed people for each season. Discuss the differences in temperature; what does cold feel like or What does hot feel like? Introduction to recycling, investigating objects that float and sink in water, discussing the best way to recycle rubbish and why this is important to our environment.

**Physical Development**

Create an Investigation Laboratory in the role play area; support the children with undertaking experiments using their fine motor skills, Hand & Eye co-ordination. Allow the children to explore with different types of materials to create experiments which cover the midterm theme. outdoor space. Using the large planters in the garden to plant and seed our own beans and vegetables to support understanding of life cycles. to support children with their gross motors skills through, digging, patting, running, climbing and jumping.

**Personal Social & Emotional Development**

Talk about seasonal changes what do the children like about the different seasons? How can we help the living things that live outside now that the weather is getting colder? Talk about the books you read how does the character feel? why do they feel in that way? Get children to work in small groups and allow them to express their feelings to one another. Talk about the Golden Rules and discuss why we have them. Talk about how we can upset our friends if we do not share and be gentler towards each other.