

Let's Grow

Year: Rec

Term: Spring 2 2026

Week	Focus of the week	Week	Focus of the week
1	What happens in Spring?	5	Spotting changes
2	Who has a beanstalk?		
3	What do seeds need to grow?		
4	What do we need to grow?		

EYFS Objectives to be covered.

• Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult • Use a wider range of vocabulary more than one thing at a time. • Understand a question instruction that has two parts, such as "Get your coat and wait at the door" • Understand 'why' questions like: "Why do you think the cat got so fat?" • Sing a large repertoire of songs • Know many rhymes, be able to tell a long story. Be able to express a point of view with an adult or a friend, using words • Can start a conversation with an adult or a friend and continue it for turns. • Use talk to organise themselves: Role play: "Let's go on a bus... you sit there... I'll be the driver"	Understand the five key concepts of LITERACY - print has meaning - the names of the letters - different parts of a book - print can have a message - different purposes - page sequencing - we read English text from left to right, from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same sound, such as money and motor • Engage in extended conversations, learning new vocabulary • Use some of their print and letters in their early writing. For example pretend shopping list that starts the page; write 'm' for mummy. • Write some or all of their names • Write some letters accurately.
PSED	PHYSICAL

Select and use activities and resolutely an This helps them to achieve a goal that is suggested to them. • Become more outgoing than setting. • Show more confidence in and risk-taking people, in the safe context of social situations. • Play with one or more others to play ideas. encourage, extending and elaborating that not everyone can be Spiderman or other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to help. • Develop appropriate way of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'worried'. • Begin to understand how others might be feeling.	• Continue to develop movement, balancing, riding (scooters, trikes their motorbikes) and ball skills. • Go up steps and stairs, climb apparatus, using alternate feet. e.g. or climb • Skip, hop, stand on one leg, make musical statues. • Use large-muscle movements to make marks. • Start taking part in some group activities, or in teams. • Are increasingly able to use movements which are related to music and rhythm. • Match their movements to the music, e.g. whether to crawl, walk or run across the setting. For example, they decide a plank, depending on its length. • Choose the right resources to use, e.g. a spade to enlarge a hole, a plank safely, carrying large objects. • Collaborate with others to make a model, e.g. carrying large objects. • Use one-handed tools and equipment, e.g. paper with scissors. • Use a comfortable grip with hands and pencils. • Start to eat independently and to use zips. • Show a preference for a dominant hand. • Be increasingly independent, e.g. putting coats on and brushing teeth, using the toilet, thoroughly. • Be increasingly independent in brushing teeth, using the toilet, thoroughly. • Make healthy choices about food and drink.
THE WORLD Use all their senses in hands-on exploration	EA and D Take part in simple pretend play to represent

of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things	something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
MATHS Fast recognition of up to 3 objects having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each 1,2,3,4,5. • Know that the last number in total when counting a small set of objects many there are ('cardinal principle') • Show 'finger numbers' both and number • Link numerals and objects using example, showing the right number match the numeral, up to 5. • Experiment with their own • Solve real world mathematical with numbers up to 5. • Compare quantities 'more than', 'fewer than'. • Talk about and explore using informal (for example, circles, rectangles; 'straight', 'flat', 'round'. Make comparisons between objects length, weight and capacity	Books: • The Tiny Seed • Oliver's Vegetables • Jack and the Beanstalk • Jasper's Beestalk • The Very Hungry Caterpillar • Tree, Seasons come and seasons go • A stroll through the seasons • Christopher's Caterpillars • Things with wings • One little seed • Once there were Giants • My butterfly quiet

