

Growing Topic Reception

Creative ideas to support
your thinking, planning
and knowledge

Rachel Jacobs



“In order to bloom you must grow”

This document is part of a set of FREE topic based resources that I have produced in response to requests for creative ideas to support teachers' delivery of themes. We would like to take this opportunity to thank Vanquis Bank for their support to make this happen.

For a general introduction to our planning materials and how to use them, please refer to our General Introduction document that can be found in the [Resource Hub](#) at [leadingchildren.com](#)

Whether you are dipping in and out for the odd idea here and there, or using the whole document, our materials are there to support your thinking, planning and knowledge.

You will find a spider diagram that outlines my initial thinking in terms of what could be covered by the topic. I have then selected a few areas of potential study to plan in detail. For this topic, I have covered:

- **I am growing**
- **Growing plants and vegetables**
- **Jack and the Beanstalk**
- **Metamorphosis**

It is imperative, even when we teach very young children, that we have a plethora of knowledge and resource to share with them, so I have included some essential background information and key vocabulary on the topic.

There are then ideas and suggestions for enhanced provision (indoor and outdoor) that can either be added to continuous provision, or used as separate activities.

Numerous Talking/Reading/Writing opportunities have also been included.

It is not intended that this document is printed. We suggest you cut and paste any of the ideas you like into your own planning.

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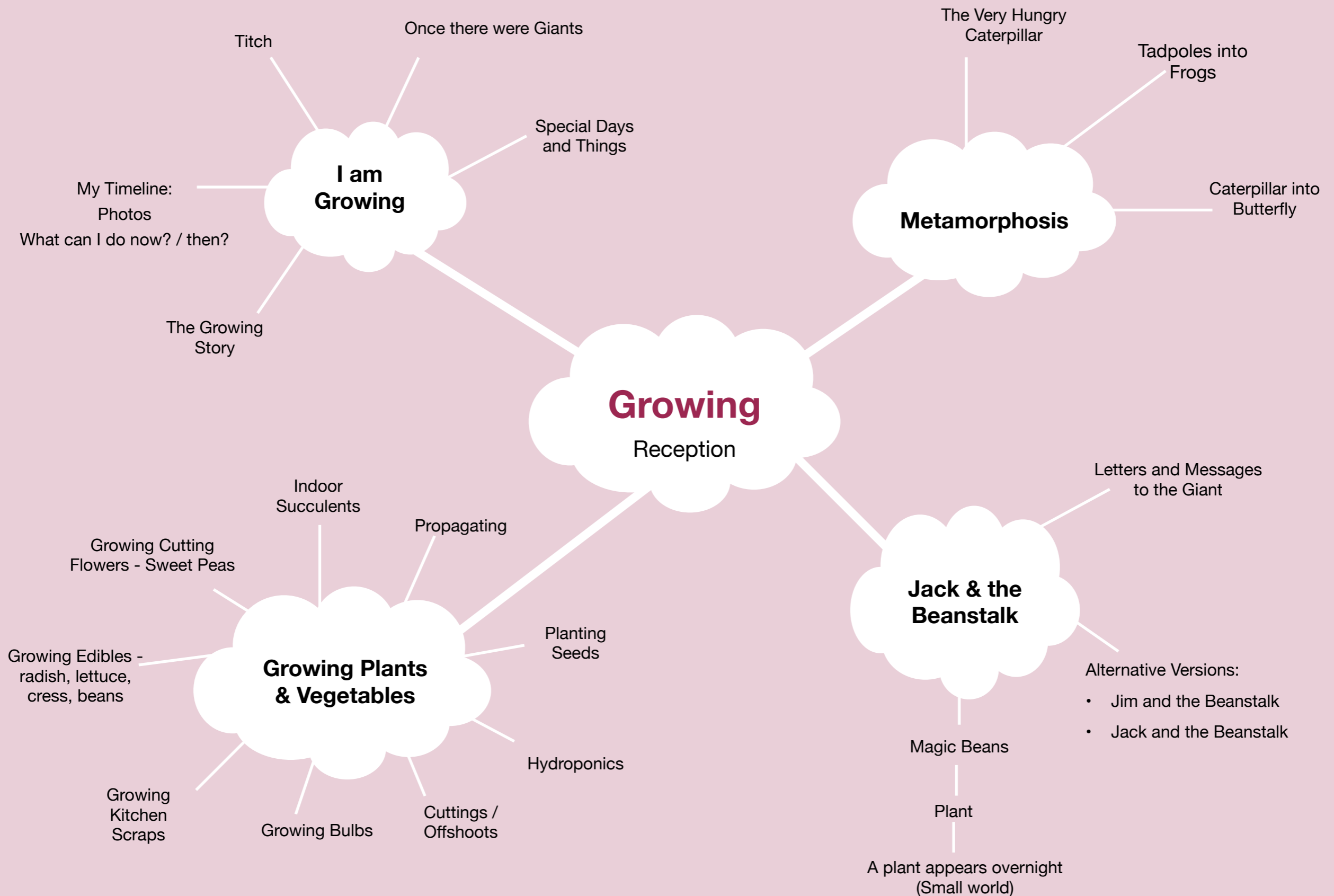
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Section 1

Brainstorm of Topic Areas



A photograph of several small green seedlings growing in dark brown soil. The roots of the plants are visible, extending downwards into the soil. The background is a soft, out-of-focus green. A large white semi-circle is overlaid on the right side of the image, containing text.

Section 2

**Teacher
Knowledge &
Background
Information**

Background Information

Use this section to boost your knowledge about growing. We have covered the following topics:

- Growing Methods
- Important Vegetables to grow in schools

There are many ways to grow plants and vegetation; below you kind find 6 different growing methods with plant suggestions and how-to videos to get you started.

1. Grow from Seed / Bulb



HOW TO VIDEO: [The Complete Guide to Growing Seeds](#)

2. Grow from Cuttings and Offshoots



HOW TO VIDEO: [The Best 3 Ways to Propagate Spider Plants](#)

3. Grow Succulents by Propagation



HOW TO VIDEO: [How to Propagate Succulents From Leaves](#)

5. Grow New from Old



HOW TO VIDEO: [Grow Potatoes from Store Bought](#)

4. Grow via Hydroponics



VIDEO: [Growing a Hydroponic Vegetable Garden - Beginners](#)

6. Grow from Kitchen Scraps



HOW TO VIDEO: [10 Vegetables you can Regrow from Scraps](#)

Important Vegetables to Grow in Schools

| Vegetable / Plant | Notes: |
|-------------------|---|
| Cress | Grows very quickly. |
| Radishes | Grow very quickly. |
| Lettuce | The more you cut, the more it grows! |
| Beans | Grow quickly and you can grow them around a wigwam to create a reading nook in Summer. |
| Sweet Pea | The more you cut them, the more they grow. |
| Nasturtium | The petals are bright and edible. The plant attracts blackflies, which attracts ladybirds. The seeds are very bulbous and easy for little ones to harvest; dry them over winter and then re-plant them in the spring. |
| Ivy | Very simple! Stick a pencil in the ground, shove a cutting in and it will grow... |
| Buddleia | Attracts butterflies. |
| Bee Bomb | Usually full of wildflower seeds that attract the bees. |



Section 3

Vocabulary & Definitions

Young children can apparently learn up to approximately 20 new words per day, so it is imperative, especially for those who have such a limited vocabulary, to learn lots of new provision and topic words as they arise. It is therefore important for you to use these words in conversation and through using books, experiences and images as you work with them.

Now if you are a little bit like me, I usually have a very good knowledge of many words, but for some, I have only an inkling as to their definition. Children need us to have crisp definitions for words so they can understand them quickly.

On the next pages, we have offered list of topic words and definitions for some of the words we think you might need support to give a crisp definition for, though of course, we know you know what they mean! Though many words have many different meanings, we have used the definition, in this section, that links closest to the topic/theme.

| | |
|------------------------------|---|
| Annual (plants) | A plant that flowers once then dies |
| Aquatic (plants) | Plants that grow in or near bodies of water such as ponds |
| Autumn | |
| Bark | |
| Bean | |
| Beanstalk | |
| Berry | |
| Blossom, blossoming | |
| Bough | A branch of a tree, especially one of the larger or main branches. |
| Branch / twig | |
| Canopy | Tree canopy means the layer of leaves and branches of trees that cover the ground when viewed from above. |
| Compost / Composting | A mixture of various decaying organic substances, such as dead leaves or manure, used for fertilizing soil. |
| Evergreen | |
| Fruit | |
| Germinate/germination | Begin to grow and put out shoots after a period of dormancy |
| Grow, growing, grew | |
| Harvest | |
| Leaf / leaves | |
| Nectar | |
| Nut | |

3

Vocabulary & Definitions

| | |
|-------------------------|--|
| Perennial Plants | Flowers many times – keeps flowering each year |
| Petal | |
| Pod | |
| Pollen | The fertilizing element of flowering plants, consisting of fine, powdery, yellowish grains or spores, sometimes in masses. |
| Rain/rainfall | |
| Root | |
| Sap | The juice or vital circulating fluid of a plant, especially of a woody plant. |
| Sapling | A young tree |
| Seed | Any propagative part of a plant, including tubers, bulbs, etc., especially as preserved for growing a new crop. |
| Seedling | Any young plant, especially one grown in a nursery for transplanting. |
| Seedpod/seedcase | |
| Shoot | |
| Soil | |
| Spikes | |
| Spines | |
| Spring | |
| Stalk | |
| Sting | |
| Summer | |
| Sun / Sunshine | |
| Thorns | |
| Trunk | The main stem of a tree, as distinct from the branches and roots. |
| Veins | |
| Water / watering | |
| Winter | |
| Wither | Start to die, curl up, become dehydrated |



Section 4

**Indoor
Classroom Plan
for Enhanced
Provision**

Water Area

- Nothing grows without this precious resource.
- Have lots of things growing in water in the classroom.
- You can grow cuttings, bulbs, sweet potatoes and all sorts of food by placing it in water.
- Why not grow a celery farm on a windowsill? Save the heart at the bottom, once all of the stalks have been cut off, place it in a jam jar of water and it will grow a whole new stack of celery stalks! Change the water every couple of days.

Activity Progression over the Half-term

- **Experiment:** Have you included some plants in your classroom? They are a wonderful addition. Can you work out how much water they need per week to make sure they are happy and healthy.
- Talk about plumbing in a house or at your school. Explain that water pipes go underground bringing us clean water and taking away dirty water. Could you have a set of small pipes, connectors and taps for children to investigate?

Sand Area

- Add receptacles to the sand that the children might use to create rivers, ponds and lakes for small world construction in the sand box.
- Encourage the children to create a waterhole for wild animals or a little oasis in the desert for the desert creatures to gather around.
- Have images of such things around your water area as discussion points.
- Shiny metal trays or small bowls would be useful for this.

Activity Progression over the Half-term

- Could children bury pipes in the sand and see if they can force water through the pipes underground?
- By holding a bottle of water higher than the pipes, could you exert enough pressure to force it through them?

Design Technology Area

- How do water wheels work?
 - What were they used for in the past?
 - Can you construct one?

Activity Progression over the Half-term

- How might they solve the sustainable energy debacle in Britain today?

Role Play

- I suggest your home corner has lots of babies in it, with baby clothes, bathing items, a cot, bedding and so on.
- You will want to have lots of discussions about when the children were babies to compare what they could do then and what they can do now.
- If a mum could come in and bath a new baby and talk to the children about what the baby cannot do now, compared to them, this would really support those who do not have younger siblings to grasp how people grow, change and become more and more skilled over time.
- The home corner needs to be filled with lots of photographs of families including some family photos of children in the class.
- Try to take a photo of Early Years Staff with the caretaker, cleaner, Head Teacher and anyone else the children come into contact with at school. This is their school family who also care about them.

Activity Progression over the Half-term

- Make sure there are birthday cards, cake and candles in the home corner. Children's 5th birthdays are such a big deal to them.
- Do you have a magnetic board in the home corner where children can place cards, notes, shopping lists etc? It is important that children are able to instantly display some of their writing in play.
- A baby clinic would be a good alternative to a home corner, unless you have room for both. A Concept Booth would make a really useful 'Reception Desk' to book in appointments and you could have some red Baby Books like the ones real babies have to plot their growth, weight, height and so on.
- If any of your parents are nurses or doctors, perhaps they could pop in with their uniform on to check over the babies and write out any notes or prescriptions for them?

Block Play

- Make sure the children know that they can move the dolls freely between the block area and the home corner.
- They may want to build cots or a small dolls hospital.
- If they do, facilitate this play by providing small clipboards for the ends of the 'beds', medical equipment such as stethoscopes, bandages, 'medicines' and so on.

Activity Progression over the Half-term

- The children could also explore the idea of 'family' in the animal kingdom by creating farms, or zoos in the block area with accessories to blocks such as farm or wild animals.
- When buying small world figures for school, always make sure that collections include some examples of the male, female and young of the species.

Small Construction Area

- Could they make a tool that measures how to plant runner beans? They need to be planted 5cm deep and you must leave 30cm between plants.

Activity Progression over the Half-term

- Could the children create a measuring stick, with arbitrary or actual measurements to measure how tall the plants are growing? Could their data go on a chart?

Small World

- I would set this up for Jack and the beanstalk.
- I would hide a pot of 'magic' beans somewhere in provision and just allow the children to find, or stumble across it.
- I would buy a tall plant (something the size of a rubber plant) take it out of its pot and place it in a carrier bag with a little water over night.
- Put the pot with some soil in the cupboard, as if it has been there for ages and wait.
- When the children find the magic beans, explain to them what they are and ask what they think might happen if you planted one?
- Take out your pot, plant the magic bean with the children and wait.
- Perhaps you might have a small dolls house with Jack, the cow and his Mum in your small world play already set up.
- Once the children have gone home for the day, re-plant the plant in the pot and place a Playmobil person (Jack) climbing up the stalk or a leaf.
- Be ready with a camera when the children find that the magic bean grew a plant overnight!

Activity Progression over the Half-term

- My pot of magic beans (sprinkled with a little magic glitter) would have a 'magic beans' label on the front and a, 'warning' sign on the back label.
- Perhaps the children could plant a magic bean in the sand and a different type of plant might spring up the next day?
- Perhaps they could plant on in the block area and something completely different happens?
- You could have such fun with this and I am sure that you could procure a huge range of different purposes for writing from it, even if it is just an 'Our magic bean story.'



Writing Area

- Please see Section 6 for other Reading/Writing/Oracy ideas.
- Could you offer leaf shaped paper in green to write on?
- Could you make leaf shaped books for children to write magic bean stories in?



Activity Progression over the Half-term

- Could the children's parents send in 4 X photographs of them into school, one as a new baby, toddler, 2 year old and a recent photo? If you make them into a zig-zag book, with a photo on one side and space to write on the other, the children could write about how they have grown and changed. This is a lovely keepsake for them to take home.

Reading Corner

- At the base, we have a 'mermaid lagoon' made from an old frog-sculptured water fountain. Have you considered having a plug in or solar powered water feature near your reading area? I would put it out of reach, but where the children can see it.
- The sound of water is soothing, even if your staff will be running for the loo a little more often than usual!

Activity Progression over the Half-term

- Could a special pen pal (toy) who lives in the water feature start to write to the children?
- Please don't waste a whole display board on birthdays when you could make much better use by putting the information in a book. Children will pour over a birthday book with their friends far longer than they will look at a 'wallpaper' display.

Snack Area

- Children are more likely to try to eat something they have grown, so could you make cress, raw garden peas, celery (with a little soft cheese), carrot, radish and other things you have grown part of the menu?
- All the above are very easy to grow, as are microgreens, which are also very fast.

Activity Progression over the Half-term

- Could you make bread with the children? It is a fascinating process, especially waiting for the dough to prove with the yeast.
- The children could cut open little bread buns to make open sandwiches including the cress and other things you have grown as part of their toppings.

Art Area

- Observational drawings of bean plants - Observational drawing is a lost art, but this should not be so. Children have a lot to gain from drawing the form of things, especially when supported to look very carefully, and use sophisticated words to describe what they draft and redraft until it is right.
- A masterclass and follow-up lessons on painting different shades of green using powder paint, nature's palette
- Take children outside and find natural materials in at least 10 different colours.
- Can you print with leaves? What do you notice?
- Can you make magic coins in clay? What can you use to make the marking stand out?
- Could you paint your footprint, and then the Giants footprint next to it? How does it make you feel?

Activity Progression over the Half-term

- Show the drafts to the children and discuss them.
- Place each draft on top of the other until you reach the last draft. Be sure to talk with the artist about their problem solving throughout the process and how they might do things differently next time?

Dough Area

- Let the children make their own dough if at all possible.

Activity Progression over the Half-term

- Add dried beans of different kinds for decoration for a while. This should produce some interesting pattern work.

Music Area

- Sounds can grow from being very quiet to very loud and back again, but this takes control and skill.
- Can children show how a sound grows on different instruments/ found sounds?

Activity Progression over the Half-term

- Rainmakers – a lovely instrument to experiment with and use for different scenarios.
- Why did people invent rainmakers? What were they for?

Investigation Area

- This is the area most likely to be in the limelight in your classroom, as science is your leading subject.
- If you are using Jack and the Beanstalk (or derivative) for your core story, then you will, of course want to grow bean plants, which can be sown in individual pots so that children can care for their own plant and watch it grow, then take it home to repot or transfer to their garden. Don't make this your only growing, though!
- In our background information you will see we have gathered information (photographs and how-to videos) on growing lots of things from; bulbs, to seeds, to succulents to kitchen scraps, to hydroponics.
- These different plants require different methods and mediums for growth. It would be fascinating for children to see growing as such a diverse subject, and there are lots of interesting experiments you can do for them to find out more.



A Bean Plant



Re-growing vegetables in fresh water from old kitchen scraps



Section 5

**Outdoor
Classroom Plan
for Enhanced
Provision**

Water

- Could you buy or borrow a small irrigation kit, which could be rigged to a water butt, so that the children could water the plants you have sown outside? The one shown here is currently £9.99 from Amazon.
- Or you could just use old water bottles with holes drilled in. These are good if you are concerned about your plants over a half term break or hot weekend.



- I particularly like the 2-bottled approach, shown here:
- The small bottle with its base cut off goes into the ground, holes in the top, which puts water near to the roots.
- The larger bottle which goes over the top allows you to refill the smaller bottle easily (without it filling full of debris and blocking the holes), but it also stops the water evaporating into the air. Instead, evaporated water goes down into the soil.
- Do you have a pipes, guttering and connectors pack? It is the best way children can learn about how guttering works!



Sand

- Experiment: Do all plants need soil to grow?
- Put a bean or other seed in soil and one in a pot of sand. What happens?
- What about an alpine plant? What does it prefer? Soil or sand?
- Put them outside, side by side and see what happens.

Activity Progression over the Half-term

- Write up what you found out about whether some plants need soil or not.

Digging

- Can you find worms in the digging area that you can add to your garden to improve the soil for your plants?

Note:

- Write You need to 'dig over' your planting holes if you are planting any established plants to make sure the soil is free of stones.

Growing Area

- If you want to grow more outside, but do not have many growing beds, use tomato bags. Just cut small openings in the top and grow whatever you like from them. Add canes for support if necessary.
- You can also grow plants in carrier bags which are full of compost, if they have small water holes pierced in the bottom. Just hook them up with the handles and allow the plant to grow up and out of the top.
- By making a wigwam frame using 2m bamboo canes, you can make a living wigwam (or reading den?) outside. Why not make a reading village if you have space?
- You can grow potatoes and carrots very successfully in buckets, as long as there are holes in the bottom to let excess water out.
- Just take one or two potatoes per bucket which have 'seeded' or grown roots at the back of the cupboard and plant them a third of the way up in the bucket in compost.
- Once your potato has started to grow leaves, keep topping the bucket up with compost so the top few leaves are still showing. Keep doing this until the leaves have reached the top.
- Harvest approximately 100 days after planting.
- If you make this into a competition between groups or even classes, the maths could be so exciting!
- Counting backwards from 100, measuring the best growth, finding out the weekly rainfall and what capacity of water is needed to supplement good growth in the drier weeks...and then ultimately measuring yield.
- Will you measure the winner as having the highest number of potatoes or biggest weight? Will any crop that has succumbed to pests and is therefore inedible count?
- What can the children do to find out about the pests and how to minimise damage to their crop? You could do an entire topic on a, 'bucket of potatoes' and what a great name!
- Make sure you do daily inspections of your growing area, checking for under and over watering and look for pests.



Music

- Sounds can grow from being very quiet to very loud and back again, but this takes control and skill.
- Can children show how a sound grows on different instruments/found sounds?
- Outside gives children the chance to do this on a much bigger, louder scale.
- Upturned buckets, big metal bins and bin lids can create hugely loud sounds.

Den Building

- See note above on growing a beanstalk reading den.

Woodland Kitchen

- Could you plant some herb seeds in trays inside on the window sills, and then plant them outside in beds or containers near to your woodland kitchen?
- These can then be used in the children's recipes for certain pies, teas, shakes and buns.
- You can literally use anything as a container to grow herbs – as long as it has holes in the bottom so the soil can drain easily. Old wellies, suitcase, drawer, colander, wooden crate, sink,

Activity Progression over the Half-term

- Have you made a recipe book for the woodland kitchen?
- Mud and Mint Tea:
 - Ingredients: tspn mud, 2 x tspn crushed mint leaves, Cup full water, Pinch of sand
 - Mix together in a pan on a low heat for 5 minutes and when hot enough to taste, pour into your favourite mug.
 - Garnish with a fresh mint leaf.



Den Building

- Shepherd's huts used to be used by Shepherds out in the fields and on the hills to sleep in overnight as they tended their flocks.
- Could the children have a simple chair or bench, table, kettle, and fireplace to create a shepherd's hut rather than a den?
- They will need a staff with a hook and perhaps a stuffed toy sheepdog!
- An old barrel would make a great fireplace, but you could also use crates.



Blocks/Construction/Loose Parts

- With plenty of images and some film footage of garden machinery, I think this will inspire many young designers and makers to make copies of their own.
- Or maybe they could be encouraged to develop a machine that would help farmer's out?
- Offer large pieces of squared paper on A3 clipboards for designs and have a word bank ready for their labelling and explanations.
- **Activity Progression over the Half-term** - Could some of the designs and photographs of the children's work be displayed indoors having been used as a catalyst for writing?



Games

- There must be a version of hide and seek where three children have headbands denoting the shepherd and sheepdogs and everyone else having pesky sheep (who keep getting lost) headbands?
- By using a timer, the children could see if they could round up the sheep in 3 minutes or less! The shepherd and dogs would have to work together to round up every sheep in the game!
- **Activity Progression over the Half-term** - This would be a lovely game to connect to the bible story of 'The Lost Sheep'.





Section 6

Talk, Reading, & Writing Ideas

6 Talk, Reading & Writing Opportunities

Please see our specialised vocabulary lists and add to them according to the specific resources and books you are going to use to ensure the basic vocabulary is covered for the different parts of the topic.

Talk whilst Growing

Much of your talk will come about as you grow plants in the classroom and outside. It is good to grow lots of different things – some microgreens such as cress, radish and peas will grow very fast and the children can try them at snacktime on crackers/toast and soft cheese.

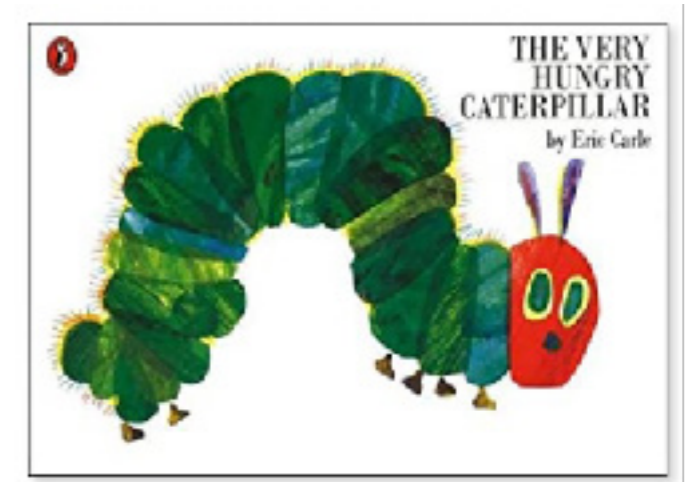
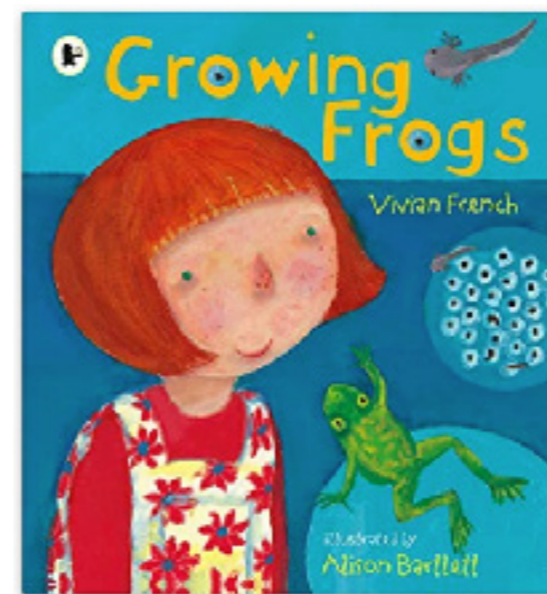
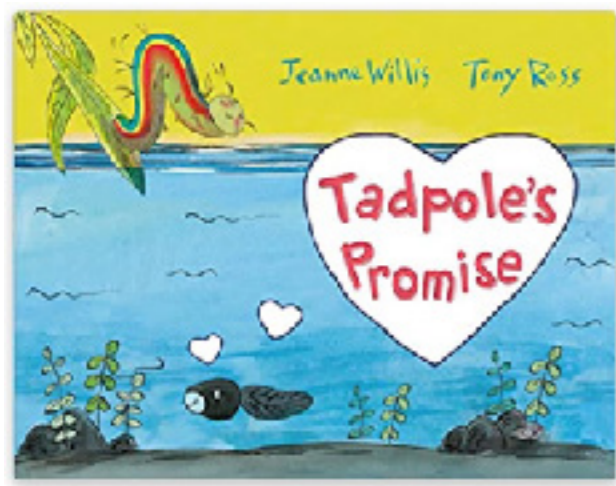
There are lots of different ways of sowing and planting, propagating and so on (see our background information), inside and out, and it would be good to do a variety to ensure a rich and varied experience.

Metamorphosis

It would be good for children to learn about growing through metamorphosis, that is where one thing grows from one thing to a completely different thing, such as a caterpillar to a butterfly or a tadpole to frog.

If you could have some caterpillars or tadpoles, it would be fantastic to let the children actually watch and talk about the transformation, if not, there are plenty of films and images, books and posters that show the stages of transformation.

Don't be afraid to use the word, 'metamorphosis' – young children are more than capable of saying the word and using it correctly in context.



Books

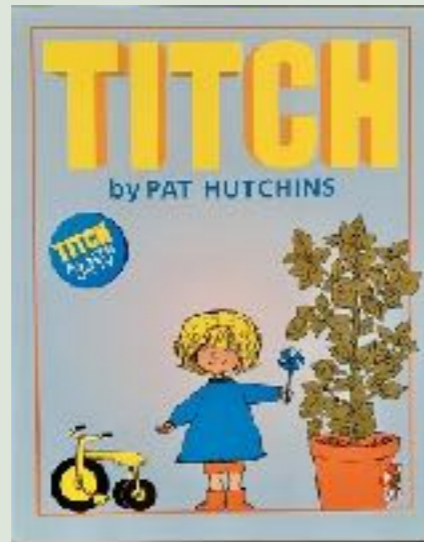
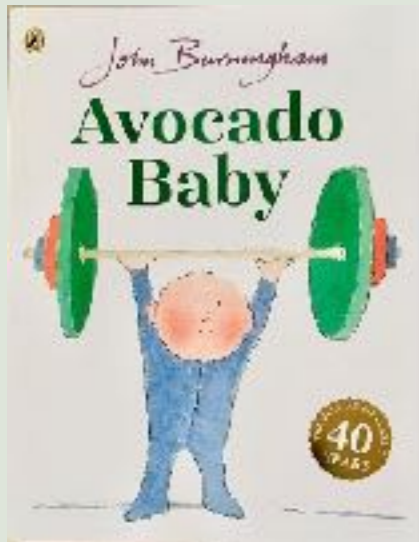
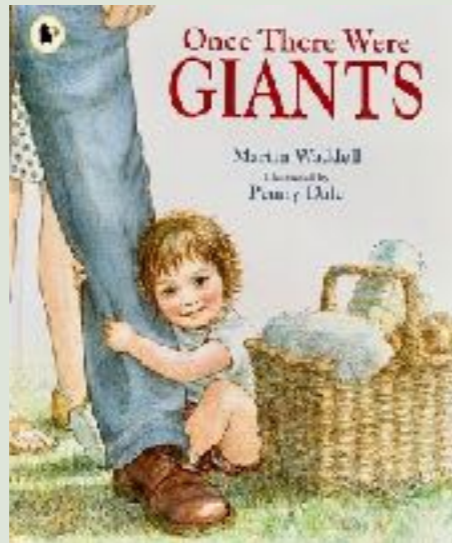
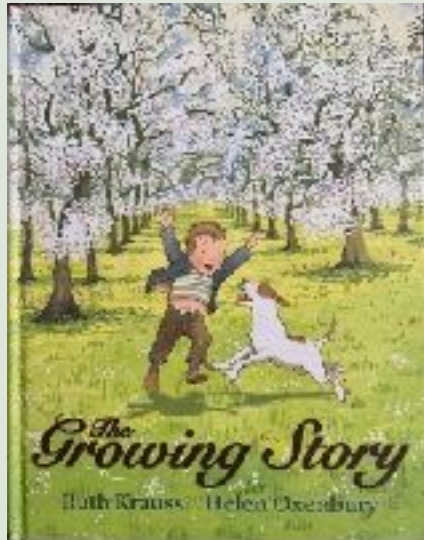
Some of my favourite children's literature of all time are included in the below lists. There are such a lot of beautiful books to choose from. I would highly recommend them all.

6 Talk, Reading & Writing Opportunities

Books - Growing as People

Any one of these would make a great core story:

Notes:

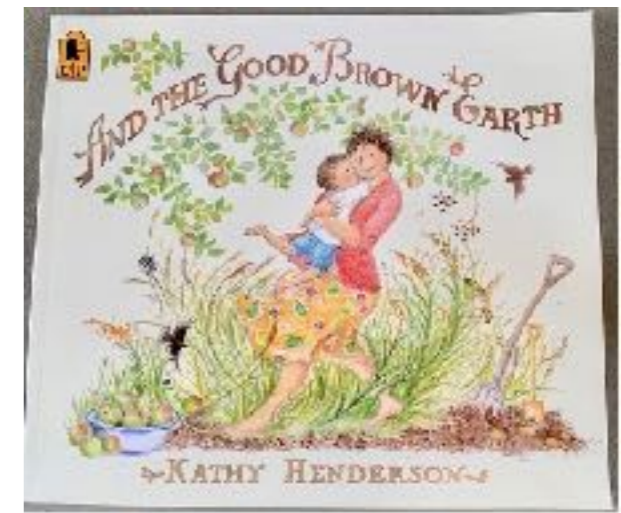
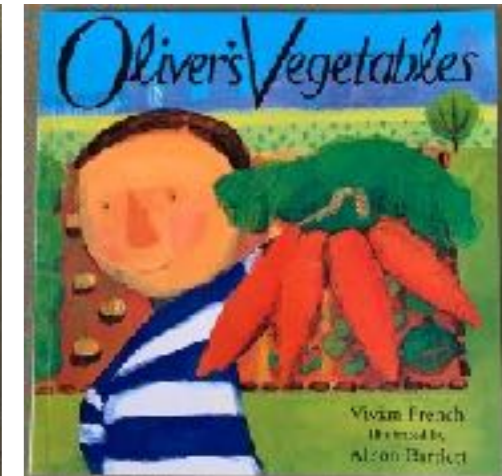
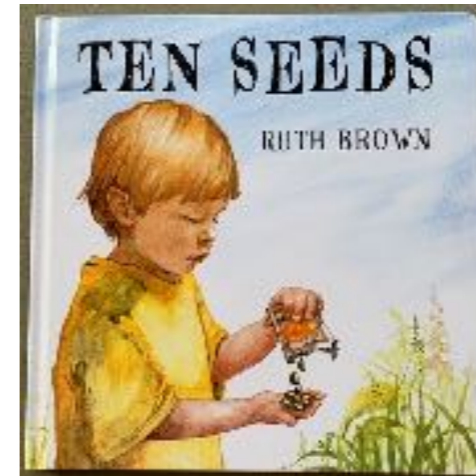


Once There Were Giants is probably the most useful for a historical perspective on generations.

The others are about being small and growing bigger.

Books - Growing in General

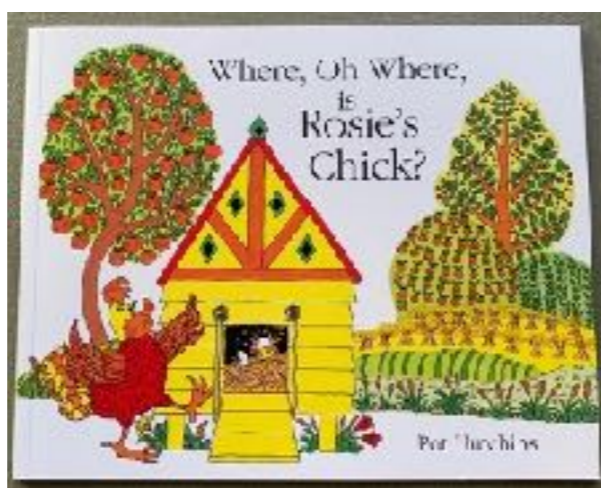
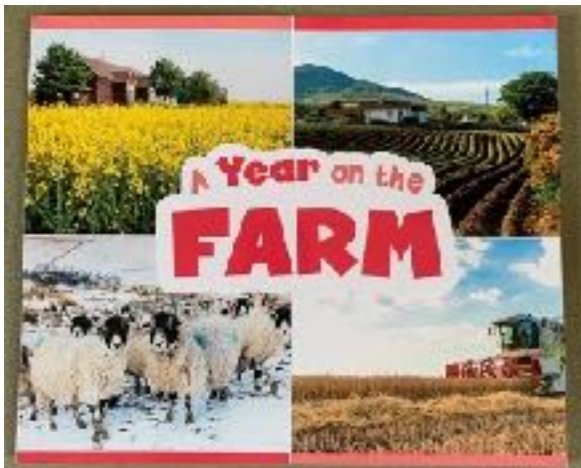
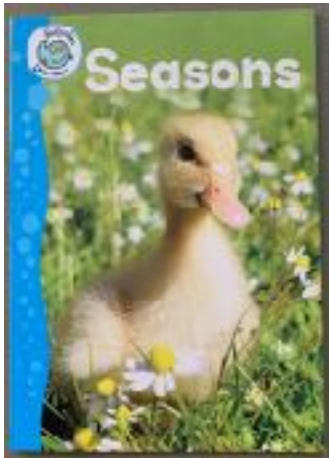
Again, so many good books to choose from – any of these are great.



6 Talk, Reading & Writing Opportunities

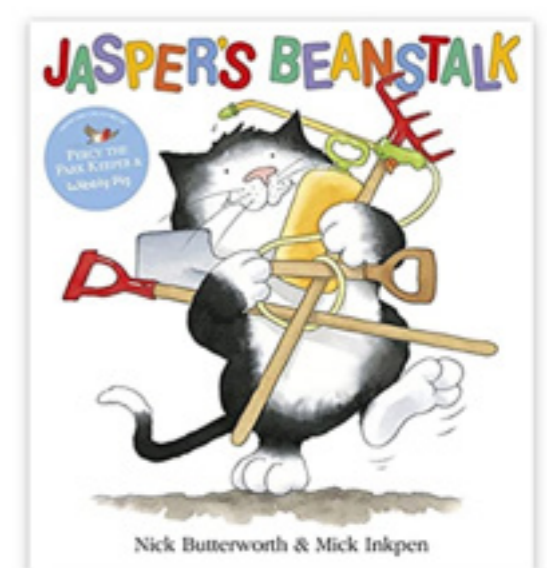
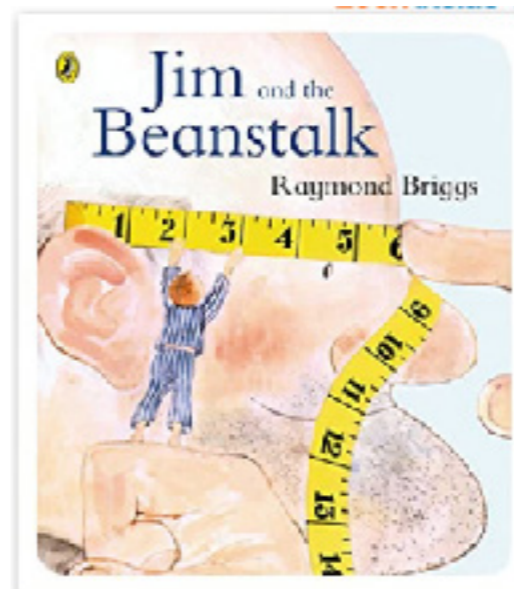
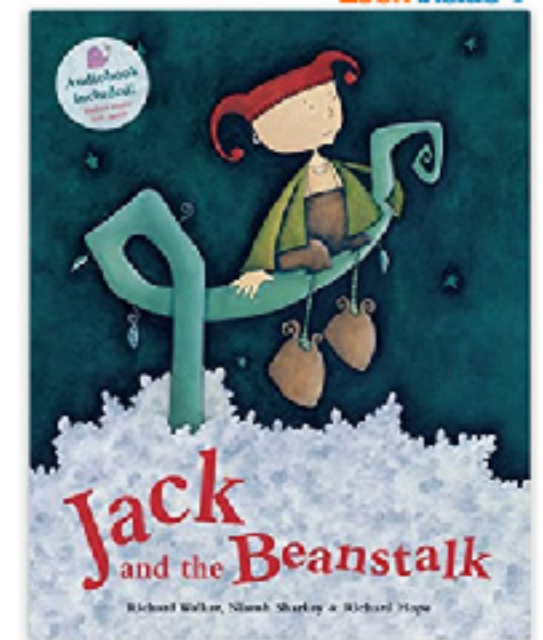
Books - Things that Grow / Lifecycles

Note - Seasonal growth encapsulates animals as well as plants.



Books - Jack and the Beanstalk

Here are my favourite books or versions of the story. Watch out for the morally questionable or poorly written versions.



6 Talk, Reading & Writing Opportunities

Writing Ideas

Writing ideas and opportunities for this topic are endless, so here are a few ideas. I will leave out the obvious ones, such as writing letters to the giant.

There will of course be lots of writing opportunities for writing labels, collecting data, recording measurements and the like.

Hold a Plant or Veg Sale

I feel the most engaging writing you could offer for this part of the topic is that which might surround an event: e.g. A flower and veg sale.

Children, having grown most of the goods themselves would be excited and proud to sell their wares and this gives opportunities for writing invitations, posters, labels, price lists and so on.

The money they raise could go towards something in the classroom (which they could vote for).

You can always cheat if you need some more stock (buy carrots with their tops on and let the children pull them out of a bucket full of earth, plant a bag or two of potatoes into buckets of compost and let the children harvest them...

Garden Gnomes

Buy a garden gnome who sends letters and notes to the children.

He can warn them about pests on your cabbages, or perhaps if a fox was lurking about at night and made him feel scared (and asking the children to build him a night shelter).

Perhaps he could remind them that there has been little rainfall and they need to save the plants by watering them?



Maybe he could just write a personal note to an unassuming child who was particularly careful with the seedlings...

Have the children write to him and write back in reply for him.

Make sure he has a name and has a few story-worthy mishaps. Perhaps he has a friend who is naughty, or a bully. You could get all sorts of PSED from this scenario.

You could also help the children to create a giant games board for outdoors.

You could draw a circuit and have the gnomes play one another by throwing 2 dice, adding the numbers and moving forward on the track from the home start to the finish line.

The children would need to write the rules for the game and score/tally for the gnomes.

We have a set of small world gnomes in the shop which might prove useful for story making, signage and messages. They work beautifully in a mossery!



[View in our online shop](#)

Much writing will come from the books you use.

As mentioned previously, leaf and bean-shaped books would also be useful for children to free write their stories and messages.

6 Talk, Reading & Writing Opportunities

Magic or Naughty Beans

As well as a pot of lovely glitter-sprinkled magic beans, why not show the children some naughty beans?

Naughty beans need to be in a jar with a tight lid! Write a label with the children, composing a couple of sentences about the possible side effects of these terrible things.

Encourage the children to work on stories (verbally at first) about the horrific effects of swallowing such a bean and what it might make a person do!



Your final sentence might be, “and that’s what happens when you swallow a black naughty bean...”

Name your Plants

At the Leading Children base, some of our plants have names: Kev, Bev and Nev, for example are related, and their labels tell everyone how much water they like to drink.

Could you name some of your plants?

Perhaps they could have a naming ceremony and let the children choose their names and talk about their characters.

Have some fun with it and include a photo and their needs/ characteristics in your class plant book.



Remember to make sure that everyone is talking kindly to the plants.

How I Grow

If you collect evidence of children’s work in a profile, whether on paper or electronically, plan to have a 10 minute interview with each child over the half term. Talk about their physical growth, perhaps their emotional growth and their skills, and how they have changed and developed.

If you could great an ‘interview corner’, have a drink and biscuit and have a proper meeting, you will massively grow each child’s self-esteem.

Tell them your hopes for them, what you feel they need to work on next, what they need to practice and how they could be ‘even more grown up’ than they are already compared to when they first came into your class.

(See our notes on zigzag books, in the indoor provision section.)

6 Talk, Reading & Writing Opportunities

As tall as a.....

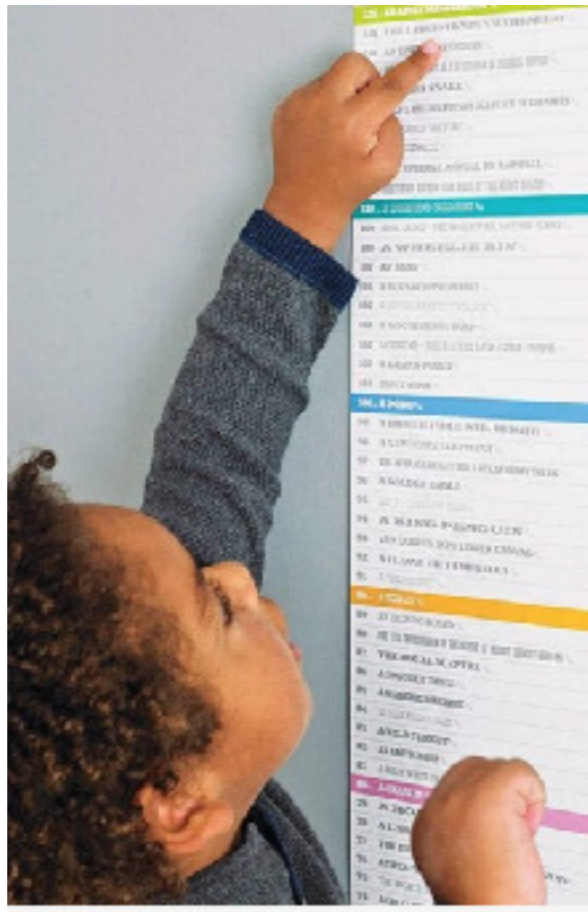
'As Big as' chart (£8.99 – 12..99 from various stores including Etsy and Amazon).

I have this chart in my training base and it's the funniest thing watching all the adults who visit us measure themselves against the chart to find out what they are as tall as.

It has everything from Emperor Penguins, Superman, Golden Eagle Gooseberry Bush, the Royal Sceptre, Tallest Ever Toddler and

me.....I'm as tall as Queen Victoria. 😬

Do make sure you change the title from 'as big as' to 'as tall as' like I have done!



Cook some of the things you have grown

I'm sure you will have grown enough food – or you could perhaps buy a variety of vegetables - to cook a vegetable stir fry with noodles. Or perhaps make a vegetable soup.

Share the recipe with the children as a collaborative write and let them have a go at peeling and chopping and making their food.

You could further their recipe writing with the dough area or the woodland kitchen area.



Suggested Songs and Rhymes

- Little Bean Song - <https://www.bbc.co.uk/cbeebies/watch/nick-copes-popcast-little-bean>
- The Tiny Seed - book with music - <https://www.youtube.com/watch?v=LIDOMQPptOM>
- The Gardener plants a seed (to the tune of the farmer wants a wife)
- I'll plant a little seed (to the tune of I'm a little teapot)
- Mary Mary Quite Contrary
- Chick chick chick chick chicken
- Daffodil Rhyme
- 5 Green Peas

The Gardener Plants the Seeds

(To the tune of 'The farmer wants a wife')

The gardener plants the seeds,
The gardener plants the seeds,
Hi Ho the Cherry O!
The gardener plants the seeds.

Repeat with: The rain begins to fall

- The sun begins to shine
- The plants begin to grow
- The buds open up
- The flowers smile at me

I'll Plant a Little Seed

(To the tune of I'm a little teapot)

I'll plant a little seed in the dark, dark ground.
Out comes the yellow sun, big and round.
Down comes the cool rain, soft and slow.
Up comes the little seed, grow, grow, grow!

Mary Mary Quite Contrary

Mary Mary quite contrary
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.

Chick Chick Chick Chick Chicken

Chick chick chick chick chicken,
Lay a little egg for me.
Chick chick chick chick chicken
I want one for my tea.
I haven't had an egg since breakfast,
And now it's half past three.
So, chick chick chick chick chicken
Lay a little egg, lay a little egg,
Lay a little egg for me.

Daffodil Rhyme

One little daffodil had nothing much to do,
Out popped another one, then there were two.
Two little daffodils were smiling at a bee,
Out popped another one, then there were three.
Three little daffodils were growing by the door,
Out popped another one, then there were four.
Four little daffodils were glad to be alive,
Out popped another one, then there were five.
Five little daffodils were wearing golden crowns,
They danced in the breeze in green satin gowns.

5 Green Peas

Five green peas in a pea pod pressed.
One grew, two grew and so did all the rest.
They grew and grew and did not stop
Until one day the pod went POP!



Appendix 1

Potential Curriculum Coverage

Framework Coverage Growing (Rec)

- I am growing
- Growing plants and vegetables
- Jack and the Beanstalk
- All

Communication and Language

Listening

Learn and use new topic Vocabulary through the day

Ask questions to find out more

Articulate Ideas and thoughts in well-formed sentences

Connect one idea to another using a range of connectives

Describe events in some detail

Use talk to work out problems and organise thinking and activities, and to explain how things work and why they might happen

Develop social phrases

Engage in storytimes

Listen to and talk about stories to build familiarity and understanding

Retell the story, once they have developed a deep familiarity with the text , some as exact repetition and some in their own words

Use new vocab in different contexts

Listen carefully to and learn rhymes and songs paying attention to how they sound

Engage in non-fiction books

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal Social and Emotional Development

See themselves as a valuable individual

Build constructive and respectful relationships

Express their feelings and consider the feelings of others

Show resilience and perseverance in the face of a challenge

Identify and moderate their own feelings socially and emotionally

Think about the perspective of others

Physical Development

Revise and refine the fundamental movement skills they have already acquired:

Rolling

Crawling

Walking

Jumping

Running

Hopping

Skipping

Climbing

Progress toward a more fluent style of moving, with developing control and grace

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and disciplines

Develop small motor skills so that they can use a range of tools competently, safely and confidently.

Use their core muscle strength to achieve a good posture when sitting at a table or the floor.

Combine different movements with ease and fluency
 Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group
 Develop overall body-strength, balance, co-ordination and agility
 Ball and other skills
 Handwriting style

Literacy (non-secretarial)

Read books to build up their confidence in word reading, their fluence, understanding and enjoyment
 Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
 Re-read what they have written to check that it makes sense

Understanding the World

Talk about the members of their immediate family and community
 Name and describe people who are familiar with them
 Comment on familiar situations in the past
 Compare and contrast characters from stories, including figures from the past
 Draw information from a simple map
 Understand that some places are special to members of their community
 Recognise that people have different beliefs and celebrate special times in different ways
 Recognise some similarities and differences between life in this country and life in other countries
 Explore the natural world around them
 Describe what they see, hear and feel whilst they are outside

Recognise some environments that are different from the one in which they live.
 Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

Explore, use and refine a variety of artistic affects to express their ideas and feelings
 Return to and build on their previous learning, refining ideas and developing their ability to represent them
 Create collaboratively, sharing resources, ideas and skills
 Listen attentively, move to and talk about music, expressing their feelings and responses
 Watch and talk about dance and performance art, expressing their feelings and responses
 Sing in a group or on their own, increasingly matching the pitch and following the melody
 Develop storylines in their pretend play

Have you seen the other topic-based resources in this set?

<https://leadingchildren.com/blogs/resources>



Thank you to our supporter:



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