



- Aims**
- 1) To observe, describe and explain the changes that occur to plants during a lifecycle.
 - 2) To name, sort and describe healthy and unhealthy practises including nutrition, hygiene and exercise

	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6
WB	16 th April	23 rd April	30 th April	7 th May	14 th May	21 st May
Events	Spring Walk	Farm Visit ?? St George's Day		May Day Bank Holiday		Stay & Play??
Growth Mind-set	Playing and Exploring <i>I explore like the Go-Jettors</i>	Playing and Exploring <i>I explore like the Go-Jettors</i>	Active Learning I am proud of my achievements like the Alphablocks	Active Learning I am proud of my achievements like the Alphablocks	Creating and Thinking Critically I have my own Ideas like Peppa Pig	Creating and Thinking Critically I have my own Ideas like Peppa Pig
Literacy Focus	<i>Jaspers Beanstalk Narrative (Fiction)</i>	<i>Instructions to plant a bean "From Bean to Bean Plant" (Non- Fiction)</i>	<i>A Beans Life Lifecycle, Labels and Captions (Non - Fiction)</i>	<i>Jack and the Beanstalk Narrative (Fiction)</i>	<i>Jack and the Beanstalk Narrative (Fiction)</i>	<i>Oliver's Fruit Salad (Fiction) Recipe Ordering/Writing</i>
Maths Focus	Number Numeral Recognition and Ordering	Number Doubling	Number 1 Less/Subtraction	Shape, space & measure Height Non Standard Measures	Shape, space & measure 3D Shape	Number Halving/sharing
Focus Task	CLL Literacy: Ordering the events of the story Maths	CLL Labelling the parts of a plant/ sequencing the lifecycle Maths	CLL Maths Subtracting two single digit numbers using objects (beans) and writing the number sentence	CLL Maths Measuring the height of the beanstalks using non-standard measures	CLL Write an alternative ending to the story Maths Naming and describing the properties of common 3D shapes	Maths Sharing fruit equally between a given numbers of children.
PSED	Behavioural routines and expectations re-established.	Circle Time: How to become a reflective learner. Read "Cleversticks" then	Circle Time: How to be a good friend and being aware of own and others' feelings: the 'apple experiment'	Circle Time: Stealing: Jack and the Bean stalk. PSED MFB (ELG) Children talk about how they and	Playing board games with rules. Taking turns to play the Jack & the Beanstalk game.	Circle Time: Discussing ways in which to share resources without conflict.



	<p>PSED MFB (40-60+) 2.Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Circle Time: Read Orange Pear, Apple Bear, make a small fruit salad & liken to our class – we need all the ingredients to make a good fruit salad – we need all of us to make a good class.</p> <p>PSED MFB (ELG) They work as part of a group or class and understand and follow the rules, they adjust their behaviour to different situations and they take changes of routine in their stride.</p>	<p><i>discuss what they are good at.</i></p> <p>PSED SCSA (40-60+) 2.Can describe self in positive terms and talk about abilities.</p> <p>PSED SCSA (ELG) They will talk about their ideas, they will choose the resources they need for their chosen activities, and <u>they say when they do or don't need help.</u></p>	<p>PSED MR 3. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>PSED MR (ELG) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. <u>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</u></p>	<p>others show feelings, <u>children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</u></p>	<p>PSED MR (ELG) 1. Children play co-operatively, taking turns with others, they take account of one another's ideas about how to organise their activity,</p>	<p>PSED MFB (40-60+) 3.Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Confident to taste different fruits.</p> <p>PSED SCSA (ELG) 1. Children are confident to try new activities, they can say why they like some activities more than others,</p>
<p>CL</p>	<p>Making predictions as to what could be at the top of the beanstalk.</p> <p>CL L (ELG) 1. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Answering questions relating to how plants grow and why they require sun, water etc.</p> <p>CL U (ELG) 1. They answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>Naming and describing the changes in the beans as they grow.</p> <p>CL S (ELG) They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Retelling the story of Jack and the Beanstalk using talk for writing actions</p> <p>CL U (40-60+) 3. Able to follow a story without pictures or props.</p>	<p>Retelling the story of Jack and the Beanstalk using talk for writing actions</p> <p>CL S (ELG) Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by</p>	<p>Naming and explaining their favourite choice of fruit.</p> <p>CL U (ELG) 1. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Listening to the opinions of others relating to their favourite fruit.</p> <p>CL L (ELG) They give their attention to what others say and respond appropriately, while engaged in another activity.</p>



<p>PD</p>	<p>Introduction to Gymnastics: Identifying Hazards in the hall.</p> <p>PD HSC 4. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Balancing bean bags using various parts of our bodies.</p> <p>PD MH (40-60+) Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Finger Gym: Balancing pom-poms on up-turned shower splats using tweezers</p> <p>PD MH (ELG) 1. Children show good control and co-ordination in large and small movements.</p>	<p>Gymnastics: Introducing the children to jumps/ landings including pencil, star and tucked using equipment</p> <p>PD MH (40-60+) Jumps off an object and lands appropriately.</p> <p>Sorting different seeds and beans using tweezers according to colour, size etc</p> <p>PD MH (ELG) 1. Children show good control and co-ordination in large and small movements.</p>	<p>Introducing the children to the mats and different rolls including teddy bear roll</p> <p>PD HSC (40-60+) 5. Shows understanding of how to transport and store equipment safely.</p>	<p>Gymnastics: Introducing the children to the large apparatus.</p> <p>PD MH (40-60+) Moving our bodies in various ways. Experiments with different ways of moving.</p> <p>Punching holes in leaves and threading onto pipe cleaners to create a beanstalk</p> <p>Finger Gym: Threading laminated beanstalks & harps with pipe cleaners</p> <p>PD MH (40-60+) 6. Uses simple tools to effect changes to materials.</p>	<p>connecting ideas or events.</p> <p>Gymnastics continued. Travelling under, over, across.</p> <p>PD MH (40-60+) Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Cutting out leaf shapes to add to the beanstalk.</p> <p>PD MH (40-60+) Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Gymnastics continued Travelling under, over, across. PD MH (40-60+) Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Using equipment safely to chop fruit. Threading fruit to create fruit kebabs PD HSC 6. Practices some appropriate safety measures without direct supervision.</p>
<p>L</p>	<p>Ordering and sequencing the events of the story</p> <p>Lit W (40-60+) 8. Writes own name and other things such as labels, captions.</p>	<p>Identifying the features of a non-fiction information book including a contents page, index etc.</p> <p>Lit R (40-60+) 8. Knows that information can be retrieved from books and computers.</p>	<p>Writing a bean diary to document the changes that happen to the bean</p> <p>Lit W (ELG) 1. They write simple sentences which can be read by themselves and others. Some words are spelt</p>	<p>Drawing and labelling a story map/ story board to retell the story of Jack and the Beanstalk</p> <p>Lit W ELG (40-60+) 1. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also</p>	<p>Writing an alternative character/ ending for the story of jack and the beanstalk.</p> <p>Lit W (40-60+) 9. Attempts to write short sentences in meaningful contexts.</p>	<p>Writing a description of a fruit using adjectives.</p> <p>Lit R (40-60+) 6. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>



	<p>Arranging graphemes on beans to create words in the Phonics Area</p> <p>Lit R (40-60+) 3. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>Lit R (40-60+) 7. Enjoys an increasing range of books.</p> <p>Ordering and labelling the lifecycle of a bean and Labelling the parts of a bean plant</p> <p>Lit W (40-60+) 8. Writes own name and other things such as labels, captions</p>	<p>correctly and others are phonetically plausible</p>	<p>write some irregular common words.</p>	<p>Lit W ELG (40-60+) 1. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.</p>	<p>Writing a list of ingredients to make a fruit salad.</p> <p>Lit W (40-60+) 7. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Following a recipe to make fruit salad</p> <p>Lit R (ELG) 1. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
<p>MD</p>	<p>Ordering numbered butter beans.</p> <p>M N (40-60+) 11. Finds the total number of items in two groups by counting all of them.</p> <p>(ELG) 1. Children count reliably with numbers from 1 to 20.They place them in order.</p> <p>Ordering and matching the days of the week to the events of the story.</p> <p>SSM (40-60+) 9. Orders and sequences familiar events.</p>	<p>Adding two identical groups of objects and recording simple addition number sentences including finger print addition</p> <p>Using circle models eg first I have, next I have...</p> <p>M N11. Finds the total number of items in two groups by counting all of them.</p> <p>M N 14. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p>M N (40-60+) 15. Records, using marks that they can interpret and explain.</p> <p>M N (40-60+) 15. Records, using marks that they can interpret and explain.</p>	<p>Subtracting beans & seeds from a larger group and recording simple subtraction number sentences</p> <p>M N 14. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p>M N (40-60+) 15. Records, using marks that they can interpret and explain.</p> <p>(ELG) Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>	<p>Using nonstandard measures to measure/ order the height of beanstalks/ giants. Taller than/shorter than a giants foot.</p> <p>M SSM (40-60+) 4. Orders two or three items by length or height.</p> <p>M SSM (ELG) 1. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p>	<p>Naming and describing the properties of 3D shapes.</p> <p>M SSM (40-60+) 1. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>M SSM (40-60+) 2. Selects a particular named shape.</p> <p>M SSM (ELG) They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Sharing fruit between groups of children in order to make it fair.</p> <p>Halving the amount of fruit between two children.</p> <p>M N (ELG) 1. They solve problems, including doubling, halving and sharing.</p>



		<p>Adding beans/seeds by combining and counting the total amount.</p> <p>M N (40-60+) 14. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p>(ELG) Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>				
<p>UW</p>	<p>Spring Walk in the Forest School to look for signs of spring/growth/change</p> <p>Discussing the tools and equipment needed to plant and grow beans.</p> <p>Discussing the frogspawn (<i>if we can get hold of any</i>) its shape, colour, how we will look after it, what it will need to grow</p> <p>UW W (40-60+) 1.Looks closely at similarities, differences, patterns and change.</p> <p>UW W (ELG) 1.They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Planting broad beans in pots/ water tray and discussing the conditions needed to grow plants: Growing with or without different things e.g. without water etc. Making a comparison between the plants.</p> <p>UW W (40-60+) 1.Looks closely at similarities, differences, patterns and change.</p>	<p>Observing and explaining the changes of the lifecycle of a bean plant.</p> <p>UW W (ELG) 1.They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Using ipods to take photographs to document the changes that have occurred to the beanstalks</p> <p>Using ipods to take photographs to document the changes that have occurred to the frogspawn/tadpoles</p> <p>UW T (40-60+) 2. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Sorting the parts of a plant including roots, flower, leaves, seeds etc.</p> <p>UW W (40-60+) 1.Looks closely at similarities, differences, patterns and change.</p>	<p>Planting sunflower seeds in pots and discussing the conditions needed to grow plants; Growing with or without different things e.g. without water etc. Making a comparison between the plants. Have they remembered from when we planted our beans?</p> <p>UW W (40-60+) 1.Looks closely at similarities, differences, patterns and change.</p> <p>UW W (ELG) Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>



EAD

<p>Garden Centre Role Play Introduced to the Children outdoors</p> <p>EAD BI (40-60+) 5. Plays alongside other children who are engaged in the same theme.</p> <p>EAD BI (40-60+) 6. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Mud dough, plastic pots, pebbles, beans and artificial flowers/leaves in the Malleable Area to make gardens</p> <p>EAD EMM (ELG) They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Garden Centre Role Play continued</p> <p>Grass/herbs to be added to Mud Kitchen</p> <p>EAD BI (40-60+) 5. Plays alongside other children who are engaged in the same theme.</p> <p>EAD BI (40-60+) 6. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Garden Centre Role Play continued</p> <p>Mud Kitchen enhancement continued</p> <p>EAD BI (40-60+) 5. Plays alongside other children who are engaged in the same theme.</p> <p>EAD BI (40-60+) 6. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Supermarket Role Play Introduced outdoors</p> <p>EAD BI (ELG) 1.They represents their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Jack and the beanstalk playdough added to the malleable area to retell the story.</p> <p>Jack and the beanstalk small world area added to retell the story independently</p> <p>EMM BI (40-60+) 4. Introduces a storyline or narrative into their play.</p> <p>Painting mixed media beanstalks</p> <p>EAD EMM (40-605). Understands that different media can be combined to create new effects.</p> <p>EAD EMM (40-606). Manipulates materials to achieve a planned effect.</p>	<p>Supermarket Role Play continued</p> <p>EAD BI (ELG) 1.They represents their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Jack & the Beanstalk small world continued</p> <p>EMM BI (40-60+) 4. Introduces a storyline or narrative into their play.</p>	<p>Printing using fruit/ vegetables to create pictographs and charts</p> <p>EAD BI (40-60+) 1. Create simple representations of events, people and objects.</p>
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Success Criteria

<p>1) Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>2) Eats a healthy range of foodstuffs and understands need for variety in food.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</p>
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Parental Involvement

- Weekly Reading Books
- Learning Logs Homework
- Stay & Play

Key Vocabulary

Growing, grow, growth, change, similar, different, bean, plant, stem, roots, leaf, leaves, flower, garden, soil, water, sun, sunshine, bean, allotment, packet, seeds, fruit salad, diary, recipe, instructions, traditional tale, jack, beanstalk, giant, cow, hen, harp, fruit, vegetables, half/halving, share/sharing, double, non-standard m