

Spring 2 2017 Topic: Magic Beans



Prime Areas

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><u>Listening and Attention</u> Two-channelled attention – can listen and do for short span. (40-60m) Maintains attention, concentrates and sits quietly during appropriate activity (40-60m)</p> <p><u>Speaking</u> Links statements and sticks to a main theme or intention (40-60m) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60m) Children use past, present and future tense accurately</p> <p><u>Understanding</u> Listens and responds to ideas expressed by others in conversation or discussion. (40-60m) Responds to instructions involving a two-part sequence(40-60m)</p>	<p><u>Moving and Handling</u> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (40-60m) Travels with confidence and skill around, under, over and through balancing and climbing equipment (40-60)</p> <p><u>Health and Self Care</u> Observes the effect of activity on their bodies (30-50) Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (40-60m) Shows some understanding about how healthy eating, sleeping and hygiene contributes to good health (40-60)</p>	<p><u>Self Confidence and Self Awareness</u> Communicates freely about own home and community (30-50m) Confident to speak to others about own needs, wants, interests and opinions (40-60m) Can describe self in positive terms and talk about abilities (40-60m)</p> <p><u>Managing Feelings and Behaviour</u> Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them (40-60) Beginning to be able to negotiate and solve problems without aggression (40-60)</p> <p><u>Making Relationships</u> Attends to and takes account of what others say (40-60) Takes steps to resolve conflicts with other children, e.g. finding a compromise(40-60)</p>
<p>Guided role play – Once upon a time woods, Jack's house. Retelling stories, using Pie Corbett story maps. Travelling Ted, All About Me bag – listening to each other and asking appropriate questions. Puppets in book corner. Small group storytelling activities in book corner. Traditional tales masks and props to help with retelling of story/stories. Discussions around what characters and events are in stories.</p>	<p>Name tracing, letter formation sheets. Writing letters with different media – i.e. glitter, chalks etc. Fine motor skills activities during continuous provision. Painting, playdough, plasticene Games: Real PE – Unit 4, gymnastics. Bikes and scooters, obstacle courses, PE trolley during continuous provision – focus on using safely. Discussions about changes to body during PE. Snack group discussions about importance of healthy eating. ICT focus Remote control toys and Beebots E-safety Reminder (School charter, keeping details)</p>	<p>Plan Do Review (starting to use planning sheets and focusing on review) Partner planning and negotiating. All About Me bag. Guided role play. Circle time – understanding how own actions affect others. Introduction to RRR. PSED – how we have grown and changed, focus on what we can do now, what we are good at. Showing Tapestry entries from home, discussing achievements and abilities.</p>

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Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p>Reading Describes main story settings, events and principal characters (30-50+) Can segment the sounds in simple words and blend them together and knows which letters represent some of them (40-60+) Begins to read words and simple sentences (40-60) Enjoys an increasing range of books (40-60m)</p> <p>Writing Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (40-60+) Writes own name and other things such as labels, captions. (40-60) Attempts to write short sentences in meaningful contexts (40-60m)</p>	<p><i>Continuation of Autumn term work as well as:</i> ORAL COUNTING Continue to rote count to 10 forwards and backwards Oral counting / object counting Continue to learn to count accurately 0—20 Continue to order numbers / sets of objects to 20 Count sets—say which set has more /fewer / objects Continue to record with pictures / lines Rote count 1—30 Count on from a given number up to 20 Count back from a given number up to 20</p> <p>READING NUMBERS Continue to recognise numbers 10—20 Continue to order numbers / sets of objects to 20 Continue to use a number track</p> <p>WRITING NUMBERS Continue to write numbers 0—20 with correct formation Continue to record with pictures / lines</p> <p>CALCULATION—ADDITION Introduce practical addition tasks Begin to record work in their own way</p> <p>SHAPE — Pupils can: Name and describe 2d / 3d shapes Copy shape pattern</p> <p>SPACE—Pupils can: Describe the position of objects in space</p> <p>MEASURES — Pupils can: Length—Pupils can: Compare lengths of practical objects</p> <p>Capacity Language of capacity</p> <p>Time— Pupils can: Use everyday language related to time</p> <p>Mass— Pupi- ls can: Compare masses Recognise heavy / light / heavier / lighter</p> <p>MONEY— Pupils can: Use every day language related to money</p>	<p>The World Shows care and concern for living things and the environment (30-50m) Looks closely at similarities, differences, patterns and change (40-60m) History focus – related to traditional tales</p> <p>People and Communities Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (30-50) Enjoys joining in with family customs and routines (40-60m) Science focus – growing (bean diaries)</p> <p>Technology Completes a simple program on a computer and interacts with age-appropriate computer software (40-60m) Select and use technology for particular purposes (ELG) ICT focus Remote control toys and Beebot E-safety Reminder (School charter, keeping details private)</p>	<p>Exploring and Using Media and Materials Explores how colours can be changed (30-50m) Experiments to create different textures (40-60m) Selects appropriate resources and adapts work where necessary (40-60m) Explores the different sounds of instruments (40-60m)</p> <p>Being Imaginative Uses available resources to create props to support role play. (30-50m) Plays cooperatively as part of a group to develop and act out a narrative (40-60m) Chooses particular colours to use for a purpose (40-60m) Initiates new combinations of movement and gesture in order to express and respond to feeling, ideas and experiences (40-60m) Art focus – collage DT focus – creating a beanstalk</p>

	Use pennies to count coins / role play shops		
<p>Daily phonic lessons – phase 3-4 Letters and Sounds Books – Jack and the Beanstalk, The Tree Billy Goats Gruff, Jasper's Beanstalk, range of traditional tales. Non-fiction books about growing. Guided and independent reading Writing speech bubbles, captions, notes, lists. Making bean diary (information book). Continuous provision – book corner, independent reading with friends. Story sacks – traditional tales Writing areas – letters, speech bubbles, note books, pretend registers, writing opportunities in role play dark area. Words is Once upon a time forest Notes to the Giant, signs for the Troll, letters to Jack. Child initiated writing books. Own stories.</p>	<p>*Daily mathematics lesson Continuous provision – number sequencing numbered counting pots, beans to count and sort, problem solving using beans and coins. 2D and 3D shapes, sorting hoops, feely bags. Shapes and beads to make 2D and 3D repeating patterns. Opportunities to use money – buying beans, Estimating how many beans etc. Daily problem solving maths opportunities based around registers and dinner registers.</p>	<p>Exploring growing plants (keeping a diary to explore changes). Trip to NFWP Spring walks Exploring how we change from babies to adults. Bean display in finding out area. Growing display and non-fiction books. All About me bag – encouraging children to celebrate the similarities and differences between friends. Discussions about what plants and animals need to survive. Recording and retrieving information using talking tins. Using microphones to make up own traditional tales. Using tablets in plan do review and in phonics. CBeebies and Poison Rouge websites, 2 simple software, Phonics Play. RE – Celebrating new life at Easter.</p>	<p>Music – Jack and the Beanstalk Making up own music and patterns of movements. Developing music area. Collaging bean stalk and the giant. Exploring colours and colour mixing whilst painting. Painting giants and trolls. Acting out stories together, developing appropriate narrative. Junk modelling. In review time discussing how we could change/improve/adapt what we have made.</p>

	Main topic/book	Small group learning activities	Continuous provision
Week 1	Owls and Woodland animals – preparing for visit to NFWP	<p>Fact sheet about other forest animals Woodland animal talking books Guided role play Reading Information books about woodland animals and researching on-line.</p>	<p>Finding out area – natural objects from the forest. Counting, sorting, weighing and ordering fir cones etc in maths area. Estimating how many fir cones there are.</p>
Week 2	Monday – trip day to NFWP Jack and the Beanstalk	<p>Tuesday writing about trip sequencing day Wednesday following clues around the classroom about which book we are reading this week? Sequencing the story using role play, discussing feelings at different stages using outside house (guided role play using masks etc). Woodland walks to explore spring and how things in the woodland area are starting to change as they start growing. Take photographs of woodland area for spring display. Building up the beanstalk.</p>	<p>Building a beanstalk in the courtyard area, role play writing messages for the giant on leaves. (In response to a letter from the giant being left at the bottom of the beanstalk). Junk modelling. Tricky words in outside once upon a time woods. (courtyard) In finding out area display other plants growing – i.e. bean shoots. CI writing books, following children's own ideas</p>

		Planting beans – discussing what beans need to grow. Starting a bean diary	and interests.
Week 3	Jack and the Beanstalk	Sequencing the story. Continuing bean diaries exploring changes that have happened. Re-writing the story using story map (Friday changing the story in some way) Sequencing pictures of how we change – relating this to how beans have changed (baby to adult). Collaging the giant. Jack and the Beanstalk home challenge	Using beans for counting and problem solving maths activities. Estimating how many of each sorts of bean there are etc. The giant replies to the letters from the children and sets them a new writing challenge in the role play area. CI writing books, following children's own ideas and interests.
Week 4	Billy Goats Gruff (Pie Corbett story)	Building a Billy Goats Gruff tuff tray small world together, making props. Making our own story maps. Painting a picture of our own made up troll.	Weighing bags of beans, trying to make bags heavy enough to balance the scale. Using construction materials to make bridges. Role play writing – in response to request from the Troll children to make "Keep off my bridge", "No goats" etc signs. CI writing books, following children's own ideas and interests.
Week 5	Billy Goats Gruff	Sequencing the story Re-writing the story of the Billy Goats Gruff using our own story maps to help. Continuing bean diaries. (Friday changing the story in some way)	Roll play with tuff tray Talking buttons recording messages from the troll "Stay off my bridge etc". CI writing books, following children's own ideas and interests.
Week 6	Easter – celebrating new life	Easter story Home challenge – writing own Easter diary.	Easter craft activities.