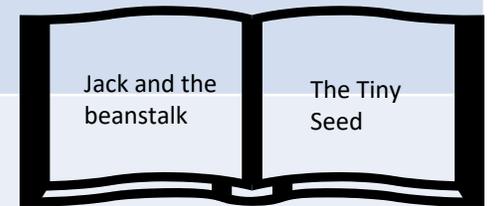


What happened to Jack's beans?

This challenge is great for growing and also for cooking. There are plenty of opportunities during this challenge to get parents involved in trips, gardening and baking.

WOW	Oldham parks – Dunwood Shaw trip first week planting and growing a beanstalk Castle in the classroom Giants letter	Sticky Knowledge
LC1	What was at the top of beanstalk?	Jasper's Beanstalk Giants are big – understand what a castle looks like Pancake Day 25th
LC2	What made Jack's beans magic?	Look at different types of beans and explore textures/ similarities and differences The beanstalk grew from planting the beans Measure
LC3	How does your garden grow?	The tiny Seed – Eric Carle
LC4	Who likes vegetable soup?	Oliver's Vegetable's & Vegetable glue Mothers day activities
LC5	Can fruit grow in my garden?	Oliver's fruit salad
LC6	Reflection & Easter	Easter activities – were going on an easter egg hunt



Books**key vocab**

Jaspers beanstalk
Jack and the beanstalk
Jims beanstalk
Shh!
Olivers vegetables
Olivers fruit salad
Planting a rainbow
Amazing lifecycle of plants
Eating the alphabet
Plants: the curiosity box
Seeds: Parts of the plant
An apple trees life cycle
Beans life cycle
Apples: celebrate autumn
Beans life
How do plants grow
The little gardener
Plants: lets investigate
Vegetable glue
Titch
The tiny seed

Plants
Stem
Stigma
Leaf
Roots
Castle
Giant
Vegetables
Fruit
Grow
Beanstalk
Beans
Seeds
Bulbs

Personal, Social and Emotional Development

Making Relationships

Self Confidence and Self Awareness

Managing Feelings and Behaviour

Nursery

Reception

- I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth.
- I am interested in others' play and start to join in.
- I seek out others to share experiences.
- I may form a special friendship with another child.
- I can show affection and concern for people who are special to me.

- I start conversations, attend to and take account of what others say.
- I can explain my own knowledge and understanding, and ask appropriate questions of others
- I can take steps to resolve conflicts with other children, e.g. finding a compromise.
- I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Nursery

Reception

- I am starting to engage in pretend play with toys.
- I can express my own preferences and interests.
- I am confident to talk to other children when playing together.
- I can demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult.
- I can select and use resources with support.

- I welcome and value praise for what I have done.
- I willingly participate in a wide range of activities.
- I can show enthusiasm and excitement when anticipating and engaging in certain activities
- I am confident to speak to others about own needs, wants, interests and opinions.
- I am confident in speaking in front of a small group.
- I can describe myself in positive terms and talk about my abilities.

Nursery

Reception

- I am aware of others' feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.
- I can respond to a few appropriate boundaries, with encouragement and support.
- I can express my own feelings such as sad, happy, cross, scared, worried.
- I am aware that some actions can hurt or harm others.
- I can try to help or give comfort when others are distressed.
- I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn't do.

- I can usually adapt my behaviour to different events, social situations and changes in routine.
- I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them.
- I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.
- I am aware of the boundaries set and of behavioural expectations in the class.

Indoor

- 1 – floorbook – weekly Q your beanstalk
- 2 – playing J and B board game turn taking
- 3- why is your mum special to you and plant see for mothers day
- 4- tasting veg expressing preference – olivers veg
- 5- express pref – fruit salad
- 6- show affection/conern listening to Easter story

Outdoor

- 1 – caring for environment, tidying the garden sharing resources
- 2 – who would you plant your magic bean for?(mud K)
- 3- follow rules of the game
- 4- share resources when making natural garden
- 5- playing fruit salad
- 6- make up easter egg hunt game

Communication, Language and Literacy

Listening and Attention

Understanding

Speaking

Nursery

Reception

- I can respond to my own name and will change my activity when encouraged to by adults
- I can focus on adults as they read or sing, responding with sounds and movements.

- I can listen to a whole story and comment on what is happening.
- I can ask questions about my favourite books.
- I can choose a book or game that might be different from my friends and tell you why.
- I can play and listen to my friends at the same time.

Nursery

Reception

- I can identify characters and actions in my favourite books.
- I can respond to two requests.
- I can start to respond to simple questions.
- I can start to identify objects according to simple properties.
- I can initiate some actions in play that are familiar from home.
- I can understand between 200 and 500 words.

- I can respond quickly to a series of instructions.
- I can laugh at funny rhymes and jokes.
- I can remember key points from a story told without props or pictures.
- I can have a conversation and I can respond to other children's opinions.
- I can talk about family routines and special occasions.
- I can understand and complete a simple program on a computer.

Nursery

Reception

- I can express feelings, desires and needs.
- I can begin to hold a conversation.
- I can remember and use new words. My vocabulary increases rapidly.
- I can ask questions and I can respond to questions using simple sentences.
- I can play make-believe games.

- I can explore new vocabulary, sounds and intonation.
- I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults.
- I can play alongside other children engaged in the same type of imaginary play.
- I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')

Indoor

- 2 – retell story using props S & L
- 5- Re-tell/read 'Olivers fruit' – book vocab

Outdoor

- 1 – mud kitchen in sand tray (language)
- 2 – retell story using pictures of the environment – S & L
- 5 – listen and understand the rules of fruit salad
- 6 – speaking, share ideas/ rules for egg hunt game – share book

Physical Development

Moving and Handling

Nursery

- I can use a five finger grasp and pincer grip.
- I can move to music and express myself.
- I can stop confidently when moving around the environment and can now run safely.
- I can make connections between my movement and the marks I make.
- I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands.
- I can kick a large ball.
- I can respond and move to rhythm and music.
- I can pick up tiny objects using a fine pincer grasp.
- I can make simple models using construction toys.
- I can move spontaneously within available space.

Reception

- I can show a preference for a dominant hand.
- I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- I can travel with confidence and skill around, under, over and through balancing and climbing equipment.
- I can use a tripod grasp.

Health and Self Care

Nursery

- I am beginning to be independent in self-care, but still often need adult support.
- I can feed myself competently with a spoon.
- I can drink well without spilling.

Reception

- I can choose to eat a healthy range of foodstuffs and understand the need for variety in food.
- I can show some understanding about good practices with regard to exercise, eating, sleeping and hygiene.
- I can show understanding of the need for safety when tackling new challenges and consider and manage some risks.
- I can dress and undress independently.

Indoor

- 1 - Tweezers to sort seeds/beans
- 2- build a beanstalk – wheetos, spaghetti and dough
- 3 – planting seeds
- 4- food tasting, different veg in snack area
- 5 – make fruit salad
- 6- make an easter nest

Outdoor

- 1 – tidying garden
- 2- actions when retelling the story, climbing, tip toeing, stomping
- 3 – plant nasturtiums/sunflowers outside
- 4 – plant cress seeds
- 5 – play fruit salad game – ring game
- 6 – make up and easter egg hunt game

Literacy

Reading

Nursery

- I can show a preference for a book or a song or a rhyme.
- I can identify myself in a story and show enjoyment for stories about familiar people.
- I can notice and repeat sounds.
- I can identify signs and symbols in the environment and recall what they mean.

Reception

- I can identify rhymes.
- I can find my own rhymes .
- I can use fred in my head to read words and simple sentences.
- I can talk about events and characters in books.
- I can make suggestions about what might happen next in a story.
- I can read simple words and simple sentences.
- I can talk about my favourite book.
- I can use vocabulary and events from stories in my play.

Writing

Nursery

- I can control equipment like a jug and show increasing control over tools like pencils and crayons.
- I can use a range of tools to make marks and show an interest in my own marks and others marks.
- I can make marks that is representation of my name

Reception

- I can sit on a chair with a straight back and my feet on the floor.
- I can control finer tools when playing with dough.
- I can form recognisable letters, some of them correctly.
- I can use a tripod grasp.
- I can use some identifiable letters to communicate meaning and uses them to write captions and labels.
- I can read back my writing.
- I can begin to rehearse what I write orally before writing.
- I can start to write identifiable shapes and letters.
- I can segment and blend the sounds in simple words and name sounds.
- I can use my Fred fingers for spelling ccvc words.
- I can talk about sentences and start to write short sentences.
- I can start to use full stops and capital letters in the correct places.

Indoor

- 1- floorbook imaginative – your beanstalk, writing or mark making
- 3 – label a plant, draw/petal, leaf, stem root
- 4 – write the ingredients recipe for veg glue
- 6 – write easter cards

Outdoor

- 3 – obs drawing of flowers
- 4 – read olivers veg/senses in reading area

Mathematics

Number

Nursery

- I can show understanding of conservation.
- I can sort objects using one simple criteria.
- I can bring one or two objects when an adult requests.
- I can show an understanding of simple comparisons like 'more'.

Reception

- I can begin to use 'teens' to count beyond 10.
- I can count an irregular arrangement of up to ten objects.
- I can find one more or one less from a group of up to five objects, then ten objects.
- I can estimate how many objects I can see and check by counting them.
- I can use the language of 'more' and 'fewer' to compare two sets of objects.
- I fully understand 5, 6, 7 etc and all manipulations of the number.
- I can find the total number of items in two groups by counting all of them and starting to use 'counting on'.
- I can begin to use the vocabulary involved in adding and subtracting including counting on and back.
- I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10.
- I can show some understanding of doubling and halving in familiar contexts.

Shape, Space and Measure

Nursery

- I can show some understanding of 'now' and 'next'.
- I can see some shapes in pictures and can start to make pictures using shapes.
- I can ask questions about the routine and what is happening next.
- I can use small world play to experiment with size, shape, differences and similarities.

Reception

- I can experiment with length, height, capacity and use my findings to order and group items.
- I can identify money and I can start to use money in my play.
- I can recall routines and start to relate them to the time on the clock.
- I can ask questions about their observations of differences and similarities.
- I can recall 3D shapes and I can use some of the terms to describe their properties.
- I can order and sort according to simple properties.
- I can complete a started 2 colour pattern
- I can use the language of direction when programming toys

Indoor

- 1- matching quantity to numeral – Rec higher numbers, seeds, Rec estimation
- 2 – measure beanstalk twinkl, size vocab
- 3 – clocks – tell the time game visual timetable
- 4 – capacity – vegetable glue, water tray (green, cornflour, plastic glue)
- 5- make a fruit kebab repeating pattern
- 6 – numbered plastic eggs and matching number of eggs or chicks + addition reception

Outdoor

- 1 – build a castle using 3D shapes – use vocab
- 2- measuring bushes and trees outside using unifix and other objects
- 3 – play “what time is it Mr Giant?”
- 4- make vegetable glue together – pour half/ fill it to the top etc
- 5 – make a repating pattern using natural materials
- 6 – order numbered eggs – 20 counting forwards backwards

Understanding the World

People and Communities

The World

Technology

Nursery

Reception

- I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- I can see my new friends have similarities and differences that connect them to, and distinguish them from, others.

- I can recognise and describe special times or events for family or friends.
- I can start to show an interest in different occupations and ways of life.

Nursery

Reception

- I can notice features of objects in the environment

- I can talk about why things happen and how things work.
- I can start to develop an understanding of growth, decay and changes over time.
- I can show care and concern for living things and the environment
- I can talk about similarities and differences in all living things

Nursery

Reception

- I can seek to acquire basic skills in turning on and operating some ICT equipment.

- I can demonstrate that I know that information can be retrieved from computers
- I can complete a simple program on a computer.
- I can use ICT hardware to interact with age-appropriate computer software.

Indoor

- 1 – look at similarities and differences of seeds
- 2 - science area – nonfiction books
- 3 – plant sunflower seeds for mothers day in milk bottles
- 4 – explorative tray of beans (tinned) nonfiction book
- 5- name fruits/ similarities and differences science area and fruits to explore
- 6 – tell/listen/understand the easter story

Outdoor

- 1 – caring for environment and tidying the garden
- 2 – noticing features of outdoor environment
- 3 – plant the seeds
- 4 – plant cress seeds
- 5 – plant strawberry seeds/plants
- 6 – ipads to take photos of how plants are changing

Expressive Arts and Design

Expressive Arts and Design

Nursery

- I can show an interest in the way musical instruments sound.
- I can experiment with blocks, colours and marks

Reception

- I can explore and learn how sounds can be changed.
- I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.
- I can show interest in and describe the texture of things.
- I can use various construction materials.
- I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- I can join construction pieces together to build and balance.
- I can make models independently with the resources provided to me.

Being imaginative

Nursery

I can begin to make-believe by pretending

Reception

- I can develop preferences for forms of expression.
- I can use movement to express feelings.
- I can create movement in response to music.
- I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- I can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- I can use available resources to create props to support role-play.

Indoor

- 1 – giant faces/paintings – split pins for hands
- 2 – make a collective beanstalk using spirals paper and string
- 3 – decorate bottle, own design for mothers day seed bottle
- 4 – role play vegetable shop – use real veg/mothers day cards
- 5- fruit printing make a pattern
- 6- easter songs and instruments/ easter cards

Outdoor

- 1- role play mud kitchen
- 2 – role play small world – retell story
- 3 – sing and play instruments to mary mary
- 4- make a garden using natural materials
- 5 – play fruit salad
- 6 – colour and cut eggs and palm leaves