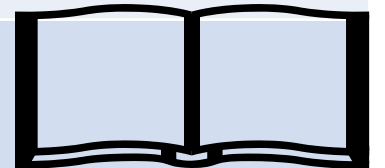


What happened to Jack's beans?

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	Castle in the classroom Giants letter	Knowledge and deeper understanding
LC1	What was at the top of beanstalk? Pancake day	Giants are big – understand what a castle looks like Be able to retell the story of Jack and the beanstalk Jim's beanstalk – show the children a wheelbarrow
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
LC3	How does your garden grow?	Plants need water, sun, soil and air to grow.
LC4	Who likes vegetable soup? Mothers day	Vegetables grow in the ground.
LC5	Can fruit grow in my garden?	Fruit can grow on trees and in the ground, Fruits such as strawberries, apples and oranges come from seeds.
LC6	Reflection & Easter	Jesus and the Easter story



Books**key vocab**

Jaspers beanstalk
Jack and the beanstalk
Jims beanstalk
Shh!
Olivers vegetables
Olivers fruit salad
Planting a rainbow
The little gardener
Vegetable glue
Titch
The tiny seed

Plants: lets investigate
Eating the alphabet
Plants: the curiosity box
Seeds: Parts of the plant
An apple trees life cycle
Beans life cycle
Amazing lifecycle of plants
Apples: celebrate autumn
Beans life
How do plants grow

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

Personal, Social and Emotional Development

Building Relationships

Nursery

- I seek out others to share experiences.
- I may form a special friendship with another child.
- *Play with one or more other children, extending and elaborating play ideas.*
- *Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game after speaking with an adult.*

Reception

- I can develop strong friendships and listen and respond to their points of view during play to challenge my own and others thinking.
- I can take steps to resolve conflicts with other children, e.g. finding a compromise.
- I can return to the secure base of a familiar adult to recharge and gain emotional support and practical help.
- I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- *Build constructive and respectful relationships.*
- *Think about the perspectives of others.*

Self Regulation

Nursery

- 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.
- *Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.*
- *Develop their sense of responsibility and membership of a community.*
- *Become more outgoing with unfamiliar people, in the safe context of their setting.*
- *Show more confidence in new social situations.*
- *Talks about feelings such as happy, sad, angry.*

Reception

- 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.
- *Express their feelings and consider the feelings of others.*
- *Identify and moderate their own feelings socially and emotionally.*
- *I see myself as a valuable individual*

Managing Self

Nursery

- 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 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.
- *Increasingly follow rules, understanding why they are important.*
- *Do not always need an adult to remind them of a rule.*
- *Develop appropriate ways of being assertive.*
- *Begin to understand how others might be feeling.*
- I am more aware of similarities and differences between myself and others.

Reception

- 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 understand that not all children come from the same social groups and can be sensitive towards others
- I can dress myself and fasten my coat.
- I can describe myself in positive terms and talk about my abilities.
- *See themselves as a valuable individual.*
- *Show resilience and perseverance in the face of challenge.*
- *Manage their own needs.*

Activities

- Week 1 - floorbook – weekly Q and caring for environment, tidying the garden sharing resources
- Week 2 – jack and the beanstalk board game adult activity
- Week 3 – Olivers vegetables expressing opinions on food tasting
- Week 4 – make vegetable glue as a group cornflour peas water gloop small carrot
- Week 5 – Olivers fruit salad and fruit salad game outside
- Week 6 show affection/concern listening to Easter story

Communication, Language and Literacy

Listening, Attention and understanding

Speaking

Nursery

- I can identify characters and actions in my favourite books.
- I can respond to two requests.
- *Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".*
- 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.
- *Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"*
- I can focus on adults as they read or sing, responding with sounds and movements.
- *Enjoy listening to longer stories and can remember much of what happens.*
- I can turn when I hear my name and follow a simple direction and will change my activity when encouraged to by adults.
- can concentrate for slightly longer periods 6 mins

Reception

- 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.
- *Understand how to listen carefully and why listening is important.*
- *Engage in storytimes.*
- *Listen to and talk about stories to build familiarity and understanding.*
- *Listen carefully to rhymes and songs, paying attention to how they sound.*
- *Learn rhymes, poems and songs.*
- *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.*
- 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 understand and complete a simple program on a computer.
- Engage in non-fiction books.

Nursery

- 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.
- *Use a wider range of vocabulary.*
- *Sing a large repertoire of songs.*
- *Know many rhymes, be able to talk about familiar books, and be able to tell a long story.*
- *Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.*
- *May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.*
- *Use longer sentences of four to six words.*
- *Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.*
- *Can start a conversation with an adult or a friend and continue it for many turns.*
- *Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."*

Reception

- 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 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')
- *Ask questions to find out more and to check they understand what has been said to them.*
- *Articulate their ideas and thoughts in well-formed sentences.*
- *Describe events in some detail.*
- *Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.*
- *Develop social phrases.*
- *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 vocabulary in different contexts.*

Activities

Week 1 role play area independent retelling of the story using language from the book

Week 2 writing who would you give your magic beans to?

Week 3 discussing, learning new vocab and labelling a plant

Week 5 Listening to the story Olivers fruit salad. Looking through photos and discussing how they made their fruit salads.

Week 6 learning about jesus and learning new vocab

Physical Development

Gross Motor

Nursery

- 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 make simple models using construction toys.
- I can move spontaneously within available space.
- *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.*
- *Go up steps and stairs, or climb up apparatus, using alternate feet.*
- *Skip, hop, stand on one leg and hold a pose for a game like musical statues.*
- *Use large-muscle movements to wave flags and streamers, paint and make marks.*
- *Start taking part in some group activities which they make up for themselves, or in teams.*
- *Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.*
- *Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.*
- *Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.*
- *Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks*

Reception

- 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.
- *Revise and refine the fundamental movement skills they have already acquired:*
 - rolling
 - crawling
 - jumping
 - running
 - hopping
 - skipping
- *Progress towards 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 other physical disciplines including dance, gymnastics, sport.*
- *Combine different movements with ease and fluency.*
- *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.*
- *Develop overall body-strength, balance, co-ordination and agility.*
- *Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.*
- *Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.*

Fine Motor

Nursery

- I can pick up tiny objects using a fine pincer grasp.
- *Use one-handed tools and equipment, for example, making snips in paper with scissors.*
- *Use a comfortable grip with good control when holding pens and pencils.*
- *Show a preference for a dominant hand.*

Reception

- I can use a tripod grasp.
 - *Develop their small motor skills so that they can use a range of tools competently, safely and confidently.*
- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.*
- *Develop the foundations of a handwriting style which is fast, accurate and efficient*
 - *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor – for writing.*

Activities

Week 1 tweezers to sort beans and seeds

Week 2 build a beanstalk – wheetos, spaghetti and dough

Week 5 fruit salad game outside – next time hop around the circle, skip

Week 6 go on an easter egg hunt – move in diff ways

making easter nests mixing ingredients using equipment

Literacy

Word Reading

Nursery

- I can identify signs and symbols in the environment and recall what they mean.
- *Understand the five key concepts about print: - print has meaning, can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing*
- *Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound, such as money and mother*

Reception

- I can read simple words and simple sentences.
- I read words by using fred in my head technique.
- I can identify rhymes.
- *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.*
- *Read some letter groups that each represent one sound and say sounds for them.*
- *Read a few common exception words matched to RWI (I, me, my, of)*
- *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.*
- I can read all or most single letter sounds and some special friends (RWI target)
- I can segment and blend simple words demonstrating my knowledge of sounds (with support – independently) using fred talk.

Comprehension

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.
- *Engage in extended conversations about stories, learning new vocabulary.*

Reception

- I can use vocabulary and events from stories in my play.
- I can change the ending of a story.
- *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.*

Writing

Nursery

- I can begin to copy my name
- I can grip using five fingers or preferably two fingers and thumb for control.
- I can control equipment and show increasing control over tools like pencils and crayons.

Reception

- I can use pincer grip
- I can control finer tools when playing with dough.
- *Form lower-case and some capital letters correctly.*
- I can use perfect pencil position, hand on paper.
- I can write my letters mostly the same size
- 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.
- *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.*
- I can write my first (and second) name
- I can start to write identifiable shapes and letters.
- I can write several red words within my writing.
- I can segment and blend the sounds in simple words and name sounds.
- *Spell words by identifying the sounds and then writing the sound with letter/s*
- 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.

Activities

Week 2 writing who would you give your magic beans to?

Week 3 discussing, learning new vocab and labelling a plant

week 4 write recipe/ingredients list for vegetable glue – outcome it for ch to be able to read back their writing

Week 6

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'.
- *I have fast recognition of up to 3 objects, without having to count them individually ('subitising').*
- *I can recite numbers past 5.*
- *I can say one number for each item in order: 1,2,3,4,5.*
- *I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').*
- *I can show 'finger numbers' up to 5.*
- *I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.*
- *I can experiment with their own symbols and marks as well as numerals.*
- *I can solve real world mathematical problems with numbers up to 5.*
- *I can compare quantities using language: 'more than', 'fewer than'.*
- *I can talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.*
- *I can extend and create ABAB patterns – stick, leaf, stick, leaf.*
- *I can correct an error in a repeating pattern.*
- *I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'*

Reception

- I can estimate how many objects I can see and check by counting them.
- I fully understand 5, 6, 7 etc and all manipulations of the number.
- *Subitise.*
- *Link the number symbol (numeral) with its cardinal number value.*
- 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.
- *Explore the composition of numbers to 10.*
- *Automatically recall number bonds for numbers 0–10.*
- I can show some understanding of doubling and halving in familiar contexts.

Numerical Pattern

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.
- *Understand position through words alone – for example, "The bag is under the table," –with no pointing.*
- *Describe a familiar route.*
- I can start to identify shapes in the environment.
- *Discuss routes and locations, using words like 'in front of' and 'behind'.*
- *Make comparisons between objects relating to size, length, weight and capacity.*
- *Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.*
- *Combine shapes to make new ones - an arch, a bigger triangle etc.*

Reception

- I can compare two groups using language of more or less than, greater and fewer than
- I can begin to count to twenty forwards and backwards.
- *Compare length, weight and capacity.*
- I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties.
- I can continue, create, recreate and copy patterns.
- *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.*
- *Select, rotate and manipulate shapes in order to develop spatial reasoning skills.*

Activities

Week 1 measure beanstalks

Week 2 for nursery match numeral to quantity to 5 Rec estimation how many beans have we got

Week 3 learning to count on using magic beans – flash card leaf number. Count that many beans. Count on 4 more etc...

Week 4 patterns outside with leaves and sticks etc.

Week 5 halving and sharing of the fruits

Week 6 easter egg hunt - addition solve the challenge to find the egg

Understanding the World

People Communities and Culture		Past and Present		The natural World	
<p>Nursery</p> <ul style="list-style-type: none"> I can see my new friends have similarities and differences that connect them to, and distinguish them from, others. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue to develop positive attitudes about the differences between people. 	<p>Reception</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways. I can start to show an interest in different occupations and ways of life. Talk about members of their immediate family and community. 	<p>Nursery</p>	<p>Reception</p> <ul style="list-style-type: none"> I can recognise and describe special times or events for family or friends. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. 	<p>Nursery</p> <ul style="list-style-type: none"> I can notice features of objects in the environment Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. 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. Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Reception</p> <ul style="list-style-type: none"> I can show care and concern for living things and the environment I can look closely at similarities and differences in relation to nature and living things. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

Activities

Week 1 look at similarities and differences of seeds/beans

Week 2 plant the innocent peas and put non fiction books out on growing

Week 3 plant a sunflower seed for mothers day

Week 4 measure the plants, care for them. Discuss similarities and differences between them.

Week 5 curiosity cube insides of fruit

Week 6 show affection/concern listening to Easter story

Expressive Arts and Design

Being Imaginative and Expressive

Creating with Materials

Nursery

- Take part in simple pretend play, using an object to represent 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.
- I can show an interest in the way musical instruments sound.
- Listen with increased attention to sounds.
- Remember and sing entire songs.
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.

Reception

- Watch and talk about dance and performance art, expressing their feelings and responses.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Play pitch-matching games, humming or singing short
- Listen attentively, move to and talk about music, expressing their feelings and responses.

Nursery

- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Show different emotions in their drawings – happiness, sadness, fear etc.
- Play instruments with increasing control to express their feelings and ideas.

Reception

- 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 use choose my own materials to make junk models independently
- I can adapt my work once finished.
- Explore, use and refine a variety of artistic effects 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 ideas, resources and skills.

Activities

Week 1 giant paintings with split pins

Week 2 make a collective beanstalk using spirals paper and string

Week 3 learn the song mary mary quite contrary and in and out the dusty bluebells video for memory book and tapestry

Week 4 making mothers day cards (buncases, picture of child inside, or buttons)

Week 5 fruit observational drawings and fruit printing for nursery

Week 6 learn easter song – I am spring chicken