

# Magic Beans - Spring 2

(6 weeks)

PRIME AREAS			
Communication and Language	Personal, Social and Emotional	Physical Development	
<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time</li> <li>User a wide range of vocabulary</li> <li>Understand a question or instruction that has two parts</li> <li>Sing a large repertoire of songs</li> <li>Know many rhymes and talk about familiar books and be able to tell a long story</li> <li>Develop their communication</li> <li>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.</li> <li>Use talk to organise themselves and their play</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Learn new vocabulary</li> <li>Use new vocabulary throughout the day</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas in well-formed sentences.</li> <li>Describe events in some detail</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> <li>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</li> <li>Develop a sense of responsibility and membership of a community</li> <li>Show more confidence in new social situations</li> <li>Play with one or more other children, extending and elaborating play ideas</li> <li>Find solutions to conflicts and rivalries</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk to others to solve conflicts.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Express feelings and consider the feelings of others</li> <li>Show resilience and perseverance in the face of challenge</li> <li>Identify and moderate feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> </ul>	<p>3-4 Year Olds</p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, bikes and trikes) and ball skills</li> <li>Use large muscle – movements to wave flags and streamers, paint and make marks.</li> <li>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Match their developmental physical skills to activities in the setting.</li> <li>Choose the right resources to carry out their own plan</li> <li>Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body strength, balance, coordination and agility.</li> <li>Further develop and refine a range of ball skills.</li> </ul>	
SPECIFIC AREAS			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>3 – 4 year olds</p> <ul style="list-style-type: none"> <li>Spot and suggest rhymes</li> <li>Count or clap syllables in words</li> <li>Recognise words with the same initial sound.</li> <li>Use some of their print and letter knowledge in their early writing.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter- sound correspondence.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up with known letter-sound correspondence and, when necessary a few exception words.</li> <li>Reread there books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>Form lower and upper case letters correctly.</li> <li>Spell words by identifying the sounds with letter/s</li> <li>Write a short sentence using a capital letter and full stop.</li> <li>Reread what they have written to check that it makes sense.</li> </ul>	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> <li>Develop fast recognition of objects, without having to count them individually (subitising)</li> <li>Link numerals and amounts</li> <li>Talk about 2D and 3D shapes</li> <li>Make comparisons between objects relating to size and length.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Subitise</li> <li>Link a symbol (numeral) with its cardinal number value</li> <li>Count beyond 10</li> <li>Compare numbers</li> <li>Understand one more/less relationship to consecutive numbers</li> <li>Explore the composition of numbers to 10</li> <li>Automatically recall number bonds for numbers 0-5.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just like numbers can.</li> <li>Compare length.</li> <li>Continue, copy and create repeating patterns.</li> </ul>	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> <li>Explore collections of materials with similar and/ or different properties.</li> <li>Show an interest in different occupations</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Talk about the differences between materials and change they notice</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Recognise that people have different beliefs and celebrate different special times in different ways.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of seasons on the natural world around them.</li> </ul>	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Explore colour and colour-mixing</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Sing the pitch of a tune sung by another person (pitch match)</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build upon their previous learning, refining ideas and developing their ability to represent them.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in a group.</li> </ul>

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### EYFS Week by week overview

Week	Theme for the week	Prime Areas			Specific Areas			
		Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1	Jack and the Beanstalk – Talk for Writing	PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 1 – Super friends  Rolling snack  All about me bag  Role Play areas- Courtyard – 'Once Upon a Time Land' – Key/new language displayed and modelled  Outside- 'The Giants Castle' -Key/new language displayed and modelled	Dance – Val Sabin Unit 2 (Monday)  Real P.E. Unit 4 – Creative (Thursday) Coordination – ball skills Counter balance – with a partner  PE trolley – balls and bats, skipping, streamers for large body movements.  Bikes and scooters  Adventure Playground	PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 1 – Super friends  Rolling snack  All about me bag	Introduce children to the story 'Jack and the Beanstalk' First the children will find clues to the story around the classroom. Create a story map with the children Write sorry letters to Mum from Jack.  Little Wandle – Spring 2 Week 1 – ai, ee, igh, oa, oo, ar, or, ur, <b>oo</b> , ow, oi, ear  Reading practice – 3 sessions per group	NCETM – Week 16 - Counting, ordinality and cardinality  Friday – 3D Shape  Number of the week – 11	Explore a range of seeds using the magnifying glasses to explore them.  Welly Walk Wednesday – What signs of Spring can we see?  Computing- E-safety- Share computing charter and Thinkuknow Jessie & Friends Ep 1_Watching Videos	Role Play areas- Courtyard – 'Once Upon a Time Land'  Outside 'The Giants Castle'  Art- Collage Children to explore with the different drawing pencils. Taking them for a walk.  Construction area – Can you build a beanstalk for Jack out of the Duplo?  Music – Incy Wincy Spider
2	Jack and the Beanstalk – Talk for Writing	PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 2 – Musical Friends  Family Group/ snack chat time  All about me bag  Role Play areas- Courtyard – 'Once Upon a Time Land'  Outside 'The Giants Castle'	Dance – Val Sabin Unit 2 (Monday)  Real P.E. Unit 4 – Creative (Thursday) Coordination – ball skills Counter balance – with a partner  PE trolley – balls and bats, skipping, streamers for large body movements.  Bikes and scooters –  Adventure Playground	PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 2 – Musical Friends  Rolling snack  All about me bag	Little Wandle – Spring 2 Week 2- er, air, double letters, longer words  Explore the story 'Jack and the Beanstalk' Retelling the story using the actions and story map. What did you like/dislike? Write letters to the Giant from Jack.  Reading practice – 3 sessions per group	NCETM Week 17 – Comparison  Friday – Time (sequencing)  Number of the week 12	Plant beans/pom poms/beads etc. Which ones will grow? How do we know?  Welly Walk Wednesday – Planting beans – Grow their own beanstalk Start a bean diary  Computing – Explore the Beebots	Role Play areas- Courtyard – 'Once Upon a Time Land'  Outside 'The Giants Castle'  Art- Collage Children to draw their own giant using the drawing pencils  Music – Incy Wincy Spider

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3	<p>Jack and the Beanstalk – Talk for Writing</p>	<p>PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 3 – Listening Ears</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p> <p>Role Play areas- Courtyard – 'Once Upon a Time Land'</p> <p>Outside 'The Giants Castle'</p>	<p>Dance – Val Sabin Unit 2 (Monday)</p> <p>Real P.E. Unit 4 – Creative (Thursday) Coordination – ball skills Counter balance – with a partner</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 3 – Listening Ears</p> <p>Rolling snack</p> <p>All about me bag</p>	<p>Little Wandle – Spring 2 Week 3 – Words with 2 or more digraphs</p> <p>Children to retell the story of Jack and the Beanstalk by writing captions under pictures. Children to create their own Giant and write speech bubbles.</p> <p>Reading practice – 3 sessions per group</p>	<p>NCETM Week 18 – Composition</p> <p>Friday – position Understand and use positional language. Can we place Jack on top of the beanstalk? Can we put 5 eggs under the hen?</p> <p>Number of the week – 13</p>	<p>Welly Walk Wednesday – Observational drawing of signs of springs in the outdoors.</p> <p>Computing – Explore the Beebots</p>	<p>Art- Collage Children to experiment with ripping, cutting. exploring a variety of different textures</p> <p>Music – Incy Wincy Spider</p> <p>Role Play areas- Courtyard – 'Once Upon a Time Land'</p> <p>Outside 'The Giants Castle'</p> <p>DT- Design a beanstalk on a planning sheet. How will you make it? What resources will you need?</p>
4	<p>Jack and the Beanstalk – Talk for Writing</p>	<p>PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 4 – Soft Words, Hard Words</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p> <p>Role Play areas- Courtyard – 'Once Upon a Time Land'</p> <p>Outside 'The Giants Castle'</p>	<p>Dance – Val Sabin Unit 2 (Monday)</p> <p>Real P.E. Unit 4 – Creative (Thursday) Coordination – ball skills Counter balance – with a partner</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 4 – Soft Words, Hard Words</p> <p>Rolling snack</p> <p>All about me bag</p>	<p>Little Wandle – Spring 2 Week 4 – Longer words, words ending in -ing,, compound words</p> <p>Children to change parts of the story E.g. what was at the top of the beanstalk? Characters? Children to write what they saw at the top of the beanstalk. Write simple instructions to make cakes for the Giant in the mud kitchen.</p> <p>Reading practice – 3 sessions per group</p>	<p>NCETM Week 19 – Subitising</p> <p>Friday- Make comparisons between objects relating to size</p> <p>Number of the week 14</p>	<p>Welly Walk Wednesday</p> <p>Science- Add to their bean diary</p> <p>Computing - 2 simple software to make a caption and picture</p>	<p>Music – Incy Wincy Spider</p> <p>DT- Junk modelling. Using their plans to make a beanstalk</p> <p>Art- Collage Children to draw their own giant.</p> <p>Role Play areas- Courtyard – 'Once Upon a Time Land'</p> <p>Outside 'The Giants Castle'</p>

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5	<p>Billy Goats Gruff- Talk for Writing</p>	<p>PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 5 – If I met the Scrapman...</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p> <p>Role Play areas- Courtyard – 'Once Upon a Time Land'</p> <p>Outside 'The Giants Castle'</p>	<p>Dance – Val Sabin Unit 2 (Monday)</p> <p>Val Sabin Unit A Gymnastics – Thursday</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 5 – If I met the Scrapman...</p> <p>Rolling snack</p> <p>All about me bag</p>	<p>Little Wandle – Spring 2 Week 5 – Longer words, /z/ –s, /s/ –s, /z/ –es</p> <p>Children to sequence the story and write captions to retell the story.</p> <p>Reading practice – 3 sessions per group</p>	<p>NCETM Week 20 – Composition</p> <p>Friday - Make comparisons between objects relating to their length.</p> <p>Number of the week - 15</p>	<p>Welly Walk Wednesday</p> <p>Science- Add to their bean diary</p> <p>Computing - 2 simple software to make a caption and picture</p>	<p>Art- Collage Children to collage their giant.</p> <p>Role Play areas- Courtyard – 'Once Upon a Time Land'</p> <p>Outside 'The Giants Castle'</p> <p>DT- Junk modelling. Using their plans to make a beanstalk</p> <p>Music – Incy Wincy Spider</p>
6	<p>Easter – New life</p>	<p>PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 6 – Grumpy Frog Story</p> <p>Family Group / snack chat Time –</p> <p>All about me bag</p> <p>Role Play areas- Courtyard – 'Once Upon a Time Land'</p> <p>Outside 'The Giants Castle'</p>	<p>Dance – Val Sabin Unit 2 (Monday)</p> <p>Val Sabin Unit A Gymnastics – Thursday</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – Don't Hold on to What's Wrong- Lesson 6 – Grumpy Frog Story</p> <p>Rolling snack</p> <p>All about me bag</p>	<p>Little Wandle – Spring 2 Week 6- Review ans assessments.</p> <p>Reading practice – 3 sessions per group</p>	<p>Number recognition and ordering</p> <p>Subtraction</p> <p>Friday - Make comparisons between objects relating to their capacity</p> <p>Number of the week – 16</p>	<p>Welly Walk Wednesday</p> <p>Science- Add to their bean diary</p> <p>Computing - Link to R.E New life</p> <p>RE – New Life</p> <p style="background-color: yellow;">Wednesday 29<sup>th</sup> March – Easter Service</p>	<p>Art- Collage Children to collage their giant and make a string egg.</p> <p>Role Play areas- Courtyard – 'Once Upon a Time Land'</p> <p>Outside 'The Giants Castle'</p> <p>Music – Incy Wincy Spider</p>