

<p>Core Book -</p> <p>Jack and the Beanstalk</p> <p><u>Supplementary Books -</u></p> <p>Jaspers Beanstalk</p>	<p>Literacy</p> <p>Has some favourite rhymes or songs</p> <p>Distinguish between different marks they make</p> <p>Shows awareness of alliteration</p> <p>Recognising rhythm in spoken words</p> <p>Listens to and joins in with stories in small groups</p> <p>Describes main story settings, events and principal characters</p> <p>Give meaning to marks they make as write, draw and paint</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Writes own name and other things such as labels and captions</p> <p>Attempts to write short sentences in meaningful contexts using the phonics and tricky words that they know</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>Begins to read words and simple sentences</p>
<p>Personal, Social and Emotional Development (linked to F1 & F2 Unit 3 Jigsaw—Dreams and Goals)</p> <p>Shows understanding and cooperates with some boundaries and routines</p> <p>Can inhibit own actions/behaviours</p> <p>Can usually adapt behaviour to different social situations</p> <p>Aware of own feelings and know that some actions and words can hurt others</p> <p>Can play in a group, extending and elaborating play ideas</p> <p>Welcomes and values praise for what they have done</p> <p>Aware of the boundaries set and behavioural expectations in the setting</p> <p>Understand that own actions can affect other people</p> <p>Takes steps to resolve conflicts with other children</p>	<p>Mathematics (used alongside White Rose Maths Planning)</p> <p>Recites some number names in sequence</p> <p>Creates and experiments with symbols and marks representing ideas of number</p> <p>Begins to make comparisons between quantities and use language of quantities</p> <p>Use some number names accurately in play</p> <p>Begin to represent numbers using fingers, marks on paper or pictures</p> <p>Compares two groups of objects, saying when they have the same number</p> <p>Shows an interest in numerals in the environment and shows an interest in representing numbers</p> <p>Shows interest in shape by playing and making arrangements, using shape appropriately for tasks</p> <p>Records using marks that they can interpret and explain</p> <p>Uses familiar objects and common shapes to create and recreate patterns</p> <p>Orders two or three items by length or height</p>
<p>Communication, Language and Literacy</p> <p>Learns new words rapidly and is able to use them in communicating</p> <p>Uses a variety of questions</p> <p>Respond to simple instructions</p> <p>Beginning to understand why and how questions</p> <p>Beginning to use more complex sentences</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sound of new words</p> <p>Respond to story with relevant comments, actions and questions</p> <p>Answer how and why questions about their experiences and in response to stories or events.</p>	<p>Understanding the World</p> <p>In pretend play imitates everyday actions and events from own family and cultural backgrounds</p> <p>Enjoys playing with small world models</p> <p>Shows interest in different occupations and ways of life</p> <p>Remembers and talks about significant events in their own experiences</p> <p>Can talk about some of the things they have observed such as plants and natural objects</p> <p>Talk about why things happen and how things work</p> <p>Develop an understanding of growth and decay and changes over time</p> <p>Knows how to operate simple equipment</p> <p>Interact with age appropriate software</p> <p>Looks closely at similarities differences patterns and change</p> <p>Chooses technology to suit a particular purpose</p>
<p>Physical Development</p> <p>Climbs confidently and is beginning to pull themselves up on play equipment</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark making tools</p> <p>Begins to use tripod grip</p> <p>Mounts climbing equipment using alternative feet</p> <p>Can catch a large ball</p> <p>Use one handed tools and equipment</p> <p>Holds pencil near point between thumb and two fingers and uses it with good control</p> <p>Can copy some letters from their name</p> <p>Observe the effect of activities on their body</p> <p>Understand that equipment and tools have to be used safely</p> <p>Jumps off objects and lands appropriately</p> <p>Travels with confidence and skill around, under and over climbing equipment.</p>	<p>Expressive Art and Design</p> <p>Experiments with blocks, colours and marks</p> <p>Begin to make believe by pretending</p> <p>Taps out simple rhythms</p> <p>Explores colour and how colours can be changed</p> <p>Uses various construction materials</p> <p>Beginning to construct, staking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Joins construction pieces together to build and balance</p> <p>Makes up rhythm</p> <p>Begins to build a repertoire of songs and dances</p>

Morpeth First School EARLY YEARS FOUNDATION STAGE Medium Term Planning CORE BOOKS - Spring 2 2020

22-36 30-50 40-60 ELG EXC

Area of Provision	Enhancements (additional resources, visits, visitors, displays etc)	Resource Implications
Literacy	Sequencing pictures to order the story of Jack and the Beanstalk Drawing pictures to show story scenes and characters Story maps Labelling story characters/objects using initial sounds	
Maths	Comparing quantities of magic beans Counting magic beans to match a numeral Comparing sets of magic beans/golden eggs to show the same amount Nursery number of the week focus Comparing, ordering and measuring giants foot steps Bikes and	Numicon Beans
Role Play & Small World	Giants castle Police Station—continued from previous core book Garden centre role play—Outdoors	
Investigation, sand, water	Planting beans—outdoor Investigating tuff tray—wet/dry beans	
Creative/ Construction	Building beanstalks/towers Designing and building castles for the giant Transporting challenges; moving soil, water, sand - outdoors Building a trap for the giant	
Physical	Tweezing, cutting, mashing beans Climbing challenges—climbing frame and trim trail Playdough beanstalks Ladder/hurdle agility course to escape the giant—outdoor Cutting leaves to build a beanstalk Leaf threading Nature paintbrushes Wrapping trees /outdoor weaving	Butter, baked, green beans Twine Garden wire

Area of Learning	Possible adult-led experiences/provocations/activities	Resource Implications
PSE	Circle time to share ideas about Jack's choices—link to taking things that aren't yours Activities linked to Jigsaw planning	
CLL	Half term holiday news sharing What would you find at the top of a beanstalk? Labelling parts of a plant - modelling new vocabulary	
PD	Daily Dough Disco Letter formation linked to weekly phonics - pencil control/formation in mud.. Throwing and catching the golden egg	Playdough Disco Playlist Finger rhymes
Maths	Measuring children and comparing heights/lengths 2d/3d shape castles Welly mud print measuring—outdoors Repetitive patterns using seeds and beans	
LIT	Phonic bean word building using digraphs Story retell using features of narrative Character description Letters and sounds activities	
UW	Planting beans Visit from policeman Exploring clouds/weather Welly walk—looking at plants that are growing in our environment	
EAD	Using printing techniques to paint parts of the story i.e. castle, beanstalk Colour mixing to paint beanstalk leaves Collage to decorate magic beans Tapping rhythms to retell parts of the story—jack running, giants footsteps ART PROJECT	