

Beech & Willow Block Planning				
Theme: Jack and the Beanstalk		Stimulus: Mystery Box	Week: 3, 4	Date: 09.03.2020 & 16.03.2020
	What do we want the children to learn?		How will we enable this learning to take place?	How will we know who has learned what?
	Learning intentions based on stepping stones/learning goals (40-60m)	Vocabulary	Activities/Routines Provision	Assessment
Personal, Social & Emotional Development	<ul style="list-style-type: none"> <li>To understand what is right and wrong.</li> <li>To understand the consequences of their actions</li> <li>To develop early thinking skills</li> <li>To develop a positive approach to learning experiences</li> <li>To be able to reason and offer justification</li> <li>To be confident to try new activities</li> <li>To form friendships with other children.</li> <li>To demonstrate flexibility and adapt behaviour to different events, social situations and changes to routine</li> </ul> <p>SEAL</p> <p>Good to be me</p> <ul style="list-style-type: none"> <li>To be aware of boundaries and of behavioural expectations</li> <li>To welcome and value praise</li> </ul>	<p>Traffic lights, house points, self-control</p> <p>What happens when we visit a house?</p> <p>Safe</p> <p>Manners, courtesy, polite</p> <p>Who, what, where, when, why, reason</p> <p>can you think, why</p> <p>Be kind, share, take turns, rules, patience</p> <p>Excited, calm, happy, sad, cross etc</p>	<ul style="list-style-type: none"> <li>Re-capping on class rules, rewards and sanctions</li> <li>Listening to a different version of Jack and the Beanstalk, discussing the children's views about Jack's actions</li> <li>Talk about what Jack does – What should we do when our parents ask us to do something?</li> <li>What could he have done to make amends?</li> <li>Mystery Box</li> <li>Continue 'Thunks'</li> <li>Fairy Tale ball – taking part in the games</li> <li>Displaying good manners when eating</li> <li>Explore feelings: being excited/calming down</li> </ul> <p>Pgs 8-11</p> <ul style="list-style-type: none"> <li>Teddy is feeling excited – discuss why he might feel like this.(link to sport relief)</li> <li>Praise children for good work/actions- how does it feel to be praised?</li> </ul>	<ul style="list-style-type: none"> <li>Observations – notes, post-its</li> <li>Children's work</li> <li>Discussion</li> </ul>
Communication & Language	<ul style="list-style-type: none"> <li>To listen to stories, anticipating key events and responding with relevant comments, questions or actions.</li> <li>To answer how and why questions in response to stories.</li> <li>To introduce the Pie Corbett talk for writing strategies</li> <li>To express themselves effectively</li> </ul>	<p>Fairy Tales, Traditional stories</p> <p>Openings</p> <p>Versions</p> <p>Beginning, Middle, End, Next</p> <p>Characters, events, good, bad, retell</p>	<p>Versions of the Story</p> <ul style="list-style-type: none"> <li>Listen to different versions of Jack and the Beanstalk and discuss, asking and answering questions</li> <li>Discuss features of Fairy Tales</li> <li>Identify patterns, what happens to good/bad characters in Fairy Tales</li> <li>Retelling different fairy-tale stories in the children's own words using wooden spoon puppets</li> </ul> <p>Talk for Writing</p> <ul style="list-style-type: none"> <li>Developing Pie Corbett's 'Talk for Writing' telling the story from an pre-prepared story map</li> <li>Whole Group re-tell of Jack and the Beanstalk from teacher story map</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Discussion</li> </ul>

	<ul style="list-style-type: none"> <li>To speculate on a resolution.</li> <li>To ask questions about something they are familiar with</li> </ul> <ul style="list-style-type: none"> <li>To extend vocabulary introducing adjectives/story language</li> </ul>	<p>Decide, reason, can you think, why Why do you think that, how do you know, what clues are there... Why do you think that, how do you know, what clues are there, agree, disagree</p> <p>Adjective, describing word</p>	<p>Mystery Box</p> <ul style="list-style-type: none"> <li>Answering, explaining and reasoning during 'Mystery Box'</li> </ul> <p>Non-Fiction Books</p> <ul style="list-style-type: none"> <li>Discussing what we know about Beans</li> <li>Comparing Fiction to Non-Fiction books</li> </ul> <p>Planting Beans</p> <ul style="list-style-type: none"> <li>Discussing the changes that happen to seeds during the growing process</li> <li>Evaluating how effective their bean is growing and identifying how/if it could be cared for better</li> <li>Articulating their views on the different ideas</li> </ul> <p>Writing Discussion</p> <ul style="list-style-type: none"> <li>Discuss what an adjective is, model how we use it to give a better picture</li> <li>Listen to different versions of Jack and the Beanstalk and discuss</li> <li>Discussing what we know about Beans</li> </ul> <p>Hot-seating – Adult to take on the role of Jack/His mum</p> <ul style="list-style-type: none"> <li>Adult model questions and children to take over</li> </ul> <p>Speaking for an audience</p> <ul style="list-style-type: none"> <li>Rehearsing class assembly</li> </ul>	
<b>Physical development</b>	<ul style="list-style-type: none"> <li>To use space and be aware of others.</li> <li>To travel around, under, over and through balancing and climbing equipment.</li> </ul> <ul style="list-style-type: none"> <li>To hold a pencil effectively</li> <li>To begin to make anti-clockwise movements</li> <li>To handle tools safely and with increasing control</li> <li>To understand how to transport and store equipment safely.</li> </ul> <ul style="list-style-type: none"> <li>To experiment with different ways of moving.</li> <li>To respond to sound and music</li> </ul> <ul style="list-style-type: none"> <li>To experiment with different ways of moving.</li> </ul>	<p>Over, under, through and up, down.</p> <p>Clockwise, anti-clockwise</p> <p>Cut, snip, turn, hold</p> <p>Safely, correct hold replace, tidy, sort.</p> <p>Healthy, natural,</p>	<ul style="list-style-type: none"> <li>General work in the garden</li> </ul> <p>Pencil</p> <ul style="list-style-type: none"> <li>Writing first/second name with correct formation</li> <li>Colouring activities</li> <li>Handwriting practice –teaching those letters not yet taught and revisiting the letters for target children</li> <li>Whiteboards/handwriting book</li> <li>Colouring, cutting and sequencing the story</li> </ul> <p>Using Resources</p> <ul style="list-style-type: none"> <li>Using tools to plant bean seeds</li> <li>Making a beanstalk</li> <li>General classroom activities</li> <li>Class recap on how to return pen lids, Glue lids and tidy the creative area</li> </ul> <p>PE sessions</p> <ul style="list-style-type: none"> <li>Gymnastics – exploring ways of moving</li> <li>Using equipment to move, balance</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Children's work</li> </ul>

	<ul style="list-style-type: none"> <li>To respond to sound and music</li> <li>To understand the importance of a healthy diet.</li> <li>To talk about ways of being healthy</li> <li>To observe the effect of exercise on their body</li> <li>To know the importance of physical exercise</li> </ul>	<p>processed, raw, cooked</p> <p>Exercise, healthy, changes, hot, heart pumping, blood, circulation, muscles</p> <p>Over, under, through and up, down</p>	<ul style="list-style-type: none"> <li>Knowing how to move equipment safely</li> <li>Discussing the effects of exercise on our body during PE.</li> <li>Identifying changes in their body</li> <li>Talking about the importance of exercise</li> <li>Discussing healthy foods</li> <li>Talking about natural and processed food</li> <li>Tasting different beans</li> </ul>	
<b>Literacy</b>	<ul style="list-style-type: none"> <li>To write both names</li> <li>To read and write sounds</li> <li>To retell narratives in the correct sequence</li> <li>To begin to form simple sentences sometimes using punctuation</li> <li>To use the phonic knowledge to attempt writing</li> </ul>	<p>Copy, first name, surname</p> <p>Sound, digraphs, trigraphs, blend, segment, sound buttons</p> <p>Beginning, Middle and End Puppets, stick puppets, glove puppets</p> <p>Capital letter, finger spaces. Full stop, sounds, letters</p>	<p>Name Writing</p> <ul style="list-style-type: none"> <li>Using name cards to write both names on their work</li> <li>Adult guided name writing</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li><b>See Weekly Plans for each group</b></li> </ul> <p>Traditional Tales</p> <ul style="list-style-type: none"> <li>Reading the story and sequencing</li> <li>Introducing the Giant's castle into the role-play</li> <li>Using puppets to retell the story of Jack and the Beanstalk</li> <li>Using stick puppets to retell the story of Jack and the Beanstalk</li> <li>Making stick puppets using straws</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Writing a sentence for each page of the book</li> <li>Keeping a bean diary</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Children's work</li> <li>Discussion</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>To recognise and write numbers to 5, 10, 20</li> <li>To use numbers to 5, 10, 20</li> <li>To order two or three items by height</li> <li>To use language associated with height</li> <li>To describe shapes in simple models, pictures and patterns.</li> </ul>	<p>tall, short, taller, shorter, tallest, shortest</p> <p>Cube, sphere, cuboid, cylinder, cone, pyramid</p>	<ul style="list-style-type: none"> <li><b>See Weekly Plans for each group</b></li> </ul> <p>Number Formation</p> <ul style="list-style-type: none"> <li>Correct formation of numbers 1 &amp; 2</li> </ul> <p>Practical Maths</p> <p>Height</p> <ul style="list-style-type: none"> <li>Introducing vocabulary associated with height – tall, short, taller, shorter, tallest, shortest</li> <li>Discuss Heights and Weights measurement</li> <li>Introduce how to measure – where we start. Measuring three/two objects with their teddy rulers.</li> <li>Ordering these by height</li> </ul> <p>3D shapes</p> <ul style="list-style-type: none"> <li>Re-cap names of 3D shapes – building a castle for the Giant using 3D shapes</li> </ul> <p>Sharing</p>	<ul style="list-style-type: none"> <li>Observations</li> <li>Children's work</li> <li>Discussion</li> </ul>

	<ul style="list-style-type: none"> <li>To solve problems</li> </ul>	<p>How could you ...? What could we try...? Check,</p>	<ul style="list-style-type: none"> <li>Introduce the concept of sharing. Sharing beans between characters.</li> </ul> <p>Problem Solving</p> <ul style="list-style-type: none"> <li>Solving the problem how many ways can Jack carry 5 magic beans in two hands</li> </ul>	
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>To explore using their senses</li> <li>To look closely at similarities and differences.</li> <li>To ask questions</li> </ul> <ul style="list-style-type: none"> <li>To know about similarities and differences in relation to materials.</li> </ul> <ul style="list-style-type: none"> <li>To use simple programs</li> <li>To select and use technology for different purposes.</li> <li>To use ICT to support their learning.</li> </ul>	<p>Dry, wet, sticky, solid, liquid, hot, cold, texture, smell, feel</p> <p>Decide, reason, can you think, why</p> <p>Same, different</p> <p>Chair, seat, legs, arms, plan, label, Point, press, focus</p> <p>Digital camera</p> <p>Mouse, keyboard, monitor, Smartboard</p>	<p>People &amp; Communities</p> <p>The World</p> <p>Beans</p> <ul style="list-style-type: none"> <li>Discussing Beans and how they grow.</li> <li>Look at zig-zag book of beans growing</li> <li>Setting up beans in clear pot to watch them grow.</li> <li>Planting beans in plastic cups</li> <li>Setting up an investigation table to watch growth of various plants</li> <li>Investigating compost, beans etc in the sand tray.</li> <li>Non-fiction book about Beans</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Education City – Science activities</li> <li>Practising with the digital camera</li> <li>Taking photographs of their learning in the class and outdoors – beans</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Children's work</li> <li>Discussion</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>To use imagination in role play</li> </ul> <ul style="list-style-type: none"> <li>To sing simple songs from memory</li> <li>To explore a variety of media through first-hand experience.</li> <li>To learn about media and materials and use this to produce their own work.</li> </ul> <ul style="list-style-type: none"> <li>To express and communicate their ideas using a range of media.</li> <li>To explore colour and texture</li> </ul> <ul style="list-style-type: none"> <li>To use tools for a purpose</li> <li>To use a range of materials</li> </ul>	<p>Roles, , bears, goldilocks, acting, story</p> <p>Rap, song, loud, quiet</p> <p>Media, 3D, 2D paintings, collage, attach, glue, stick, cut, shape</p> <p>Charcoal, pastels, paint, brush, dab etc</p> <p>Spread, butter, filling, sandwich</p>	<p>Role Play</p> <ul style="list-style-type: none"> <li>Introduce Giant's castle and props with an adult</li> <li>Group work in free choice time</li> <li>Drama of Jack and the Beanstalk</li> <li>Adult support re-enactment of the story</li> <li>Retelling the story using puppets</li> </ul> <p>Singing</p> <ul style="list-style-type: none"> <li>3 singing pigs – Jack and the Beanstalk. Sounds for going up and down the beanstalk.</li> <li>Learning songs from Niki Davies song book</li> <li>Sings from Jack and the Beanstalk CD</li> </ul> <p>Craft</p> <ul style="list-style-type: none"> <li>Mixing yellow and blue to make green and painting a leaf for the beanstalk.</li> <li>Making a display collage of Jack and the Beanstalk</li> <li>Painting characters from Jack and the Beanstalk</li> </ul> <p>Designing &amp; Making</p> <ul style="list-style-type: none"> <li>Choosing a filling</li> <li>Using tools to butter bread and make sandwiches</li> <li>Designing and making a sandwich for the Fairy Tale Ball</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Children's work</li> <li>Discussion</li> </ul>

