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| ` | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | |
| Key Text | | **Jasper’s Beanstalk**  Camille and the Sunflowers | **Jack and the Beanstalk**  Jim and the Beanstalk | **Oliver’s Vegetables**  **Oliver’s Fruit Salad**  Supertatoe  Handa’s Suprise | **The Very Hungry Caterpillar**  10 little caterpillars  Butterflies- non fiction text | **The Very Hungry Caterpillar**  The Bad Tempered Ladybird  The Very Busy Spider  The Doorbell Rang | **Superworm**  The very busy spider  Mad about mini beasts  The Bad Tempered Ladybird | **Rainbows**  The Colour Monster  The Day the Crayons Quit  Brown Bear, Brown Bear | |
| Key Vocabulary | | Seed, bulb, soil, days of the week, tens, ones, fewer, take away | roots, stem, vein, leaf, nutrients | Fruit, vegetable, underground, dig, cook, grow | Caterpillar, butterfly, cocoon, life cycle, wings, antennae, symmetrical | Caterpillar, butterfly, cocoon, life cycle, wings, antennae, symmetrical | Mini- beasts, habitats, wings, antennae, | Colours, light | |
| Forest Schools | | Forest floor squares | Friendship leaves | Hide and seek, Hey Mr Crocodile, exploring own interests | Symmetrical butterflies. Use sticks for the outline of the wings. Find two of each item to decorate the wings symmetrically | Free exploration following own ideas and noticing changes | Mini beast hunt | Try to make a rainbow using things they find in the forest eg- green leaves/ grass, yellow daisies/ dandelions etc | |
| Jigsaw | | I can identify some of the jobs I do in my family and how I feel like I belong | I Know how to make friends to stop myself feeling lonely | I can think of ways to solve problems and stay friends | I am starting to understand the impact of unkind words | I can use Calm Me time to manage my feelings | I know how to be a good friend | Revisit any areas as necessary | |
| Communication and Language | Listening and Attention | Listen to the story and discuss what Jasper did right and wrong.  Listen to verbal instructions to plant their seed | Listen to the story and join in with the repeated refrain.  Read different versions of the story and discuss similarities and differences. | Listen to Oliver’s stories and discuss which are their own favourite fruit and vegetables. | Listen to the story. Talk about the food choices, which were healthy/ unhealthy. | Listen to a range of stories by Eric Carl, what do they like about the stories he writes? | Listen to non fiction texts about mini beasts. Encourage the children to question new vocabulary. | Revisit the story of the colour monster from the Autumn. Can they remember what happened. Talk about the different feelings and encourage more sophisticated language |
| Speaking | Talk about their gardens at home and any plants they may have. Have they done any planting with their grown ups?  Learn the poem ’At the Bottom of The Garden’ | Role play the story. Use different voices for the Giant to see if we can make him sound scary, silly, kind etc | Talk about why fruit and vegetables are good for us. Are there some they have never tried. Where do different fruits grow? | Learn ‘Little Arabella Millar’ song  Talk about the changes they see happening in our caterpillars in the classroom. | Retell the story using props from the story sack | Talk about mini beasts they have found, seen. Encourage the children to use detailed language to describe them. | Talk about what they can see when we make a rainbow. Encourage the children to ask questions about what is happening. |
| Personal, Social and Emotional Development | Self-Regulation | Understand that it is ok if we don’t win a race (PE) and we can congratulate those who do  Talk about how people behaved towards Vincent in the story and how we should treat others | Talk about why we have rules. Rules in society and when driving. Who enforces the rules? What are the consequences of rule breaking? | Link to Jigsaw, resolving conflict with friends | Talk about how the caterpillar felt on Saturday. Have they ever felt poorly? What could we do to look after someone who is poorly? | Link to Jigsaw using ‘Calm Me’ time to help manage difficult situations calmly, | Handle mini beasts gently with care | Revisit the colour monster. Use the text to explore their own feelings and show an understanding of others feelings. |
| Managing Self | Discuss hygiene/ safety when handling plants and soil | Talk about Jack’s actions. Should he have taken things from the giant? | Develop confidence, independence, resilience and perseverance when trying new activities | Talk about healthy food choices. Link the caterpillar’s choices to the food pyramid. | Develop confidence, independence, resilience and perseverance when trying new activities | Understand how their behaviour can effect others. | Understand how their behaviour can effect others. |
| Building Relationships | Continue to develop relationships through busy time activities. | Friendship leaves- award a leaf to a friend explaining what makes them a good friend. | Continue to develop relationships through busy time activities | Continue to develop relationships through busy time activities | Continue to develop relationships through busy time activities | Continue to develop relationships through busy time activities | Continue to develop relationships through busy time activities |
| Physical Development | Fine Motor | Sorting seeds with tweezers  Use one handed tools to plant seeds  Letter formation- curly caterpillar letters | Use a variety of media and scissors to create Jack and the beanstalk pictures,  Letter formation- robot letters | Letter formation- long ladder letters | Use hole punches to make holes in leaves  Letter formation- zig zag monsters | Number formation | Letter formation, letters identified from written activities | Handling small pieces to collage rainbow  Letter formation, letters identified from written activities |
| Gross Motor | The Olympics  Move that ball- throwing skills | The Olympics  Throw that ball- throwing at a target | The Olympics  Run run as fast as you can | The Olympics  Avoid that object | The Olympics  Jump, jump and jump some more | The Olympics  Jump it | Sports day races practise with KS1 |
| Literacy | Comprehension | Sequence Jasper’s beanstalk using the days of the week. | Read different versions of the story and talk about similarities and differences | Which veg did Oliver eat in a soup/ salad. Which vegetable did he prefer and why? | Know how to find information in a non- fiction book | Which foods did the caterpillar eat that were healthy/ unhealthy? | Know how to find information in a non- fiction book | Listen to the song ‘Somewhere over the rainbow’ talk about what they might find over the rainbow |
| Word reading | Recap all sounds  Oa, oo, oo | Recap all sounds  Oa, oo, oo | Recap all sounds  Ar, or, ur | Recap all sounds  Ar, or, ur | Recap all sounds  Ow, oi, ear | Recap all sounds  Ow, oi, ear | Recap all sounds  Air, -er, er |
| Writing | Write about their favourite part of Jasper’s beanstalk and why  Write instructions about how to plant a seed. | Labelling parts of a plant.  Information booklet about what plants need to grow. | Write a recipe for their own fruit salad | Write facts about caterpillar found from books and the internet. | Write a class book of The Very Hungry Caterpillar with each child writing their own page. | Design their own mini beast character and write a description of them | Rainbow poems using similes |
| Mathematics | Numbers | Exploring 3D Shape | To 20 and Beyond | To 20 and Beyond | How Many Now? | Grouping and Sharing | Grouping and sharing | Manipulate, Compose and decompose |
| Numerical Patterns | Days of the week in the story | Number patterns beyond 20 | Number patterns beyond 20 | Talk about symmetry- butterflies | Odd and even numbers | Odd and even groups | Number patterns |
| Understanding the World | Past and Present | Talk about what they did over the Easter holidays | Talk about their own history through their ‘me and my family’ books | Talk about a time when they visited their Grandparents, what did they do? How did they get there? | Talk about the changes they have observed in our caterpillars over the last few weeks. |  |  | Watch Dorothy sing ‘Somewhere Over the Rainbow’. How is it different from modern programmes- black and white, clothes, surroundings, machinery and equipment in the background. |
| People, Culture and Communities | Talk about how they celebrated Easter with their families. Talk about the similarities and differences in how families celebrated. | Know that in some places around the world they find it difficult to grow food due to the conditions. | Handa’s Surprise Talk about how Handa’s village is the same/ different to Walkington. |  |  |  |  |
| The Natural World | Plant bean seeds in polly pocket greenhouse and grass heads.  Know what plants need to survive- set up experiments and predict what will happen | Know and label different parts of plants.  Plant experiments- onion over water to see the roots, carnations in coloured water to demonstrate how the stem works | Find out where different fruits grow. Why didn’t Grandpa grown pineapples and bananas in his garden? | Check on experiments from week 1  Transfer beans to pots with castles on the sticks. | Observe caterpillars in our classroom as the change and grow, talk about what they can see and ask questions.  Know the life cycle of a caterpillar | Use the internet to research different mini beasts. Know that mini beasts have very important jobs within our environment. Sort mini beasts according to different criteria. | Make a rainbow with the hosepipe on a sunny day  (Cat in the Hat Rainbows) |
| Expressive Arts and Design | Creating with Materials | Paint picture of Jasper in the story (link lit) | Jack and the beanstalk pictures with different media and a photograph of themselves as Jack. Leaf printing using hammer and mallet | Printing with different fruit and vegetables  Observational drawing of fruit and vegetables. | Symmetrical butterflies | Caterpillar threading with pasta  Paint ladybird/ bee pebbles | Kandinsky concentric circles snails | Ordering colours of the rainbow, rainbow collage.  Colour separating with filter paper.  Look at the work of Steven Brown |
| Being Imaginative and Expressive | Van Gough- still life drawings of sunflowers | Parts of a plant song | Cauliflowers fluffy (Paintbox) Children suggest actions to match song | Cauliflowers fluffy (Paintbox) Children suggest actions to match song | There’s a tiny caterpillar on a leaf song | Flight of the bumblebee | Learn the rainbow colours song and ‘somewhere Over the Rainbow’. |
| Baking | | Mini gardens in a cup (chocolate cookie crushed for soil, jelly worm) | Baked green bean fries | Make a fruit salad using tools for chopping | Symmetrical butterfly biscuits |  | Honey bananas on a stick | Make a rainbow cake, each group make different coloured sponges then put together and cut | |