

Spring 2



## Topic: Beans and Butterflies

### Communication and Language

To learn dances with instructional actions.

Talk about what we need for a plant to grow and make a list with our friends in how we can plant a bean. Talk in length about the lifecycle of a butterfly.

Children to generate questions about the topic and begin to understand why and how questions

Create stories about minibeasts and orally retell story, engage in rhyme time within the topic

Blanks Levels of Language questioning for jack climbing the beanstalk scene

### Personal, Social Emotional Development

Discuss the Giant in Jack and the Beanstalk how is he feeling? Listen to the story being retold from the Giant's perspective

Talk about differences.

Explore the blue zone linked to the Giant. Expand on vocabulary for the blue zone.

### Math Mastery

**Numbers within 15 U11** - Recognise, count and order numbers; estimate and compare groups of objects.

**Doubling and Halving U12** - Solve problems and explore the relationship between doubling and halving

**Shape and Pattern U13** - Describe 2D shapes and create patterns. Begin to describe 3D shapes.

### Music, Art and Design Technology

**Music** - Develop children's ability to tap, play and recognise high and low pitches and move to a pulse.

**Drawing** - Observational drawings of plants and flowers.

**Printing and pattern** - Vegetable printing, repetitive patterns. Learn about Andy Warhol. Simple symmetry of butterflies Textiles and texture Leaf and flower mosaics and collages. Study Eric Carle's Illustrations

**DI** - Design and build a bug hotel.

### Understanding of the World

**Plants** - Discover that plants are living things. Learn about plants and where they come from. Explore how to look after plants.

**Insects and Invertebrates** - Learn about insects and invertebrates. Discover where they live and observe them in their habitats.

**Science skill focus: observing** - Talk about melting, freezing and changes in materials.

**Science Week** - Selection of experiments chosen with the children.

### Physical Development

**Co-ordination Ball skills and Health & Self Care** – Run, squat, rest or play, rises to feet without using hands. Climb confidently and kick a large ball. To talk about a healthy range of foods and healthy food choices.

### Literacy

#### Writing Outcomes – Beans and Butterflies

Week 1 LO: To create a list

Week 2 LO: To plant a bean and to create a bean diary.

Week 3: LO: To create character speech bubbles for 'Jack and the Beanstalk'.

Week 4: LO: To create a butterfly diary.

Week 5: LO: To write a butterfly description.

Week 6: LO: To create an alternate story for The Very Hungry Caterpillar.

### Stories

*Jack and the Beanstalk* by Richard Walker, *The Hungry Caterpillar* by Eric Carle J & the B Penguin illus. by C.Gledhill, *Superworm* by Julia Donaldson, *The tiny seed* by Eric Carle, *Egg Drop* by Mini Grey, *The Odd Egg*

### Phonics

RWI phonics – phonics learning linked to outcomes from phonics half termly assessments. Small group phonics – learning new sounds and orally blending

### Reading

Shared reading of the core stories  
Reading Café  
Story sacks & props for the Hungry Caterpillar  
Take home banded books  
Story Maker  
Read Write Inc phonics

### Role Play: Garden Centre

Children will have opportunities to sort dairy, fruit, vegetables. Cash register to pay for foods and shopping list to write before going to the garden centre

**Key Vocabulary:** dairy, carbohydrates, protein, freezer, organic, cashier, conveyor belt, plants, growing

Alongside using the Early Years Curriculum, we will also take into consideration the children's interests and abilities. Part of our planning cycle is based on the children's interests during their free flow play.