

	Week 1 22 nd Feb	Week 2 1 st March	Week 3 8 th March	Week 4 15 th March	Week 5 22 nd March	Week 6 29 th March(4 days)
Theme	Growing plants	Growing plants	Growing plants	Growing plants	Growing plants	Growing plants
Visitors/ Special occasions/trips	Leave clues around the classroom for Jack and the beanstalk.		Children back in school?			
Parent engagement	Seesaw	Seesaw	Seesaw	Seesaw	Seesaw	Seesaw
Key texts	Jack and the Beanstalk	Jack and the Beanstalk	Jack and the Beanstalk	Jaspers Beanstalk	Tiny Seed	Easter story
Communication and language	Should Jack have swapped Daisy the cow for the magic beans? Discussing a healthy diet. What do we need to eat to have a balanced diet?	Should Jack have stolen the hen that laid the golden eggs from the giant? Discussing a healthy diet.	To use language to imagine and recreate roles and experiences in play situations	To use language to imagine and recreate roles and experiences in play situations	To use language to imagine and recreate roles and experiences in play situations	To use language to imagine and recreate roles and experiences in play situations. Discuss the Easter story.
Personal, Social and Emotional Development	Classroom rules School values Good and bad choices Jigsaw Jenny	Classroom rules School values Jigsaw Jenny	Settling children back into school environment, routines etc.	Settling children back into school environment, routines etc	Settling children back into school environment, routines etc	Classroom rules School values Jigsaw Jenny
Physical Development	Health and self-care Eating a healthy diet. What do we need to eat in our diet to be healthy?	Health and self-care Eating a healthy diet. What do we need to eat in our diet to be healthy?	Health and Safe-care How to stay safe at home and outside. Should Jack have gone in to the giant's castle?	Set up an obstacle course, are children moving confidently? Are they safely negotiating space?	Set up an obstacle course, are children moving confidently? Are they safely negotiating space? Are children using tools effectively, pencils, paintbrushes in Art and Design? Balls, coits?	Health and self-care Recap eating a healthy diet. What do we need to eat in our diet to be healthy? Can we remember the healthy foods, foods we have as a treat?
Literacy Reading /phonics	Phase Four To consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants. Some children will be working within Phase 3.	Phase Four To consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants. Some children will be working within Phase 3.	Phase Four To consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants. Some children will be working within Phase 3.	Phase Four To consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants. Some children will be working within Phase 3.	Phase Four To consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants. Some children will be working within Phase 3.	Phase Four To consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants. Some children will be working within Phase 3.
Expectations for reading end of Phase 3	Give the sound when shown all or most of Phase 2/3 graphemes Find all or most Phase 2/3 graphemes from display when given a sound Be able to blend and read CVC words from Phase 2/3 graphemes Be able to blend and read words with adjacent consonants. Read, he, she, we, be, me, was, my, you, her, they, all, are, some, one, said, come, do, were, when, have, there, out, like, little, what.			Expectations for Spelling/Writing By end of Phase 3	Be able to segment and make phonetically plausible attempt at spelling CVC words – single syllable words consisting of Phase 2/3 graphemes, write CCVC (plum), CVCC (jump) Spell the, to, no, go, I, he, she, we, me, be, was, my, you, her, they, all, are Write each letter correctly. Write sentences/captions independently containing tricky words, CVC, CVCC, CVCC words	

Teacher guided writing opportunities	Talk for writing BME of story Children to draw and annotate story map Joining in repeated refrains Letter formation Story map Children to write words or captions to describe the story. Write a letter to Jack, Giant.	Talk for writing BME of story Children to draw and annotate story map Joining in repeated refrains Letter formation Story map Children to write words or captions to describe the story. Write a letter to Jack, Giant.	Talk for writing BME of story Children to draw and annotate story map Joining in repeated refrains Letter formation Story map Children to write words or captions to describe the story. Write a letter to Jack, Giant.	Bean diary Days of the week Writing a list for the garden. Gardening equipment. Instructions on how to plant a seed or bulb.	Bean diary Days of the week Writing a list for the garden. Gardening equipment. Instructions on how to plant a seed or bulb.	Easter story sequencing. Writing an Easter card.
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Maths Number	Going shopping for healthy food. Adding two amounts	Recognising numbers to 20. Ordering numbers to 20.	Doubling, halving and sharing amounts of food with the giant and his wife.	One more, one less than an amount.	One less, planting seeds and subtracting the amount from the total.	Easter egg hunt. Find two eggs outside add the counters inside together.
Maths SSM	How big would the giant be? How big would the objects be in a giant's castle?	Ordering the weight of the giant's food.	Measuring the growth of a bean.	Measure periods of time in simple ways.	Measure periods of time in simple ways.	Positional language on where to find the eggs. Easter egg treasure map
Understanding the World	Could the beanstalk grow that fast? How do you know?	Plant bean seed in a plastic bag and observe growth and changes.	Observe growth/changes of bean seed. Plant other seeds/bulbs in outside area.	Observe growth/changes of bean seed. Plant other seeds/bulbs in outside area.	Observe growth of bean. Plant other seeds/bulbs in outside area.	People and Communities – Christians remember Easter and the meaning behind the Easter story.
Expressive arts and design	Paint the settings in the story Masks for role play Props outside for role play Inside role play, small world	Paint characters in the story Masks for role play Props for outside role play Inside small world role play	Draw in the bean diary Draw and paint plants and flowers Observational drawing painting with teacher	Draw in the bean diary Draw and paint plants and flowers Observational drawing painting with teacher	Draw in the bean diary. Draw and paint plants and flowers Observational drawing painting with teacher	Easter cards Easter crafts Easter egg hunt map.
Music Charanga	https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song1/z7m67nb song 1	https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song2/zkhrbdm song 2	https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song3/z6ydkmn song 3	https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song4/zksk47h song 4	https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song4/zksk47h https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song6/zd96mfr song 5,6	https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song7/znsk47h song 7

- Watch <https://www.bbc.co.uk/teach/school-radio/english-ks1-jack-and-the-beanstalk-episode-1/zifwkmn>

The story of Jack and the Beanstalk which links into the music teaching above