

Early Years Foundation Continuous Provision Indoor/Outdoor Curriculum Adult-Guided/Child-Initiated Plan
Term 5 Week 1 - 2

Unit Title: Jack and the Beanstalk / Jasper's Beanstalk	Guideline Time: Two Weeks
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Very Important Points (VIPs):	Fat Questions:
<ul style="list-style-type: none"> * A plant is a living thing. * Plants need sunlight, water and somewhere for their roots to ground them to grow. * To compare heights you need to line your objects along a straight line. * If you mix yellow and blue paint together you make green and adding white or black makes it lighter or darker 	<ul style="list-style-type: none"> * What do plants need to make them grow? * What is the tallest plant that you have seen? * What land would you like to find at the top of a magic beanstalk?

Area	Area of Learning & Development	What do we want children to learn? (Learning Outcomes)	What will the children do?	Depth of Learning	Key Resources
Paint	EAD, BI ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. EAD, EUMM ELG They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can use the brushes and paints effectively to create a form of animal or person. I use one paintbrush for one colour. I can copy features to help me. I can use one paintbrush for one colour. I can mix two colours together and use them correctly. I can plan what I want to use	Paint a picture of a plant/ flower/tree using real life examples. Try to recreate a life like representation mixing colours to accurately depict what is in front of them.	Emerging - Marks/brush strokes of colour Expected – Recognisable pictures with some colours represented correctly and some level of detail. Exceeding - Recognisable pictures with developed detail. An obvious choice of colours that have been planned and mixed. Can explain their pictures to others.	Paint Paper Mixing pallets Choice of painting implements Plants, flowers,
Malleable materials	PD MH ELG They handle equipment and tools effectively.	I can use the tools I have chosen safely and appropriately. I can choose the correct tool for the activity.	Choose an activity from the workstation. Roll, cut, shape, squeeze, link, thread etc.	Emerging - Shaping with hands Expected - Controlled use of a range of tools Exceeding – Selection of tools and materials to complete activity or attain desired effect.	Play dough Fine motor boxes
Sand	PD MH ELG They handle equipment and tools effectively. M SSM ELG Children use everyday language to talk about size, capacity and position to compare quantities and objects and to solve problems.	I can use resources appropriately and safely. I can choose what I want to play with. I can share with my friends. I can plan and then carry out a task. I can adapt my plans to overcome challenges	Use the sand, select resources independently and to use with care. Use mathematical language whilst engaged with task.	Emerging – using resources in an appropriate manner Expected – can fill buckets of different sizes using appropriate language Exceeding – can fill and compare the different sizes and solve problems using mathematical thought and language.	Provision of different sized containers – challenging to fill without spilling Challenge cards Variety of tools
Water	PD MH ELG They handle equipment and tools effectively. M SSM ELG Children use everyday language to talk	I can use resources appropriately and safely. I can choose what I want to play with. I can share with my friends. I can plan and	Use an apron, select resources independently and to use with care. Use mathematical language whilst engaged with task.	Emerging – using resources in an appropriate manner Expected – can fill containers of different sizes using appropriate language Exceeding – can fill and compare the different	Watering cans Variety of containers Pipes, tubes

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	about size, capacity and position to compare quantities and objects and to solve problems.	then carry out a task. . I can adapt my plans to overcome challenges		sizes and solve problems using mathematical thought and language.	
Scrap materials	PD MH ELG They handle equipment and tools effectively. EAD, EUMM ELG They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can use resources appropriately and safely. I can tell an adult what I have made. I can describe how I made my model. I can plan and design my model before I begin. I can redesign as I go along to solve problems.	Use the range of resources to build models of their choice. Including Giant's castles, magic boxes for beans and beanstalk structures.	Through outcome Can the children describe their finished product and tell you how they got to this point? Can they plan and design before building? Can they source the resources and tools they need? Can they adapt their plans to solve problems?	Range of boxes/tubes, joining materials, decorations,
Maths	M SSM ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	I can compare objects by height. I can order a set of objects by height and use mathematical language to describe them	Order plants/ beanstalks by height Measure the different heights by various apparatus including cubes Record the growth of plants	Emerging – order 3 objects Expected – order a set of objects and use mathematical language to talk about them Exceeding –.Order a larger set and use mathematical language to talk about comparative heights	Beanstalk pictures, real plants/flowers
Writing/mark making	L W ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	I can use my phonic knowledge to write and create pieces of my choice including letters, cards, pictures and posters	To use the range of resources to make marks, write and draw. To tell a friend or an adult what they have written / drawn. To use phonic knowledge to support their writing.	Emerging – can make marks and say what they are. Expected - make marks that can be recognised by adults and tell an adult what they have drawn/written. Exceeding – make marks that can be recognised by adults and independently write captions/sentences that can be read by themselves and others	A selection of paper, envelopes, cards Diary paper (Jasper's Beanstalk, A bean diary) Diagrams to label (plants)
Science investigation	UW TW ELG Children know about similarities and differences in relation to living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations plants and explain why some things occur, and talk about changes.	I can explore the objects on the display and handle with care and safety. I can describe what I see and feel to my friends. I can record the changes that are happening.	To plant and grow beans and record in a bean diary. To plant and grow other seeds.	Input as necessary reflecting on children's individual experiences Model appropriate language Questioning Predicting	Seeds, soil, gardening tools
Home corner	EAD BI ELG They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	I can cooperate in a home environment with my friends. I can role play Jack and the Beanstalk	To share their experiences of how to do things. To take turns playing roles and sharing ideas.	Input as necessary reflecting on children's individual experiences Model appropriate language Questioning	Story props, home corner set up,
Book corner	L R ELG Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some	I can look after books properly. I can turn the pages correctly and hold the book the right way. I can select a book I want to read. I	To access the books freely. To enjoy looking at the books and sharing with others. To talk about favourite books.	Identifies some labels & captions etc. Share and discuss books-ask open ended questions about the story/text. Attempt to read some words/sentences in familiar texts	Non-fiction living things/plant books Stories about growing Traditional tales

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	common irregular words. They demonstrate an understanding when talking with others about what they have read.	can use my phonic knowledge to attempt to read some words. I can talk about stories that I have read.			
Music	EAD EMM ELG Children sing songs, make music and dance, and experiment with ways of changing them EAD BI ELG They represent their own ideas, thoughts and feelings through music, dance, role play and stories.	I can move in a variety of ways reflecting the music. I can make music and dance to a variety of stimuli.	To use the musical instrument to good effect. To move to the music the children are making. To select instruments to use and share and explain ideas to peers	Can listen to and copy musical patterns Can cooperate with friends to make music Move with the music they make. Can select appropriate instruments and movements.	Range of musical instruments Nursery Rhyme books/prompts
Small world	EAD BI ELG They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	I can use resources appropriately and safely. I can choose what I want to play with and put it away when I have finished. I can create worlds and stories and develop them with my friends	To choose from the range of resources independently. To play with friends and individually. To put things back in the correct place. To select resources for purpose with imagination and creativity	By outcome Questioning at appropriate level extending thinking through questioning	Traditional tales characters, plant greenery props
Construction	PD MH ELG Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively	I can use resources appropriately and safely. I can tell my friend or an adult what I have built. I can plan what I want to build. I can adapt my designs.	Use the range of resources to build models of their choice.	By outcome Questioning at appropriate level extending thinking through questioning	Variety of large construction equipment
Finger Gym	PD MH ELG Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively including pencils for writing.	I can sort objects in to groups using tweezers if possible.	To develop fine motor skills to place the pieces in the correct place appropriately. Using fingers and tweezers to sort seeds in to groups.	Emerging – children use the resources appropriately and try to place them in the correct group. Expected – children are able to place items correctly and begin to use tweezers. Exceeding – children are able to place items correctly and use tweezers with improving control.	Seeds, tweezers, pots