Physical development

- Explore growing movements through the outdoors, exploring our sensory garden, planting bulbs and beans.
- Encourage children when using their fine motor skills, with tools to support to develop a tripod grasp (thumb, index (first) and middle fingers)
- Beginning to make connections between their movement and the marks they make.
- Encouraged to explore gross motor movements during rebound and P.E sessions focusing on different ways of moving such as, hopping, jumping, slithering and balancing.

Health and self-care-

- Encourage children to take the responsibility for looking after the plants in our sensory garden with support.
- Beginning to help during changing time such as, swimming and bathroom times.
- Exploring the outside and the inside of classroom

Personal, social and emotional development
Self-confidence and self-awareness-

- Continue to make choices through object reference and using picture exchange communication with physical and verbal support.
- Continue to select and use activities and resources with help.

Managing feelings and behaviour

- Explore further turn taking through modelling and physical support, using visuals of a turn taking table so that the children know when it is their turn.
- Carry on developing awareness of others feelings for example looking concerned if friends are crying or using picture symbols to support understanding.

Making relationships

- Support children to choose a friend to play with, within the 7 different areas both inside and out, using pictures symbols to support.
- Encouraging the children with support to join in others play through modelling behaviour.

Communication and Language

- Further develop choice making through big macks and sensory materials encouraging the children to ask for 'more' or 'finished'.
- Sing rhymes about planting seeds and beans.
- Building up new vocabulary that reflects experiences through the use of picture exchange communication and sensory materials.
- Explore how we look after plants.
- Read and discuss books linking to jack and the bean stalk such as, Jasper and the Beanstalk, Growing, spring and farm animals.

Jack and the Beanstalk
Lucy's class
Spring B 2019

Literacy
Reading-
Exploring our sensory story 'Jack and the Beanstalk'
Read write inc- retell the story using actions and sounds along with sequencing the story by creating a whole class story map and individual maps using picture symbols to support.
Phonics:
Read write Inc. - . Re-enforcing initial sounds previously learned matching and recognising letters and beginning to match the objects or sound to the correct pictures.

Writing

- Create a class book about how to plant and grow your own plant, using pictures and communicating print to demonstrate each step.
- Record measurements of plants using communication print and other materials such as hand prints, blocks, string and other malleable materials.

Mathematics
Shape and Measure

- Measure how tall we are using large paper draw around. Which one is the tallest/ smallest? Measure using small and large blocks, hands, string and a measuring tape.
- Sort beans and seeds into shapes and sizes
- Order different sized beanstalk pictures using their hands, blocks, and string and tape measure.
- **Linking to (Understanding the world)** –
Planting a seed, measuring how many days it will take to grow and then measuring how long they are using blocks, small cubes and a measuring tape.

Expressive Art and Design

- Role play- garden centre.
- Make bean and leaf printing pictures.
- Make a beanstalk using newspaper/tissue paper.
- Sing rhymes about beans/seeds.
- Use prompts to act out the story of Jack and the Beanstalk.

Understanding Of The World

- Visit a farm (linking to Jack and the beanstalk farm).
- Look at various seeds, bulbs, beans and discuss shape, size and texture.
- Go on a leaf hunt gathering leaves small/bigger/different colours.
- Talk about what plants/seeds need to grow.
- Explore planting seeds using large tuff tray and outdoor gardening tools.
- Use various construction materials to create a beanstalk.

☐ Prime areas ☐ Specific areas