









LET'S GROW IT!

EYFS – BLUE CLASS  
Medium Term Planning

SPRING 1 2022-2023

**Weeks 1 and 2 – Jack and the Beanstalk. Weeks 3 and 4 – Titch.**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
  <b>Reading</b>	<p><i>I can use single words/signs/symbols for a range of purposes.</i>  <i>I can copy words or signs. (CG, CLL5)</i></p> <p><i>I can combine two words/signs/symbols.</i>  <i>I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)</i></p> <p><i>I respond to my own name. (CG, CLL 2, Solar, CLL 4)</i></p> <p><i>I understand single words/sounds/signs/symbols in context. (CG, CLL 4)</i></p> <p><i>I understand 1 key word sentences. (CG, CLL 5)</i></p> <p><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes.</i></p>	<p><b>Ongoing</b> HELLO AND REGISTRATION  Children to be encouraged to sit within the group circle daily and engage with the 'Good Morning' song. All children will be helped to interact with 'Good Morning' through using words/signs/push button voice activation equipment, name cards.  Children to be encouraged to engage with the class timetable, now and next symbols.</p> <p><b>Wk.1 and 2</b> JACK AND THE BEANSTALK  Children to experience the story through a range of media:  Listen to story on Youtube accompanied by sensory story sack.</p> <p><a href="https://www.youtube.com/watch?v=v95-HRtQ52w">https://www.youtube.com/watch?v=v95-HRtQ52w</a></p> <p>Children to be encouraged to follow the story exploring the sensory resources as appropriate.</p>	<p>Whole group, each child with appropriate level of support.</p> <p>Whole group, possibly split into 2 groups to ensure children don't have to wait long for their turn to explore resources.</p>	<p>'Good morning' voice button boxes.  Timetable and symbols.  Individual name cards.</p> <p>Book  Selection of items from story – small world people/toy people, animals, 'beanstalk'.</p> 

  <b>Reading</b>	<p><i>I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i></p> <p><i>I can match identical photos, pictures and symbols. (CG, R6)</i></p> <p><i>I show an interest in books and stories.</i></p> <p><i>I respond to a familiar story. (Solar, R4)</i></p> <p><i>I can point to a requested image out of 2. (Solar, R4)</i></p> <p><i>I can match a picture or symbol to a familiar object. (Solar, R5)</i></p> <p><i>I am beginning to engage in pretend play. (CG, PSED4)</i></p> <p><i>I can act out a simple routine in pretend play. (CG, PSED5)</i></p>	<p>Listen to story read aloud from book with accompanying stick puppets and items to match to book.</p> <p>Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. giant, cow.</p> <p><b>Wk.3 and 4 TITCH</b></p> <p>Children to experience the story through a range of media:</p> <ul style="list-style-type: none"> <li>Listen to story on Youtube.</li> </ul> <p><a href="https://www.youtube.com/watch?v=v95-HRtQ52w">https://www.youtube.com/watch?v=v95-HRtQ52w</a></p> <ul style="list-style-type: none"> <li>Listen to story read aloud from book with accompanying items to match to book.</li> </ul> <p>Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. small world people, soft toy animals.</p> <p><b>Role Play Corner – Garden Centre/Fruit and Vegetable/Flower Shop/Cafe</b></p> <ul style="list-style-type: none"> <li>Create Garden Centre/Fruit, Vegetable and Flower Shop.</li> </ul>	<p>Whole group to access in turns during free flow Literacy activity time.</p>	<p>Stick puppets (Twinkl)</p> <p>Matching pictures</p> <p>Book</p> <p>Selection of items from story – small world people, etc.</p>  <p>Stick puppets (Twinkl)</p> <p>Matching pictures</p> <p>Home corner furniture.</p> <p>Wall banner.</p> <p>Dress up clothes – shop uniforms, aprons.</p>
--	--	---	--	--



## Reading

*I can use single words/signs/symbols for a range of purposes.  
I can copy words or signs. (CG, CLL, 5)  
I can combine two words/signs/symbols.  
I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)  
I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)*

*I listen with interest to the noises adults make when they read stories. (CG, R4)*

*I am interested in books and rhymes.  
I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)*

*I show an interest in books and stories.*

Children to have access to items to pretend play shop – toy fruit and vegetables. Children to dress up in shop uniforms.  
(To use ongoing during Literacy free flow time).

### Topic Related Signs

**Wk.1 and 2** Children to be taught the signs for 'grow', 'giant' and 'beans' with accompanying symbols.

**Wk.3 and 4** Children to be taught the signs for 'bike', 'kite', "drum", 'trumpet', 'big' and 'little' with accompanying symbols.

To repeat signs 'brother' and 'sister'.

### Sharing Stories

Children to experience daily shared stories read aloud from books or via screen:

**Wk.1 and 2** Other traditional stories – 'The Magic Porridge Pot', 'The Enormous Turnip'.  
'The Big Green Bean', 'Jim and the Beanstalk' (Raymond Briggs), 'Once There were Giants' (Martin Waddell').

Whole group introduction. To be used 1-1 with children at appropriate opportunities throughout the day.

Whole group, possibly split into 2 groups.

Toy fruit and vegetables, artificial flowers. Watering cans and plant pots.  
Till, shopping trolley/basket.

Symbols  
Makaton teacher handouts.

Books as listed.  
Youtube stories as listed.





## Reading

*I respond to a familiar story. (Solar, R4)*

Re-visit 'The Smartest Giant in Town'.  
**Wk.3 and 4** Other stories by Pat Hutchins  
– 'It's Bedtime Titch', 'Titch and Daisy',  
'Tidy Titch', 'Rosie's Walk', 'We're Going  
on a Picnic', 'Don't Forget the Bacon',  
'Goodnight Owl', 'The Wind Blew', 'The  
Doorbell Rang'.

**Weeks 1 and 2 – Jack and the Beanstalk. Weeks 3 and 4 – Titch.**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p><b>Mark Making, Writing</b></p>	<p><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p><i>I can trace horizontal, vertical and circular lines.</i></p> <p><i>I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)</i></p> <p><i>I can copy horizontal, vertical and circular lines.</i></p> <p><i>I can use a keyboard to match letters and input into the computer or tablet. (CG, W7)</i></p> <p><i>I can copy line patterns.</i></p> <p><i>I can make marks with the intention of conveying meaning. (CG, 8)</i></p> <p><i>I am interested in mark making.</i></p> <p><i>I experience a range of mark making tools.</i></p> <p><i>I touch a range of textures.</i></p> <p><i>I am aware of simple cause and effect.</i></p>	<p><b>Wk.1 and 2 Exploring Textures and Patterns - Beanstalk</b></p> <ul style="list-style-type: none"> <li>• Explore mud/soil trays with/without beans using fingers. What marks can children make in mud? Trace/copy patterns/first letter of own name/own name.</li> <li>• Mark making/patterns/own name initial letter/own name – trace in green paint green glitter.</li> <li>• Explore a variety of writing materials of differing shades of green. Use shades of green paper of different textures, paper with beanstalk/bean borders. Children to be encouraged to form letters/names as appropriate to individual levels.</li> <li>• Pattern cards/Jack and the Beanstalk pencil control pattern worksheets – use crayons, pens, pencils, paint.</li> <li>• iPad – use Paint Sparkle to copy lines and patterns using green (beanstalk).</li> <li>• Find letters on keyboard to match taught phonic sounds and own name initial letter.</li> </ul>	<p>All children to be offered all experiences to own levels.</p> <p>X to work on initial letter of own name and tracing other letters.</p> <p>X to work on writing own name with letters in order independently.</p>	<p>Mud/dirt trays.</p> <p>Green paint, glue, glitter.</p> <p>Green paper of different shades and textures.</p> <p>A selection of green mark making materials.</p> <p>Prepared/bordered papers.</p> <p>Own name initial letter sheets/own name sheets.</p> <p>Laminated pattern sheets.</p> <p>IPad.</p> <p>Pictures from the story.</p> <p>Symbols to match pictures.</p> 



## Mark Making, Writing

*I can make marks on screen.  
I can make marks when asked to write.  
I can copy horizontal movements.  
I can copy vertical movements.  
I can copy circular marks. (Solar, W4)*

*I attempt to copy the first letter of my own name.  
I can copy a pattern.  
I give a picture a name.  
I label a picture with a symbol.  
I dictate a caption for a picture – 2 key words. (Solar, W5)*

*I can order letters of my first name.  
(Solar, W6)*

- Add a symbol/caption with 2 key words to pictures from the story.

### **Wk.3 and 4 Exploring Textures and Patterns - Growth**

- Explore mud/soil trays with added seeds, leaves using fingers. What marks can children make in mud? Trace/copy patterns/first letter of own name/own name. Sensory garden trays.
- Mark making in edible 'mud' – chocolate powder/angel delight.
- Kite string patterns in white/blue paint/flour – tracing/making with fingers. Explore blue and white media and paper textures.
- Kite string pattern cards/pencil control worksheets – tracing with a variety of coloured media.
- iPad – Paint Sparkle to copy lines, patterns, letter shapes using blue.
- Find letters on keyboard to match taught phonic sounds and own name initial letter.
- Add a symbol/caption with 2 key words to pictures from the story.

All children to be offered all experiences to own levels.

X to work on initial letter of own name and tracing other letters.







X to work on writing own name with letters in order independently.



Mud/dirt trays.  
Chocolate powder, angel delight.  
Blue/white paper of different shades and textures.  
A selection of blue mark making materials.  
Prepared/bordered papers – clouds, sky, kites.  
Own name initial letter /own name sheets.  
Laminated pattern sheets, pencil control worksheets.  
iPad.  
Pictures from the story.  
Symbols to match pictures.

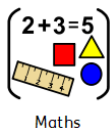


**Weeks 1 and 2 – Jack and the Beanstalk. Weeks 3 and 4 – Titch.**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Literacy</p> <p><b>Fine Motor</b></p>  <p>Creative</p>	<p><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i>  <i>I explore and experiment with a range of materials through sensory exploration.</i>  <i>I make choices from a range of materials and show preferences. (CG, CD4)</i></p> <p><i>I can open and close scissors independently. (CG, PD7)</i>  <i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p> <p><i>I can build small towers using blocks. (CG, PD6).</i>  <i>I experiment with shapes, colours and marks. (CG, PD6)</i>  <i>I explore a variety of textures.</i>  <i>I demonstrate preference.</i>  <i>I show an awareness of the purpose of tools. (Solar, A4)</i></p> <p><i>I can create sausage shapes when rolling play dough.</i>  <i>I can scoop with a spade/shovel whilst playing. (CG, PD3)</i>  <i>I can pour, sieve and dig with control. (CG, PD6)</i></p>	<p><b>Wk.1 and 2 Exploring Textures through Topic Activities</b></p> <ul style="list-style-type: none"> <li>• Make a collage picture (leaf/flower) using a variety of beans for sticking.</li> <li>• Collage sticking activity. Children to use different textures/materials to create their own beanstalk picture.</li> <li>• Using green playdough, sticks and leaves to make own beanstalks/beanstalk pictures.</li> <li>• Cutting around/cutting out leaf shapes to add to beanstalk picture – class large-scale and individual.</li> </ul> <p><b>Wk.3 and 4 Exploring Textures and Patterns - Growth</b></p> <ul style="list-style-type: none"> <li>• Use tissue papers to make a collage kite picture.</li> <li>• Make a simple pinwheel.</li> <li>• Use green bricks/Duplo and extra colours to build 'flowers'.</li> <li>• Tuff tray 'small world' garden – children to explore pretend planting.</li> </ul>	<p>Whole group with appropriate individual levels of support.</p> <p>X will be challenged to tear own paper textures and to cut papers.</p>	  <p>Variety of beans, seeds.</p> <p>Cotton wool, fabrics, papers, glue, pipe cleaners, scissors.</p>   <p>Prepared kite shapes, tissue papers, card, straws. Duplo/bricks.</p> <p>Prepared tuff tray – soil, watering cans, plant pots, seeds, artificial flowers, leaves, spades, trowels.</p>



Weeks 1 and 2 – Jack and the Beanstalk. Weeks 3 and 4 – Titch.				
AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources



*I show an interest in number rhymes and songs. interact with number rhymes and songs. (Solar, N4)*

*I understand the concept of 1. (CG, MD5)  
I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)*

*I recite some number names in sequence.  
I can select 1/lots when asked.  
I know that numbers identify how many in a set. (CG, MD6, Solar, N5)  
(CG, MD4)*

*I use some number names and number language spontaneously in context.*

*I can recite numbers in order to 10.*

*I realise anything can be counted.*

*I can count up to 5 objects accurately by saying one number name for each item.*

*I understand the concept of 'more'. (CG, MD7 Solar, M7)*

*I can match numeral and quantity correctly up to 5.*

*I am beginning to represent numbers using fingers, marks on paper or pictures.*

*I know that two groups of 3 or less objects are the same or different.*

*I recognise numerals 1-5. (CG, MD8)*

*I can count and recognise numerals up to 20. (Solar, N8)*

*I can add and take away in practical situations. (Solar, N9)*

*I can estimate how many in a small group up to 7. (Solar, N8)*

## **Wk.1 and 2 Jack and the Beanstalk, Number, Size Comparison, Shape**

Sorting for type; 1-1 correspondence, concept of '1', 'lots', 'more', counting/number to own level.

- Counting rhyme '1 Little Beanstalk'. Introduce with pictures and numerals. Concept of adding '1 more', taking away '1 less' to 5 and numeral recognition/matching.
- Children will be given sorting and counting experiences using topic related pictures and objects – beans/seeds, leaves, characters from the story, etc. Purple Mash activities to support.
- Numbered green Duplo bricks – can children order to make a beanstalk?
- Number formation – 1-10 -in sensory trays (soil, edible mud, seed trays, numerals on 'magic' beans).
- Class display – numerals 1-20 ('magic' beans). Can children sort and order beans to own level?
- Estimating seeds/beans in a jar to own level.

All children to experience rhymes. Whole group with appropriate individual levels of support.

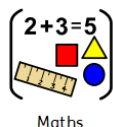
All children to explore sorting activities related to own number level.

Grp.1 to practise forming numeral 1- 3 in sensory trays.

X will be challenged to match numerals to quantities of sets to 10, to form numerals to 5. X to add 'more' to sets of 10 to make quantities to 20, to count quantities to 20, to add and take away

Counting rhyme pictures. Numeral cards to 20. Prepared topic related pictures. Sensory trays for practising number formation – green paint, mud, shaving foam (clouds). Objects and pictures for sorting. Prepared worksheets for tracing over numbers. Ipad for number formation practise.





*I can sort objects by colour. (CG, SSM6)*  
*I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)*

*I can match identical objects. (CG, SSM4)*

*I can order 3 items by length. (CG, SSM9)*

*I am beginning to sort objects according to properties such as shape, size or type for identical objects.*  
*I can match objects in relation to size when an example is present.*  
*I can explore objects of different sizes. (Solar, S4)*

- Size comparison – tall and short/taller than, shorter than. Develop language using own plants/beanstalk pictures. Order 3 for height.
- Explore 3D shapes – can children make a castle for the giant?

**Wk.3 and 4 Titch, Number, Size Comparison, Shape**

Sorting for type; 1-1 correspondence, concept of '1', 'lots', 'more', counting/number to own level.

- Counting activities based around objects from the story – real and pictures.
- Rhyme '10 Little Plant Pots'.
- Size comparison as previous wks. related to story – tall/short, big/little. Children to make comparisons with objects and pictures from the story
- Size comparison using plants and flowers to own levels. Measure own bean plants using Duplo blocks.

practically, to form numerals to 10. Whole group with appropriate individual levels of support.

X to begin to compare height with cubes.





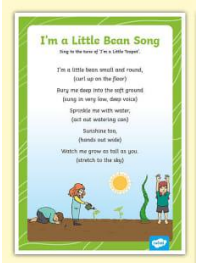
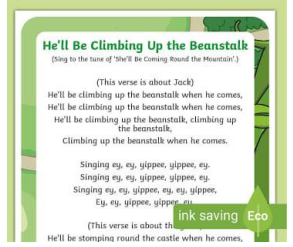
Whole group with appropriate individual levels of support.

Practical experiences to own levels.

Symbols related to size – 'tall' and 'short'.



**Weeks 1 and 2 – Jack and the Beanstalk. Weeks 3 and 4 – Titch.**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p><b>Outdoor Learning</b></p>	<p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects.</i></p> <p><i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i></p>	<p><b>Wk.1 and 2 Jack and the Beanstalk</b></p> <ul style="list-style-type: none"> <li>Sensory small world tuff trays – Jack and the Beanstalk. Children to play the story through exploring in tuff trays of different textures/designs.</li> <li>Investigate and sort a variety of fresh and dried beans. Children to carry out experiment – grow a bean in a bag. Children to use iPad to record and print what happens to their bean.</li> </ul> 	<p>All children to explore all experiences with appropriate level of adult support.</p>	<p>Materials to create scenes as shown in pictures.</p>  
<b>PSED</b>	<p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials. (Solar, S5)</i></p> <p><i>I can express own feelings. (CG, PSED 7)</i></p> <p><i>I can collect and interact with natural objects. (CG, UW5)</i></p>	<ul style="list-style-type: none"> <li>Learn “I’m a Little Bean” song to develop understanding of bean life cycle/growth. Children to plant bean seeds in soil and plant pots. Put own photo on plant pot and a stick with castle on the top. Children can experiment ‘climbing my beanstalk’. Use iPad to record and print changes as bean grows.</li> </ul>	<p>All children to explore all experiences with appropriate level of adult support.</p> <p>X to sequence pictures of bean life cycle.</p>	 



## Outdoor Learning

## PSED

*I explore and experiment with a range of materials through sensory exploration. (CG, CD4)*  
*I explore substances and materials. (Solar, S4)*

*I know that my movements can make marks and show an interest in the effects.*  
*I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)*

*I explore a variety of textures and express preferences. (Solar, A4)*

*I can identify simple differences.*  
*I can describe changes in materials.*  
*I can answer a simple scientific question.*  
*I am beginning to differentiate between animals, plants, leaves and trees. (Solar, S5)*

*I can notice and comment on one difference between plants. (CG, UW7)*

*I can match pictures to objects in the environment. (Solar, G5)*



- Make small cakes/biscuits and decorate with green icing (mix yellow and blue) and jelly beans (magic beans).
- Explore 'angry' in relation to the giant. What makes us angry? How do we look when we are angry? What can we do to calm down when we feel angry? Develop new emotions chart for Quiet Corner.

### Wk.3 and 4 Titch

- Use prepared PicCollage image to find one of each – seed, plant pot, leaf, flower. Use iPad to take own photo of collection and print.
- Turn role play corner plant display into a friendship plant. When children are a good friend, add a written leaf/flower to the plant.

All children to explore all experiences with appropriate level of adult support.  
 X to follow pictorial instructions to aid independence.

All children to explore all experiences with appropriate level of adult support.

Seeds, cups/plant pots. Soil, compost.

Cooking ingredients – icing, jelly beans and cake/biscuit ingredients.

Pictures of angry faces, prepared emotion display card.

Prepared PicCollage image, selection of seeds, plant pots, leaves, flowers/pictures of flowers.

Prepared leaves/flowers for display.



## Outdoor Learning

## PSED

*I explore and experiment with a range of materials through sensory exploration. (CG, CD4)*

*I explore substances and materials. (Solar, S4)*

*I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)*

*I explore a variety of textures and express preferences. (Solar, A4)*

*I can identify simple differences.*

*I can describe changes in materials.*

*I can answer a simple scientific question.*

*I am beginning to differentiate between animals, plants, leaves and trees.*

*(Solar, S5)*

*I can notice and comment on one difference between plants. (CG, UW7)*

*I can match pictures to objects in the environment. (Solar, G5)*

- Look at two differing plants/flowers. Encourage children to explore textures, similarities and differences. Use iPad paint program to draw leaves, flowers.
- Plant sunflower seeds and make a cress/grass head.

All children to explore all experiences with appropriate level of adult support.






Plants/plant pictures. Sunflower and cress seeds. Pots, etc. for planting and decoration.



--	--	--	--	--



**Weeks 1 and 2 – Jack and the Beanstalk. Weeks 3 and 4 – Titch.**

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 	<p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects.</i></p> <p><i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i></p> <p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I use objects to do simple printing. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials. (Solar, S5)</i></p>	<p><b><u>Wk.1 and 2 Jack and the Beanstalk</u></b></p> <ul style="list-style-type: none"> <li>• Class large scale bean plant – print green handprints for leaves.</li> <li>• Mixing different shades of green from yellow and blue paint – painting beanstalk picture.</li> <li>• Making a junk model castle – sponge printing bricks/stones.</li> <li>• Making junk model beanstalks/flowers.</li> <li>• Make and decorate shakers containing different beans to explore the various sounds they make.</li> </ul> <p><b><u>Wk.3 and 4 Titch</u></b></p> <ul style="list-style-type: none"> <li>• Make a fingerprint and handprint sunflower picture.</li> <li>• Free painting with sponge shapes – flowers and leaves.</li> <li>• Free painting with brushes – flower shapes for ideas.</li> <li>• Making and painting own clay thumb pots for tiny plants.</li> </ul>	<p>All children to explore all experiences with appropriate level of adult support.</p>	<p>Green, yellow and blue paint, prepared 'beanstalk'. Junk modelling materials, glue, tape to fix.</p>   <p>Paints, papers, sponges for printing, brushes. Clay and paint.</p> 

--	--	--	--	--