

### Maths

I can count up to 15 objects and place them in order.  
I can explore and order numbers within 15.  
I can use the 'guess and check' strategy for problem solving.  
I can practise counting in equal groups and adding them together.  
I can explore counting in groups to find a total.  
I can count in groups of 1, 5 and 10.  
I can explore sharing objects and quantities into equal groups.  
I can find double and half of numbers up to 10 using manipulatives.  
I can name and describe both 2-D and 3-D shapes.

### Expressive Arts and Design

I can use role play and small world to recreate the story.  
I can respond to music to create movements matched to the story and vary the speed of movements.  
I can create my own music to tell a story.  
I use musical instruments and body percussion to make patterns.  
I play instruments linked to written symbols e.g. zigzag lines for bells, circles for drums.  
I can sing a range of songs matching the pitch and melody.  
I can combine different techniques to make a mixed media picture.  
I can make observational drawings and paintings of flowers and plants.  
I can create natural sculptures and patterns with natural materials.  
\*I can draw or construct a pattern with at least three continuing elements  
Artist focus - Andy Goldsworthy.

### Understanding of the World

I can talk about how I am different now to when I was a baby and the things I can do now that I couldn't.  
I can look at pictures from the past of familiar adults as children and talk about the differences.  
I can find out about other children's lives around the world using books and multimedia.  
I can talk about my special place and understand that other people from other religions and cultures have special places.  
I can talk about some of the ways people celebrate Easter and why Christians celebrate Easter.  
I can draw a map of the garden.  
I can draw an imaginary map from the story.  
I can plant seeds and make observations as they grow.  
I can name and label parts of a plant.  
I can describe the planters and garden and watch them change over time.  
I can observe talk about the physical changes when making soup.  
I can describe the seasonal changes in Spring (LS study - wake up trees).

### Physical Development

I can build a giant beanstalk using resources and equipment outside.  
I can play a Jack and the Beanstalk game using movements linked to the story - tiptoe, creep, run, climb, jump and change tempo - slowly and quickly.  
I can build an obstacle course to move around the giant's house.  
I can play hopscotch jumping with two feet and hopping with one on the leaves of giant drawn beanstalk.  
I can use tools to make soup and fruit salad and cutlery to eat it.  
I can build my own 3D beanstalk and castle using scissors from craft materials and junk modelling.  
I can draw and paint castles.  
I can make observational drawings and paintings of my growing bean plants and other plants.  
I can create patterns such as zigzags, waves and spirals.  
\*I can click to the mouse to open programs I can find and type single letters.

### Literacy

Daily RWI sessions  
I can draw and label a story map.  
I can write a sentence for the beginning of a story.  
I can write a sentence for the middle of a story.  
I can write a sentence for the end of a story.  
I can write a sentence every week to explain what is happening to my seed. (a plant diary)  
I can write a sentence to describe how a character is feeling.  
I can write a sentence to describe a picture.  
I can start to use finger spaces between my words.  
I can write lower case letters and some capitals.  
I can write a sentence about my trip to Ancient House Museum  
I can join in with rhymes and songs daily - including The Farmer Plants his Seeds and I'm a Little Seed.

### Jack and the Beanstalk



Spring 2  
2026

### Communication and Language

I can imitate and retell the story of Jack and the Beanstalk using actions and story maps.  
I can innovate the story and share my ideas with others.  
I can change the ending of the story.  
I can discuss whether I agree or disagree with the decisions in the story.  
I can sequence events in the story and use them to retell.  
I can invent my own story using the story structure of Jack and the Beanstalk.  
I can describe characters and discuss their feelings.  
I can hot-seat characters from the story.  
I can talk about what a plant needs to grow and give instructions on how to plant a bean.  
I can make observations of plants and nature using my senses in the natural environment.  
I can give a recount of a trip of my trip to Ancient House Museum my favourite part.

### Visits and Enhancements

Growing and Gardening  
Ancient House Museum

### Key Vocabulary

Bean, beanstalk, grow, market, golden, harp,  
castle, giant, poor, axe, cottage, magic.

### PSED

I understand I need to exercise to keep my body healthy.  
I understand how moving and resting are good for my body.  
I know what the word healthy means and know some foods are healthier than others.  
I know how to help myself go to sleep and understand why sleep is good for me.  
I can wash my hands and understand why this is important.  
I know who my safe adults are and how to stay safe if they are not close to me.  
I can work in a team to build a giant beanstalk.  
I can discuss the characters feelings in the story and talk about how I would feel.  
\*I can talk to a peer about being safe online.  
\*I can talk about how to apply safety story lessons when using technology.