



## PSED

- Use a puppet or hot seating to explore the giant's emotion of anger.
- This [Jack and the Beanstalk Hook Letter](#) is a good way of introducing and discussing the emotions felt by the giant and Jack. Children can talk about how they are feeling and how Jack could say he was sorry.
- Encourage discussions about friendships by asking the children if Jack and the giant could become friends. What things could they both do to become friends?
- Circle time game – pass a magic bean around the circle. When a child is holding the magic bean, it is their turn to speak. Can they say what they would like to find at the top of a beanstalk? Encourage the children to listen to each other.
- Play a parachute game to encourage children to work together. One of the children will act as 'Jack' and go under the parachute. Another child (the giant) goes on top of the parachute. The giant must try to find Jack while the rest of the group try to hide him by shaking the parachute up and down to disguise Jack's movements.

- **UW**
- Share this [Jack and the Beanstalk Sensory Story](#) with the children to encourage them to use their senses. Encourage thinking about the senses by asking questions, such as 'What can you hear?' and 'How does it feel?'
- Children can grow their own beanstalk and watch how their seed changes.
- Make a map together that shows all of the main places in the story. Can the children draw Jack's house, the market, where he planted the beanstalk and the giant's castle? Once drawn, use the map to describe Jack's journey
- Learn about the life cycle of a bean and talk about the changes that happen throughout the cycle. Encourage the children to make observations and use new vocabulary to name parts of the plant
  - Ask the children to imagine that the giant's castle was in a cloud above school. If the giant looked down from his cloud, what would he see? Look at aerial views of the school setting. Encourage children to talk about what they notice and features they recognise.
  - Use the children's interest in the theme as a springboard to finding out more about beanstalks or growing vegetables. Use books or the [Internet to find out information together](#).

- **CL**
- **Read and learn phrases from the Jack and the beanstalk story by text**
  - While reading the story, encourage the children to use talk to solve problems that Jack may find himself in. For example, 'What should Jack do? How can he escape the giant?', 'What should Jack do when he reaches the bottom of the beanstalk?'
  - Look at non-fiction texts and information about growing a beanstalk, such as this [Bean Life Cycle PowerPoint](#). Explain new vocabulary, such as root, shoot and seedling.

## Theme Planning Overview - EYFS

- **EAD**
- Learn songs together related to the story
- Provide the children with blue and yellow paints. Encourage them to explore what happens when the colours are mixed. Can they explore how adding different amounts of yellow or blue they will create different shades of green?
- Support the children with making their own magical harps. Can they use boxes and elastic bands to create a harp that makes sounds when plucked?
- Can the children create their own dance moves to represent the giant and Jack? Play soft and quick music to represent Jack and loud, stomping music for the giant.
- Paint a large beanstalk and then ask the children to print the leaves using their handprints. Paint one hand blue and one yellow and encourage them to rub their hands together to mix the paints.

### Topic Focus: Explorers

#### Theme Title:

*I wonder where I can explore*

- **Mathematics**
- Explore repeating patterns using painted or dyed dried beans. The beans can be used for the children to copy, continue and create simple and complex repeating patterns
- Explore capacity by helping Jack to find a container to carry as many golden eggs as possible (painted table tennis balls) down the beanstalk safely. Present the children with a range of containers. Can they count the number of golden eggs each will carry and compare?
- Encourage perceptual subitising by placing a number of magic beans in a regular pattern. Can the children say how many without counting? Extend this by dropping up to (or beyond) five beans randomly. Can they begin conceptual subitising by seeing two or more groups of numbers and then seeing the whole?

## PD

- Jelly Bean Game
- Use the theme of the story to develop two different movements. Can the children make large giant strides or make small tiptoe movements like Jack? Can they switch between the two on a command?
- Use these [Life Cycle of a Bean Display Posters](#) to encourage the children to move their bodies to represent a growing bean, from curling up in a small ball like a magic bean to standing tall on their tiptoes like a beanstalk.
- In a large space, encourage children to run and make quick changes of direction as they escape from the giant. Each time you shake the tambourine, can they change direction?
- Provide each child with a yellow or golden inflated balloon. Can they keep this 'golden egg' up in the air by following and patting the balloon?
- Using large equipment, such as benches, climbing wall bars, tunnels and A-frame climbing frames, encourage the children to imagine they are climbing a large beanstalk. When children are ready, can they challenge themselves to climb a little higher?
- Play games that encourage children to freeze and hold a pose. Ask the children to be Jack, sneaking through the castle. When you shout 'Fee, fi, fo, fum!', can the children freeze?

## Literacy

- Encourage Early sentence and CVC word writing
- Can the children order the story and write alongside it?
- This [Jack and the Beanstalk Caption Writing Activity](#) is perfect for encouraging early writing of captions or sentences.
- Continue to re-read the story to enable the children to become familiar and fluent with the vocabulary
- Encourage children to write creatively by posing the question, 'If I had a magic bean, I would wish for...' You may wish to write a shared piece of writing with children helping to create sentences. Add in capital letters and full stops and record phonemes.
- Write some common exception words onto large paper, or chalk clouds on the ground. When you say a word, can the children run and stand on the correct words?



## PSED

- Explore the 360 videos of different environments Discuss with the children rules you would need to follow
- as you explore these areas. How do we look after these places? How can we share with other people the things we have learned?
- - We need teams around us to support us in these places,
- talk about the importance of teamwork and friendships.
- Take turns when listening to other people.
- - Discuss how you might feel when you are in these spaces using concepts such as brave, courage, being afraid etc. Mars; Sahara Desert; Coral Reef; Scafell Pike;
- Lake District; Hareshaw Linn Waterfall; White Scar Caves;
- Yorkshire;

## Theme Planning Overview - EYFS

- **EAD**
- We are going to share our Early Years Explorer Adventures on a blog. Gather some of the items that the children suggested (examples below) and set up an area of the room as your explorer zone
- Art Area
- Captain Cook collected flowers and plants on his voyages of discovery. On your explorations can you gather flowers, leaves and interesting items? Create a display and use the display for observational art, painting using different techniques and resources (toothbrushes, cotton buds, cut up cardboards etc). Press flowers and allow children to be creative with the results

- **PD**
- In order to be an explorer you need to keep track. Design a trail, in the outdoor space. The children can then talk about how they feel, after completing the course, time themselves doing the exercises, make exercises more difficult, change the activities depending on the exploration focus.
- Discuss: How did you feel when you were going up the slopes, what did you have to do to come down the slope, did the backpack affect your walking and how you felt

- **UW**
- Types of Exploring
- Exploring Close to Home (school grounds)
  - Exploring the local area
  - Visit a new place in the local area.
  - What can you discover?
  - Take photos of the places and things they find.
  - Back in the session, create a simple map of the journey, allow the children to discuss the photographs and place the photos on the map. Talk about directions, going from place to place, link to writing by creating information tabs for the photographs
  - Use the map with a Beebot, try to direct Beebot around the map.
  - Use the videos to learn more about exploration of space, mountains, deserts, under the sea. Take the children on virtual journeys in these places using Google Earth.

## Topic Focus: Explorers

### Theme Title:

*I wonder where I can explore*

- **Mathematics**
- Large Block Play
- Look at the pictures of Amy Johnson's aeroplane. Can you build it? How many blocks do you need? How long is your plane?
- Can you draw it?

- **CL**
- What is an Explorer?
- Using the Video 'The Life of an Explorer' introduce the concept of an explorer. Discuss the following with the children: What is an Explorer? Where would an explorer go? What would an Explorer wear? What equipment would an Explorer need? How can Explorers share their journeys and discoveries?

## Literacy

- Going on a Bear Hunt Adaptation
- Change the words to the familiar story: 'We are going exploring, we're having an adventure, we're so brave, What will we find? We found a .....
- Draw pictures of themselves as explorers and label
- - Add their own information to the area, based on the exploring adventures the class is having
- - Make and use own notebooks for explorations both real and imagined
- - Create posters and information diagrams about the real and virtual areas they have explored

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## Water

- Add beans to the water tray with small nets and bowls. Can they count the number of beans they catch?
- Encourage the children to try some giant writing. Provide children with water and paintbrushes so that they can write on a wall or the ground.

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## Painting

- Provide children with a variety of tools and mark-making resources to paint their own beanstalks on a large scale. You may like to provide the children with mini paint rollers, sponges, scouring pads and washing-up brushes.
- Provide the children with a selection of runner beans and string beans and shallow trays of green paint. The children can freely print using the beans to create different patterns and designs.

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## Small World

- Encourage children to develop storylines and retell the story of Jack and the Beanstalk with these [Jack and the Beanstalk Small World Characters](#) and this [Small World Background](#)
- Add these [Jack and the Beanstalk Small World Characters](#) to construction materials, such as building blocks or bricks. Children can use the characters to enhance their play and use language from the story.

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## Maths

- Place real beans or these [Magic Beans Cut-Outs](#) alongside a [Ten-Frame](#). Children can explore the concepts of counting, comparisons and composition of number.
- Fill a large activity tray with shaving foam and add some 3D shapes. The children can build the giant's castle in the clouds with the shapes. Can they explore the best shapes to use and explain why?

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## Workshop

- Children can make their own magical harps. Can they use boxes and elastic bands to create a harp that makes sounds when plucked?
- Create shakers by placing dried beans into junk materials and tubes.

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## Construction

- Provide the children with den-making equipment and large building blocks so that they can build the giant's castle.
- Provide the children with a range of junk-modelling materials, such as tubes, boxes and paper, to create their own beanstalks or castles.

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## Malleable

- Make this [Beanstalk Playdough](#). Children can develop their fine motor skills and the foundations of handwriting by manipulating the dough, creating beanstalks and leaves.
- Provide children with beans, runner beans, string beans and beanstalk leaves to press into playdough and examine the marks made.

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## Sand

- Create some story stones using these [Life Cycle of a Broad Bean Story Stone Cut-Outs](#). Place them into the sand tray or a shallow tray of soil for the children to find, discuss and order.
- Create story stones with these [Jack and the Beanstalk Story Stone Cut-Outs](#). Place the stones in your sand tray or large activity tray for children to find and talk about.

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## Mark Making/Fine Motor

- Squirt some shaving foam on a tabletop or large activity tray to represent the giant's cloud. Encourage children to make marks, form patterns and write words in the shaving foam.
- Encourage children's fine motor skills and the patterns that develop handwriting with this lovely [Jack and the Beanstalk Pattern Tracing Activity](#).

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## Writing

- Provide children with these [Jack and the Beanstalk Page Borders](#) so that they can write their own versions of the story.
- In a growing area or in containers, have some beanstalks growing. Provide the children with small labels and pencils so that they can write and attach labels to each plant.

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## Music

- Play harp music to encourage children to create movements and dances to the music. You may like to provide children with green streamers or ribbons to enhance their dance.
- Using drums, encourage the children to keep a steady beat to represent Jack and the giant's footsteps.

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## Investigation

- Provide a large collection of dried beans in different colours, size and patterns. Provide bowls for the children to sort the beans.
- Create a sensory observation table that includes fresh and dried beans, runner beans and string beans and beanstalk plants. Provide magnifying glasses and paper for recording observations.

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## Role Play

- Provide children with costumes, props and these [Jack and the Beanstalk Role-Play Masks](#) to incorporate into their imaginative play.
- Create a stage area, alongside props and costumes from the story, to encourage children to retell the story and decide which role they would like to perform.

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## Gross Motor

- Provide children with tree stumps and plastic or cardboard axes. Can they practise their chopping skills in case they ever need to chop down a large beanstalk?
- Providing the children with some balls painted with golden paint and a basket. Can the children throw the golden eggs into the basket?

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## Reading

- Paint table tennis balls gold so that they look like golden eggs. On each egg, write a familiar common exception word or phoneme. Can the children take an egg from a basket and read the word or phoneme before throwing it at a target?
- Provide children with this [Jack and the Beanstalk eBook](#) on a tablet or computer, so they can re-read the book and become familiar with the story.