

Expected outcomes

- All children can participate in discussion about what is read to them, taking turns and listening to others.
- Most children can write a simple recount.
- Some children can add '-ing', '-ed', '-er' and '-est' endings where no change is needed in the spelling of root words.

Curriculum objectives

- To participate in discussion about what is read to them, taking turns and listening to what others say.
- To make inferences on the basis of what is being said and done.
- To predict what might happen on the basis of what has been read so far.

Resources

Broad bean seeds; PVA glue; squeezey paint; powder paint; small collage materials such as glitter, coloured sand, rice, sesame seeds, sequins, tiny beads

Week 4 lesson plans

This week children focus on plant growth. They recall the way that Jack's 'magic' beans grew, make magic beans of their own using shiny collage materials and bean seeds, and invent magic bean stories. This is followed by planting fast-growing seeds and predicting what will happen, writing labels, and focusing on use of capital letters as they fill in a growth chart for their seedlings. They further extend their awareness of the parts of a plant by creating zigzag books about them. Here, the focus is on the correct use of word endings and sentence grammar. Finally, children help Jack to plant and look after his seeds correctly by writing instruction sheets for him.

I: Magic beans

Introduction

- Recall the story of 'Jack and the Beanstalk'. Focus on the beanstalk and how it grew from the magic beans given to Jack, even though he carelessly threw the beans out of the window instead of planting them carefully in the soil.
- Pass around some broad bean seeds and ask the children to describe how they look, smell and feel.
- Revise facts about how a beanstalk is a type of plant that grows from a bean seed just like these.

Whole-class work

- Emphasise again that the beans given to Jack were magic and that is why such a huge beanstalk grew from one of them.
- Discuss whether Jack's beans would have looked like the children's beans, and consider whether any of these beans could grow into huge beanstalks.
- Invite children to share their recollections of magic in fairy tales and traditional stories already read, for example, a broomstick that can fly or a pumpkin that turns into a golden coach.
- Speculate what a magic bean might look like. Perhaps it will twinkle and shine, or have spiky lumps and gooey bumps all over it?
- Show the children the resources available and suggest that they use them to transform the broad bean seeds into magic ones.

Independent work

- Encourage children to be as zany and imaginative as they like. Demonstrate techniques, such as covering one side of the bean in PVA glue and decorating it with collage materials. Once beans have dried on one side children can turn them over and do the same, or something completely different, on the other.
- Some children might like to paint their beans before applying glue, or mix squeezey paint with glue to form a coloured mixture. They can then apply the paint and sprinkle sand on before it dries to create interesting textures.

Paired work

- While the magic beans dry, invite children to discuss with partners what sort of magic their beans might have, for example, they could grow into fearsome creatures or alien plants. Some may have magic powers to enable the owner to transform themselves into anything they wish.
- Encourage children to make use of their stored 'magic memory' bank and explain how reading and listening to lots of stories helps this to develop.

Review

- Invite pairs of children to show the class some of the magic beans they made. Ask them to explain the powers that the beans have and the sorts of thing that might happen. Make positive comments about the most inventive magic ideas and talk about how the activity will help with their future story writing.