



St Nicholas at Wade CE Medium Term Planning

Topic Title:	Tell me a story
Entry Point:	Goldilocks porridge ingredients- Follow instructions to make their own porridge
Exit Point:	Designing and making gingerbread people Locating capital cities and countries of the United Kingdom (Following the Gingerbread Man's journey) Planting beans Chinese New Year celebrations
Link Text:	Goldilocks and The Three Bears The Gingerbread Man The Three Little Pigs Jack and The Beanstalk I love Chinese New Year
Vocabulary:	Porridge, cooking, changes, taste, countries, cities, UK, England, London, Scotland, Edinburgh, Ireland, Belfast, Dublin, Wales, Cardiff, New Year, planting, water, growth, sun, design, improve, beginning, middle, end
Parents as Partners:	Sharing a book at home-Story time Planting magic beans and nurturing them to grow.
Values and St Nicholas Experience:	This terms topic "Tell me a story" is filled with Traditional Tales. The children will be immersed in the texts: Goldilocks and The Three bears, The Gingerbread Man, Jack and The Beanstalk and The Three Little Pigs. They will begin with an exciting delivery from the Three Bears so that they can make their own porridge. Through cooking, they will identify changes in the ingredients and demonstrate their values of courage and resilience when trying something new. The children will design and make their own Gingerbread people and then will receive weekly postcards from our class "escapee Gingerbread person". Looking carefully on maps and identifying where they are in the United Kingdom.

	They will need to design the Gingerbread person a boat to travel across the river and then make it. Thinking about what went well and what they can improve. This will draw on their prior knowledge and will need them to be courageous and resilient in going through the design process. To celebrate the Gingerbread person arriving in China the children will experience tasting Chinese food and looking at different Chinese artefacts at all times demonstrating being “The best they can be” through our provision and our characteristics of learning.	
Cultural Capital:	Learning about the capital cities for the countries of the United Kingdom. Celebrating Chinese New Year and Chinese traditions/customs and recognising similarities and differences between China and the UK. Knowing a range of Traditional Stories, one of which they can recite and perform to others. Looking at the artist Turner who did paintings of local seascapes/landscapes in preparation for the Rotary Art competition	
Play is a hugely important part of the EYFS curriculum. Each day our experienced staff plan in play opportunities for the children that will help them to achieve their next steps within all areas of their learning. We record daily adaptions to our environment and continuous provision on our daily plans		
Communication and Language	Learning Intentions (Development matters)	Learning Journey
	Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying (Track the Speaker) Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom. Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play. Consider the listener and takes turns to listen and speak in different contexts. Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Describe events that happen in their day	In Term 3, we will learn about Traditional Tales, Chinese New Year. During this the children will be immersed in the key text Goldilocks and The Three Bears where they will explore lots of vocabulary around the text. They will also experience and practise the skill of asking questions through hot seating with Goldilocks questions. During our exploration of Goldilocks we will explore how she behaves and reasons why. We will be expressing our points of view about whether Goldilocks made the right or wrong choices. They will have opportunities to follow instructions when making porridge, gingerbread and planting. They will learn lots of new words and be given opportunities to use them throughout the weeks. During circle times, they will describe their own experience of New Year and look at the similarities and differences between these and Chinese New Year

		During our planting of beanstalks we will revisit seasons and discuss what plants need to grow and survive.
Personal, Social and Emotional Development	Learning Intentions (Development matters)	Learning Journey
	<p>Can show pride in achievements by showing work to others.</p> <p>Understand how to use the 'take 5' breathing exercise to help with big feelings or calming fingers.</p> <p>Recognise how to say "no" or using stop hand signal when feeling uncomfortable.</p> <p>Understand behavioural expectations of the setting.</p> <p>Take pride in themselves, work, and achievements.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p>Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.</p> <p>Can talk about healthy and unhealthy foods.</p> <p>Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Can identify kindness and considerate behaviour of others.</p> <p>Seek others to share activities and experiences.</p> <p>To identify special things they do and with which special people.</p> <p>All Families are important and special.</p> <p>Others people's families can look different to their family</p> <p>Ways that people show how they are feeling.</p> <p>To notice when others are upset or need help.</p> <p>Appropriate ways to show care and affection for others.</p> <p>To show love to others when they need help.</p> <p>To respond to the needs of others.</p> <p>Be thankful for the people who help us at school.</p>	<p>Through our Heartsmart unit "Too much selfie isn't healthy" we will be reaffirming our team and why it is so important to be a team player. We will also be mindful of others and perhaps how they are feeling.</p> <p>How we can respond and modify our actions.</p> <p>We will also discuss the importance of rules in keeping us safe.</p>

Physical Development	Learning Intentions (Development matters)	Learning Journey
	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Able to demonstrate yoga poses (shelter shapes)</p> <p>Able to demonstrate spinning actions</p> <p>Able to demonstrate contrasting dynamics- light and heavy</p> <p>Able to change levels in the space- low and high</p> <p>Able to develop relationships- over and under</p>	<p>This term we will be continuing with our yoga moves and developing them further. Making sure we perfect our ability to balance and control our core.</p> <p>During Write Dance we will be listening to music and making our bodies respond in different ways.</p> <p>We will be developing our pencil grip and making marks with greater control.</p>
Specific areas of learning:		
Literacy	Learning Intentions (Development matters)	Learning Journey
	<p>Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role-play).</p> <p>Read individual letters by saying sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few tricky words matched to our phonic programme.</p> <p>Re-read books to develop and build confidence in decoding, prosody, comprehension and enjoyment.</p> <p>Read a book consistent with their phonic knowledge.</p> <p>Phase 3-ai ee igh oa oo oo ar or ur ow oi ear air er</p>	<p>During this term, the children will orally learn and rehearse the text Goldilocks and The Three Bears. We will be acting out parts of the story and sequencing key events from the story.</p> <p>They will begin writing their own version of the story. Linked to the text, a crime scene will appear of Goldilocks items. The children will sequence these items to write their own simple recount.</p> <p>During our Little Wandle lessons the children will be continuing to blend and segment words. They will learn some new digraphs and trigraphs to add to their sound knowledge. We will be developing the skill of reading longer words by chunking them. We will also go from sounding out loud to whisper blending words.</p>

	<p>Tricky words-was you they my by all are sure pure</p> <p>Read words with words with double letters.</p> <p>Read longer words</p> <p>Use appropriate letters for initial sounds.</p> <p>Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Shows a dominant hand.</p> <p>Write from left to right and top to bottom.</p> <p>Begin to form recognisable lower case letters through precision teaching.</p> <p>Holds pen/pencil using "Birdie Beak" grip.</p>	
Maths	Learning Intentions (Development matters)	Learning Journey
	<p>Introducing zero</p> <p>Comparison of numbers to 5</p> <p>Composition of 5</p> <p>Comparing Mass</p> <p>Comparing Capacity</p> <p>Pairs wise, five wise.</p> <p>Representing 6,7,8</p> <p>Comparing 6,7,8 Composition of 6,7,8</p> <p>Formation of 6,7,8</p> <p>Length, height.</p> <p>Time</p>	<p>Children will start the term by thinking about numbers to 5. They will learn how to represent these numbers on their fingers and will learn to recognise these numbers.</p> <p>The children will link the written numbers to amounts of objects.</p> <p>They will then progress to do this with numbers to 10. The children will learn to compare amounts of objects by using words such as more and fewer. We will do this practically with objects in school. We will also learn that we can use the word 'same' when comparing amounts of objects. Later on in the term, we will learn to use words such as longest and shortest to compare the heights of different beanstalks. Additionally, we will use words such as heavier and lighter to compare the weight of objects/porridge.</p>

		Towards the end of the term, we will be looking at time. Children will be learning about how time passes within a day and the week.
Understanding of the world	Learning Intentions (Development matters)	Learning Journey
	<p>Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of China. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice. Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations.</p> <p>Recognise some environments that are different to the one in which they live - China</p> <p>Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live e.g., China.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper.</p> <p>Know some simple properties of materials. Know how we can sort objects into groups based on their material. Know what materials can be recycled</p>	<p>During Tell me a story, the children will explore different countries within the UK and identify landmarks. They will locate these on a map and create their own maps.</p> <p>In Forest Friday they will continue to respect our outdoor classroom and understanding the importance of fire safety. The children will explore the use of their senses to create journey sticks. Whilst exploring the school grounds they will continue to notice seasonal changes and develop their knowledge of the seasons and our natural surroundings.</p> <p>They will identify similarities and differences between Chinese New Year and our own New Year. Exploring artefacts and images to help aid discussions. In R.E the children will explore why Christian stories are special to them. They will also know why Christians perform nativities at Christmas. The children will experience performing a nativity.</p>
Creative Development	Learning Intentions (Development matters)	Learning Journey
	<p>Show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use a 2B pencil to draw sketches.</p> <p>Be able to create a wash background and combining colour.</p>	<p>In music we will be continuing to build up our repertoire of music by learning more familiar songs, we will be learning to introduce musical instruments to our music making.</p>

	<p>Explore different paint types - watercolour, powder paint, acrylic, ready mix paint.</p> <p>Print with natural objects/food e.g. leaves, pine cones.</p> <p>Understand the purpose of different textiles/materials. e.g. winter clothing. Skill-Running stitch (Cinderella)</p> <p>Create work to celebrate special days e.g. decorations (paper chains, bunting) for Chinese New Year, Valentine's Day</p> <p>Use scissors to cut curved lines.</p> <p>Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p> <p>Create more complex narratives in their pretend play, building on the contributions of their peers.</p>	<p>We will be designing and making boats and gingerbread people. After designing, we will attempt to find ways to improve our designs.</p> <p>The children will be introduced to using a 2b pencil when sketching and use mirrors to help them draw different facial expressions.</p> <p>When thinking about Chinese New Year, we will explore dancing to Chinese music using ribbons.</p>
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Learning Journey:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Mon-Closed Tues- STD Weds- Porridge ingredients arrive- Making, eating and describing porridge Thurs- Descriptive sentences about porridge Fri- Journey sticks *Oral rehearsal of Goldilocks	Mon- Yoga Tues- Asking Goldilocks questions-Hot seating Weds- Writing a description about Goldilocks Thurs- Wanted posters Fri- Miracle dream catcher *Story predictions and features	Mon- Yoga Tues- Design and make Gingerbread person Weds- Write story beginning. Decorate gingerbread person Thurs- Write middle of story. Escaping Gingerbread Person film. Fri- That's not my Gingerbread Man hunt *Postcard arrival London	Mon- Yoga & Goldilocks Crime scene Tues- Order events of crime Weds- Write a recount Thurs- Write recount Fri- The Three Little Pigs- Odd and even street *Postcard arrival Scotland	Mon- Yoga & Crime scene Tues- Hot Write- Order events of crime Weds- Write a recount. Thurs- Wanted Poster-Baby bear Fri- Leaf identification *Postcard arrival Wales	Mon-Yoga Tues- Sorting artefacts Weds- What's in my suitcase? Thurs- Chinese New Year story- Year of Dragon Fri- Chinese take away writing- scribe menu and taste testing *Postcard arrival China