



## St Nicholas at Wade CE Medium Term Planning

<b>Topic Title:</b>	<b>Do cows drink milk?</b>
<b>Entry Point:</b>	Letter from The Little Red Hen and ingredients to make bread
<b>Exit Point:</b>	Children have made and tasted their own bread Chicks have visited the class to explore lifecycles Planting crops in our allotment area
<b>Link Text:</b>	Little Red Hen
<b>Vocabulary:</b>	Life cycle, farm, animals and their young, planting, Summer, food source
<b>Parents as Partners:</b>	Share performance of The Little Red Hen Father's Day cards
<b>Values and St Nicholas Experience:</b>	<p>This terms topic "Do Cows drink milk?" is all linked to our natural world. The children learn the names of the animals and their young. They will explore how food makes its way onto our dinner plate and we will look in particular at the process of making bread and ice-cream.</p> <p>They will get a chance to taste their bread and decide which bread type is their favourite.</p> <p>We will continue to explore how the seasons change and look at how the environment is changing to reflect this.</p> <p>The children will be fully emerged in our Talk4Writing text and will act/orally rehearse the story of The Little Red Hen.</p> <p>Children will discuss how our school values support us to uphold the British Values.</p>
<b>Cultural Capital:</b>	<p>Learning about respecting our environment, we will take part in litter picking and discuss the negative impact leaving litter has on the world around us. We will celebrate Earth Day and create seed bombs that be filled with wild flowers, helping us look after our bees. This term we will start planting our own vegetable patch and learn the importance of looking after the things that we grow.</p> <p>We are introduced to different faiths, in particular Judaism where we make our own Torah's.</p>
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 adaptations to our environment and continuous provision on our daily plans	

Communication and Language	Learning Intentions (Development matters)	Learning Journey
	<p>Listen to and understand instructions about what they are doing, whilst busy with another task. Listen and continue with an activity for a short time.</p> <p>Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. Carry out a series of 3 directions.</p> <p>Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play.</p> <p>Understand 'how', 'why' and 'where' questions. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Describe an event in the correct order and some detail.</p> <p>Give some details that they know are important and will influence the listener E.g. "Abi fell over that stone, Hannah didn't push her".</p> <p>Express ideas about feelings and experiences. Articulate their ideas in a sentences.</p> <p>Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"</p>	<p>In Term 5, we will learn about Do cows drink milk? During this the children will be have a wealth of opportunities to ask questions to find out information about lifecycles, food production and animals/young.</p> <p>The children will sequence the process of a chickens life cycle and discuss the changes that happen. They will have a visit of local chickens so that they can ask questions about what they eat, how they are cared for etc Looking closely at how the chicks have changed over time.</p> <p>Within the school grounds the children will continue to look at changes that have occurred within the school grounds and look for signs of the Summer.</p>
Personal, Social and Emotional Development	Learning Intentions (Development matters)	Learning Journey
	<p>Initiate an apology where appropriate.</p> <p>Beginning to know that others may in different ways to them.</p> <p>Can follow instructions, requests, and ideas in a range of situations.</p>	<p>Through our Heartsmart unit "Fake is a mistake" we will be looking at developing our teamwork skills and work in a collaboratively way to achieve an end result.</p>

	<p>Can talk about their own abilities positively.  Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety.  Can follow directions with 3 parts  Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources  Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.  Differentiate between words that are true and untrue  Be kind and encouraging to others.  It is important to be honest and always tell the truth.  Being yourself is the best you can be  List the things we are thankful for.  Tell others something special about our homes and families</p>	<p>We will be reminding ourselves of the classroom rules and attempting to more considerate of others.</p> <p>Listening to their views and responding in a respectful manner.</p> <p>Within our Behaviour for Learning, we will now look at responding appropriately to what our talk partner is saying, considering their views within the response.</p>
<b>Physical Development</b>	<b>Learning Intentions (Development matters)</b>	<b>Learning Journey</b>
	<p>Combine different movements with ease and fluency.  To name some healthy foods (fruit and veg)  To show control and balance in basic movement  To show spatial awareness during running and chasing games  To run around &amp; over objects, demonstrating control &amp; balance</p>	<p>This term we will ensure that we use lots of our skills that we have been developing to engage in some games.</p> <p>We will be perfecting our control and balance by negotiating obstacles ready for our sports day races.</p> <p>We will be using throwing equipment to aim it at a target.</p>

	To become familiar with the names of different types of equipment To hit or push an object towards a stationary target	To tackle skipping, we will need to have our St Nicholas values to help us demonstrate resilience and courage to master the skill.
<b>Specific areas of learning:</b>		
<b>Literacy</b>	<b>Learning Intentions (Development matters)</b>	<b>Learning Journey</b>
	<p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, non-fiction, poetry).</p> <p>Make inferences to answer a question beginning with "Why do you think...?" In a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books-gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondence and tricky words.</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>Tricky words: <b>said so have like some come love do were here little says there when what one out today</b></p>	<p>During our Little Wandle lessons the children will be continuing to blend and segment words. They will consolidate their knowledge of all the sounds they have learnt. We will continue to develop the skill of reading longer words by chunking them. The children will begin to blend words in their head to develop their skill of automatic reading.</p> <p>We will be super detectives and locate tricky words, ensuring that we simply read the word rather than attempt to sound it out.</p> <p>They will begin writing their own version of the story. The children will explore the use of adjectives to make a sentence more exciting to the reader.</p>

	<p>Read words with short vowels and with adjacent consonants  CVCC CCVC CCVCC CCCVC CCCVCC  longer words and compound words  words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est  Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.  Continue to build on knowledge of letter sounds to build words in writing.  Use writing in play.  Use familiar words in their writing.  Write a simple sentence with a full stop.  Spell words by drawing on knowledge of known grapheme correspondences.  Make phonetically plausible attempts when writing more complex unknown words.  Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.  Form capital letters.</p>	
<b>Maths</b>	<b>Learning Intentions (Development matters)</b>	<b>Learning Journey</b>
	<p>Count forwards and backwards beyond 20  Recognising patterns of the counting system  Estimate how many objects they can see and check by counting.  Use reasoning to compare numbers and quantities  Explore the composition of numbers 1-10  Relate addition to combining 2 groups  Read an addition calculation with + and – and solve</p>	<p>We will start the term by learning to count beyond 10 and look at the patterns in the numbers 11-20. We will begin to write the numbers 11-20.  We will then progress to counting beyond 20 and look how these patterns continue.  The children will learn to estimate the amount of objects they can see and then will check the amount by using their counting skills.</p>

	<p>To relate subtraction to taking away To read a subtraction calculation with – and = and solve Recite number bonds Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – ABC, ABB, BBA Sunflower Challenge</p>	<p>We will then be comparing numbers using vocabulary such as more and fewer.</p> <p>We will then move on to looking at number stories using pictures, numbers and symbols – the children will need to talk about what they can see (e.g. there were 8 children on the bus, 3 got off so there are 5 children left).</p> <p>We will learning how to record simple addition/subtraction sentences by using lots of resources. They will be able to physically work out the answer before scribing their response.</p> <p>Within our Rapid Recall, we will rehearse our number bonds and answer questions linked to our prior learning.</p>
<b>Understanding of the world</b>	<b>Learning Intentions (Development matters)</b>	<b>Learning Journey</b>
	<p>Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. Understand that some places are special to members of their community.</p> <p>Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world.</p>	<p>During “Do Cows Drink Milk”, we will plant our own cress seeds and explore the best growing conditions. We will discuss what we need to do in order to help them grow successfully. This term we will start getting our allotment area ready and begin to plant our crops.</p> <p>We will have opportunities to look at plants/seeds under the microscopes so that we can see we can make closer observations about living things.</p> <p>We will explore lifecycles and discuss the importance of each part of the cycle.</p> <p>When exploring the journey of food, we will look at the process of how it arrives on our plate. We will discuss key questions we wish to find answers to.</p>

	<p>Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower</p> <p>Know the source of foods.</p> <p>Recognise the process that food goes through prior to eating it.</p> <p>Identify changes in the environment due to seasonal changes.</p>	
<b>Creative Development</b>	<b>Learning Intentions (Development matters)</b>	<b>Learning Journey</b>
	<p>Observational drawing - Sunflowers/Daffodils</p> <p>Show accuracy and care in their drawing.</p> <p>Exploring shades of colour and how to make different shades.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Explore using different brush types.</p> <p>Be able to create using own ideas and explain the choices.</p> <p>Weaving (natural and manmade materials)</p> <p>Explore natural art in the style of Andy Goldsworthy</p> <p>Use scissors independently.</p>	<p>In music we will be continuing to use musical instruments to play notes to music. We will continue to learn how to treat our instruments with respect and care.</p> <p>When painting objects from still life we will develop our mixing of tones to create a more accurate representation of the object.</p> <p>We will explore what we can achieve with paints to make desired effects.</p> <p>Our art inspiration Andy Goldsworthy will help us to create our own natural images.</p>

**Learning Journey:**

Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>Mon</b>-P.E- Yoga poses  <b>Tues</b>- Making sandwiches            Making bread  <b>Weds</b>- Sequencing sandwiches  <b>Thurs</b>- Write instructions for sandwiches  <b>Fri</b>- Write instructions for sandwiches            Forest Friday-            What the ladybird heard – leaf rubbings to create farm animals            *Oral rehearsal of Little Red Hen</p>	<p><b>Mon</b>- P.E-Yoga poses  <b>Tues</b>- Sharing cows into fields (equal groups)  <b>Weds</b>- Sharing cows into fields (equal groups)  <b>Thurs</b>- Story of bread- Food process  <b>Fri</b>- Story of bread- Food process            Forest Friday-            Log slice little red hens (palm drill use for eye)              *Chick visit</p>	<p><b>Mon</b>- BANK HOLIDAY  <b>Tues</b>- Speech bubbles for the character Little Red Hen  <b>Weds</b>- Speech bubbles for the character Little Red Hen  <b>Thurs</b>- Sharing cows into fields (odd amount)  <b>Fri</b>- Sharing cows into fields (odd amount)            Forest Friday-            Little Red Hen assault course            *Plant allotment – Our story book garden plant corn for the little red hen, strawberries for the very hungry caterpillar, Sunflowers for The Tiny Seed, Supertato Potatoes and Peter Rabbits tomatoes.</p>	<p><b>Mon</b>- P.E-Team races, using hoops, bean bag balancing, skipping and throwing.  <b>Tues</b>- Story of ice-cream  <b>Weds</b>- Sequencing the process of making ice-cream  <b>Thurs</b>- Ice-cream request writing  <b>Fri</b>- Forest Friday-            Nature ice creams and firepit smore cones</p>	<p><b>Mon</b>- P.E-Team races, using hoops, bean bag balancing, skipping and throwing.  <b>Tues</b>- Sentence writing to describe part of the story.  <b>Weds</b>- Sentence writing to describe part of the story.  <b>Thurs</b>- I can sentences.  <b>Fri</b>- Forest Friday -            Make own windmills</p>