



Topics are child led and planning will reflect the interests of the children. To inspire the children, we will plan for themes. The theme this half term is traditional stories.

Area of learning	Week 1 W/B 20/02/23	Week 2 W/B 27/02/23	Week 3 W/B 06/03/23	Week 4 W/B 13/03/23	Week 5 W/B 20/03/23	Week 6 W/B 27/03/23
Key themes/texts	The Three Billy Goats Gruff (Pancake Day)	The Gingerbread Man (World Book Day)	The Three Little Pigs	Goldilocks and the Three Bears (Science Week, Mothering Sunday/Share day)	The Enormous Turnip	Little Red Riding Hood (Easter)
Personal, Social and Emotional	Circle time- opportunities to promote discussion. Discuss the character of the troll. What was his behaviour like? Why? Are there any other reasons why he might not want the goats to cross? <u>PSHE/RSHE</u> Rights and Respect. Looking after my special people.	Circle time- opportunities to promote discussion. The Gingerbread Man meets lots of new people. Who should he talk to? Introduce the concept of strangers and what we should do to keep safe. <u>PSHE/RSHE</u> Rights and Respect. Looking after my special friends.	Circle time- opportunities to promote discussion. Ask the children to think of rules for the wolf to follow. Discuss why it is important to have rules and what might happen to the wolf if he breaks the rules. <u>PSHE/RSHE</u> Rights and Respect. Being helpful at home and caring for the classroom.	Circle time- opportunities to promote discussion. Does Goldilocks behave in the correct way? How could we help her to follow the rules? Look at how Baby Bear might feel. <u>PSHE/RSHE</u> Rights and Respect. Caring for our World.	Circle time- opportunities to promote discussion. Discuss how important it was for the characters in the story to work together. How can we work as a team? <u>PSHE/RSHE</u> Rights and Respect. Looking after money: recognising and spending.	Circle time- opportunities to promote discussion. Look at the character of the Wolf and his behaviour throughout all the stories. <u>PSHE/RSHE</u> Rights and Respect. Looking after money: saving money and keeping it safe.



Communication and Language	<p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p>	<p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p> <p>As part of World Book Day children to bring in and share favourite books across the week.</p>	<p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p>	<p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p>	<p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p>	<p>Role play and small world provision providing opportunities to re-enact the story and use story language/ enhance vocabulary.</p> <p>Hot seating- both adults and children taking on a character to promote asking questions.</p> <p>Exploring the new vocabulary in the story and key sentences. Adding to a vocab wall.</p>



Physical	<p>Develop gross motor skills using the outdoors for large scale construction Making bridges outside using various construction resources and different materials. Create an obstacle course using a variety of climbing equipment and explore different ways of travelling over, under and through the equipment.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities.</p>	<p>Develop gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Practise cutting skills by decorating their own gingerbread man.</p> <p>Weekly funky fingers activities.</p> <p>Promote a variety of activities and games in the outdoor area to promote turn taking.</p>	<p>Develop gross motor skills using the outdoors for large scale construction.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities Using small building bricks and a base, create a maze adding landmarks from the story. Provide the children with a pink bouncy ball with eyes drawn on it. Can they tilt the maze from side to side and help the pig escape?</p>	<p>Develop gross motor skills using the outdoors for large scale construction.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities Using porridge oats within the tuff spot to encourage pouring mixing.</p> <p>Can the children build a new chair for Baby Bear?</p>	<p>Develop gross motor skills using the outdoors for large scale construction.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities.</p> <p>Provide opportunities for peeling and cutting a variety of vegetables.</p>	<p>Develop gross motor skills using the outdoors for large scale construction.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities.</p> <p>Create a forest route for Little Red Riding Hood using the outdoor area (obstacle course) with a range of challenges including different surfaces, going up and down and balancing. Encourage children to try the route while carrying a basket like Red Riding Hood.</p>
----------	--	---	--	--	--	---



2022/2023 Medium Term Plans

Year Group: EYFS

Term: Spring (2)

--	--	--	--	--	--	--



Literacy	<u>Little Wandle Phonics</u>	<u>Little Wandle Phonics</u>	<u>Little Wandle Phonics</u>	<u>Little Wandle Phonics</u>	<u>Little Wandle Phonics</u>	<u>Little Wandle Phonics</u>
	Review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo , ow, oi, ear	Review Phase 3: er, air Words with double letters	Words with two or more digraphs	Longer words Words ending in -ing	Longer words Words with s in the middle /z/s	Review and assessment week
	Read the story of The Three Billy Goats Gruff to the children. Encourage them to join in with repeated refrains.	Longer words Read the story of The Gingerbread Man to the children. Encourage them to join in with repeated refrains.	Read the story of The Three Little Pigs to the children. Encourage them to join in with repeated refrains.	Compound words Read the story of Goldilocks and the Three Bears to the children. Encourage them to join in with repeated refrains.	Words ending -s Compound words Read the story of The Enormous Turnip to the children. Encourage them to join in with repeated refrains.	Read the story of The Little Red Riding Hood to the children. Encourage them to join in with repeated refrains.
	Ask the children to use their knowledge of the story to sequence it using both story sequencing cards and puppets.	Ask the children to use their knowledge of the story to sequence it using both story sequencing cards and puppets.	Retell stories using story trays. Create your own class book of 'The Three Little Pigs'. Can the children make up their own ending and illustrate it?	Ask the children to use their knowledge of the story to sequence it using both story sequencing cards and puppets.	Ask the children to use their knowledge of the story to sequence it using both story sequencing cards and puppets.	Ask the children to use their knowledge of the story to sequence it using both story sequencing cards and puppets.
	Look at speech and speech bubbles. Children write their own speech bubbles for chosen characters from the story.	Ask the children to design their own gingerbread person. Can they write some labels to name the different parts? Can the children write	Ask the children to use their knowledge of the story to sequence it using both story sequencing cards and	Create a bear-themed book collection for children to enjoy that includes both fiction and non-fiction books.	Create our class version of the story using a different vegetable and changing some	Make and write a get well card to Grandma.
	Compare different versions of the story – how are they similar/different? How are the characters					Label a picture of the wolf from the story. Retell the story using the puppets and the story tray.



	different/similar in appearance and personality?	some simple sentences about their gingerbread person?	puppets.	Ask the children to write a letter from Goldilocks to the Bears to explain how sorry she is.	of the characters in the story. Using a picture from the story, write a simple sentence to describe what is happening.	
--	--	---	----------	--	---	--



Mathematics	<u>White Rose Maths</u> <u>Growing 6,7,8.</u> <u>Number</u> 6,7 and 8 Making Pairs. Combining 2 Groups. <u>Measure, Shape</u> <u>and Spatial</u> <u>Thinking</u> Length and Height. Time.	<u>White Rose Maths</u> <u>Building 9 and 10.</u> <u>Number</u> 9 and 10. Comparing Numbers to 10. Bonds to 10. <u>Measure, Shape and Spatial Thinking:</u> 3-d shape. Pattern (2)			<u>White Rose Maths</u> <u>Consolidation weeks</u> Reviewing all the previous lessons taught.	
Understanding of the World	<p>Use a paint/drawing program on the IWB for children to draw pictures of the characters from the story.</p> <p>Explore building bridges within teams using different construction materials.</p> <p>Introduction of Bee Bot and how to program him to go over the bridge to the green grass.</p>	<p>Provide paper, pencils and clipboards and encourage the children to create a map of the Gingerbread Man's journey from the oven to the river. Can they remember who he met on the way?</p> <p>Continue with using Bee Bot to follow the journey that the Gingerbread took.</p> <p>Using the book 'Peepo' to discuss and ask questions about the past using</p>	<p>Ask the children to create houses made of a variety of materials and test their strength using a hairdryer to provide the wind.</p> <p>Test different materials for their waterproof properties by creating different roofs for the pigs' houses.</p>	<p>Look at aerial maps or satellite images and talk about the features they show. On a large piece of paper, work together to create a map of the woodland where the three bears live.</p> <p>Where on the map would their cottage be? Can they draw where Goldilocks lives? What other features should there be?</p>	<p>As a class, follow a recipe to create our own vegetable soup.</p> <p>Talk about different vegetables and how they grow. Plant and grow our own cress seeds exploring what plants need to grow. Grow some cress in different conditions (e.g. without water, in sunshine, in the dark etc.), then discuss the results.</p> <p>Fill a large transparent</p>	<p>As a class, draw a map to show Little Red Riding Hood how to get to Grandma's cottage. Using the BeeBot, direct it through the forest to Grandma's house.</p> <p>Share the Easter story and the celebrations that some people choose to participate in.</p>



		the pictures to support this. Compare with life now.			storage box with soil and plant some wild flowers or/and vegetable seeds so the children can see the roots as they grow.	
Expressive Arts and Design	<p>Use the crates and other outdoor construction equipment to make bridges.</p> <p>Use lolly sticks, Lego, wooden blocks, playdough to create different styles of bridges.</p> <p>Transient art- create a troll face using loose parts.</p> <p>Using playdough to create the troll character from the story.</p> <p>Self initiated painting /collage using a variety of media</p> <p><u>Music-Growth</u> <u>Planting in the garden</u></p>	<p>Self initiated painting /collage using a variety of media</p> <p>Using playdough design and create your own gingerbread person.</p> <p>Using a variety of construction toys create a challenge to work together to design and make a trap to catch the Gingerbread Man.</p> <p><u>Music-Growth</u> <u>Growing in the garden</u></p> <p>Starting to explore different pitches</p>	<p>Use ribbons of various colours and sizes to create a large-scale weave on the frame in the outdoor area</p> <p>Provide a range of media for children to explore to draw their own wolf. Can they draw thin, fine lines to look like fur?</p> <p>Use of puppets and props to recreate their own story and change the ending.</p> <p>Self initiated painting /collage using a variety of media</p>	<p>Self initiated painting /collage using a variety of media.</p> <p>Using playdough create one of the bears from the story.</p> <p>Provide the children with props to enhance their pretend play within the home corner such as dressing-up clothes, chairs, bowls, spoons etc.</p> <p>Explore different types of instrumental sounds by using instruments to accompany the</p>	<p>Self initiated painting /collage using a variety of media.</p> <p>Explore printing using a variety of vegetables.</p> <p>Provide some large sheets of paper or paper plates and a selection of vegetables. Encourage children to make arrangements of the vegetables to create patterns or faces. Look at the work of Guiseppe Arcimboldo to provide inspiration.</p>	<p>Self initiated painting /collage using a variety of media.</p> <p>Transient art- decorate an Easter egg using the loose parts.</p> <p>Play music that represents the wolf and encourage children to replicate wolf movements, such as leaping and creeping.</p> <p>Create own Easter cards/pictures.</p> <p><u>Music-Growth</u> <u>Jack and the Beanstalk (part 2)</u></p>



	Exploring the garden through singing games and rhymes. We will develop our sense of pulse and our understanding of note duration.	through imaginative play. We will also keep exploring note durations and keep our sense of pulse strong through physicalisation of the beat.	Use playdough to create one of the pigs from the story. <u>Music-Growth</u> The Veggie patch (part 1) Using raindrops to help us physicalise pitch and start to read high, middle and low sounds.	retelling of the story. Create own cards for Mother's Day. <u>Music-Growth</u> The Veggie patch (part 2) Using the image of growing plants to explore pitch and use an action game to reinforce the learning we did around the beat.	<u>Music-Growth</u> Jack and the Beanstalk (part 1) Taking an imaginative journey through the traditional tale "Jack and the Beanstalk". We will use the footsteps of the characters in the story to explore note duration. We will climb the Beanstalk and develop our understanding of pitch.	Using the previous learning in note duration to read some simple rhythms through symbols. We will also climb the Beanstalk again to further develop our understanding of pitch.
--	---	--	--	--	---	---