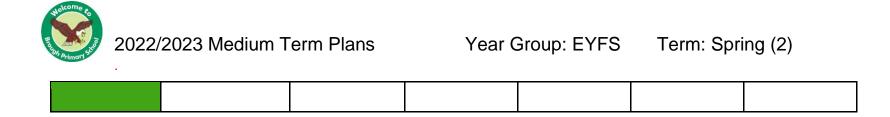
Topics are child led and planning will reflect the interests of the children. To inspire the children, we will plan for themes. The theme this half term is traditional stories.

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	The Gingerbread Man (World Book	The Three Little Pigs	Goldilocks and the Three Bears (Science Week,	The Enormous Turnip	Little Red Riding Hood (Easter)
	(Pancake Day)	Day)		Mothering Sunday/Share day)		(Easier)
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? PSHE/RSHE 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. PSHE/RSHE 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. PSHE/RSHE 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. PSHE/RSHE 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? PSHE/RSHE 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. PSHE/RSHE Rights and Respect. Looking after money:saving money and keeping it safe.



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



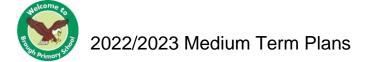




Literacy	<u>Little Wandle</u>	<u>Little Wandle</u>	Little Wandle	Little Wandle	Little Wandle	<u>Little Wandle</u>
	<u>Phonics</u>	<u>Phonics</u>	<u>Phonics</u>	<u>Phonics</u>	<u>Phonics</u>	<u>Phonics</u>
	Review Phase 3:	Review Phase	Words with two	Longer words	Longer words	Review and
	ai,ee,igh,oa,oo,ar,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

Year Group: EYFS

Term: Spring (2)





Mathematics	White Rose Maths Growing 6,7,8. Number 6,7 and 8 Making Pairs. Combining 2 Groups. Measure, Shape and Spatial Thinking Length and Height. Time.	White Rose Maths Building 9 and 10. Number 9 and 10. Comparing Numbers to 10. Bonds to 10. Measure, Shape and Spatial Thinking: 3-d shape. Pattern (2)			White Rose Maths Consolidation weeks Reviewing all the previous lessons taught.	
Understanding of the World	Use a paint/drawing program on the IWB for children to draw pictures of the characters from the story. Explore building bridges within teams using different construction materials. Introduction of Bee Bot and how to program him to go over the bridge to the green grass.	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? Continue with using Bee Bot to follow the journey that the Gingerbread took. Using the book 'Peepo' to discuss and ask questions about the past using	Ask the children to create houses made of a variety of materials and test their strength using a hairdryer to provide the wind. Test different materials for their waterproof properties by creating different roofs for the pigs' houses.	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. Where on the map would their cottage be? Can they draw where Goldilocks lives? What other features should there be?	As a class, follow a recipe to create our own vegetable soup. 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. Fill a large transparent	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. Share the Easter story and the celebrations that some people choose to participate in.

		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	Use the crates and other outdoor construction equipment to make bridges. Use lolly sticks, Lego, wooden blocks, playdough to create different styles of bridges. Transient artcreate a troll face using loose parts. Using playdough to create the troll character from the story. Self initiated painting /collage using a variety of media Music-Growth Planting in the garden	Self initiated painting /collage using a variety of media Using playdough design and create your own gingerbread person. Using a variety of construction toys create a challenge to work together to design and make a trap to catch the Gingerbread Man. Music-Growth Growing in the garden Starting to explore different pitches	Use ribbons of various colours and sizes to create a large-scale weave on the frame in the outdoor area Provide a range of media for children to explore to draw their own wolf. Can they draw thin, fine lines to look like fur? Use of puppets and props to recreate their own story and change the ending. Self initiated painting /collage using a variety of media	Self initiated painting /collage using a variety of media. Using playdough create one of the bears from the story. Provide the children with props to enhance their pretend play within the home corner such as dressing-up clothes, chairs, bowls, spoons etc. Explore different types of instrumental sounds by using instruments to accompany the	Self initiated painting /collage using a variety of media. Explore printing using a variety of vegetables. 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.	Self initiated painting /collage using a variety of media. Transient artdecorate an Easter egg using the loose parts. Play music that represents the wolf and encourage children to replicate wolf movements, such as leaping and creeping. Create own Easter cards/pictures. Music-Growth Jack and the Beanstalk (part 2)

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

Year Group: EYFS

Term: Spring (2)