

LEYBURN COMMUNITY PRIMARY SCHOOL
LFS MEDIUM TERM PLAN SUMMER 1 - 'TRADITIONAL AND FAIRY TALES'
MISS L HENNESSEY
Ongoing Topics: Colours, Seasons, Weather, Festivals and Celebrations

Topic	Personal Social Emotional	Communication Language	Physical Development	Literacy	Maths	Understanding of the World	Expressive Arts & Design
<p>Week 11.4.16 (4 Days) Cinderella (Castles Focus)</p>	<p>Revisit rules and expectations.</p> <p>Encourage children to talk/play with others they may not usually.</p> <p>How to treat others: Link to story, talking about how Cinderella might feel.</p> <p>Managing Feelings & Behaviour : Our own feelings, Talk about understanding others feelings, respecting each other, being kind.</p>	<p>Circle time: Discussion about the different Jobs Cinderella has to do, link to talking about different occupations in life.</p> <p>If I had a fairy godmother? (Discussion)</p> <p>Communication & Language activities during 15 Minute carpet time at the end of each morning.</p>	<p>Using ribbons for gross motor skills, making circular movements, lines etc.. (Writing Focus)</p> <p>Mark making opportunities for pencil control and grip.</p>	<p>Phase 1 Phonics Daily. Split into 2 groups.</p> <p>Read Cinderella, talk about what might happen in the story, how it will end, who are the main characters?</p> <p>Mark Making Opportunities; Drawing with Fairy Wands.</p>	<p>Matching Numerals to quantity.</p> <p>Making different shape castles.</p> <p>Repetition of Counting to 10, recognising numerals, reciting numbers during daily Focused activities.</p>	<p>Talk about different occupations in life, link to Cinderella, Princess ,Prince, Cook, Cleaner etc..</p> <p>Trying on different shoes, talking about how everyone is different and we all have different shaped and sized feet.</p>	<p>Role Play: Lots of different props and costumes available to build stories linking to fairy tales and Cinderella.</p>
<p>Week 2 18.4.16 Goldilocks & the three Bears</p>	<p>Reinforcing and reiterating boundaries, expectations, rules and routines.</p> <p>Use the story to talk about what</p>	<p>Communication & Language activities during 15 Minute carpet time at the end of each morning.</p> <p>During role play, encouraging</p>	<p>Using the assigned hall time to make gross motor movements.</p> <p>Mark making opportunities for pencil control and grip.</p> <p>Discussion around how</p>	<p>Phase 1 Phonics Daily. Split into 2 groups.</p> <p>Read Goldilocks and the Three bears.</p> <p><i>What do you think</i></p>	<p>Using the story to order objects, Small, Medium, Large etc..</p> <p>Counting the objects in the story.</p> <p>Repetition of</p>	<p>Making and tasting porridge, link to maths, fill the small, medium and large bowls etc..</p> <p>Who ate all the porridge crime scene, investigation</p>	<p>Different Materials Activities link to Story; Hard, soft sorting activities.</p>

	<p>Goldilocks did? Was it nice to help herself to somebody else's things - Link to Turn taking and sharing.</p> <p>How might the bears have felt when they got home?</p>	<p>children to use vocabulary based on the story experience.</p>	<p>to safely use tools and move with equipment.</p>	<p><i>the story is about?</i> <i>What might happen next?</i> <i>How will it end?</i> <i>What do the pictures tell you?</i></p> <p>Story basket available for children to retell the story and engage in role play.</p> <p>Mark making in porridge.</p>	<p>Counting to 10, recognising numerals, reciting numbers during daily Focused activities.</p>	<p>activity, cameras and clipboards children have to follow the clues to find out who ate the porridge.</p>	
<p>Week 3 25.4.16</p> <p>Three Little Pigs</p>	<p>Talking about how why we should behave, listen and follow rules etc..</p> <p>Use the story to talk about being nice to each other and helping. Was what the wolf did nice?</p> <p>Role play: Three little pigs, different character roles.</p>	<p>Communication & Language activities during 15 Minute carpet time at the end of each morning.</p> <p>Different discussions during investigation activities, which material will work the best etc..</p>	<p>Using the assigned hall time to use ribbons for write dance, large gross motor movements.</p> <p>Discussion around how to safely use tools and move with equipment.</p> <p>Outside on the climbing equipment, developing gross motor skills.</p>	<p>Phase 1 Phonics</p> <p>Story sequencing with the materials and the order the wolf blew them down.</p> <p>Rhyming words activities; Pig, stick, pot, straw etc..</p> <p>Copying letters from our names.</p>	<p>Using role play to encourage counting.</p> <p>Sharing out materials to the 3 pigs, number problems etc..</p> <p>Repetition of Counting to 10, recognising numerals, reciting numbers during daily Focused activities.</p>	<p>Looking at the different materials houses and buildings are made from. Materials tuff spot, labelling activity.</p> <p>Will the wind blow it? Investigation activity. (Lots of different objects, children have to predict whether the wind would blow it away, huff and puff)</p>	<p>Blow Painting, huffing and puffing like the wolf.</p> <p>Lollypop puppets for role play.</p> <p>Make three houses on large houses;</p> <p>Sponges for painting the bricks.</p> <p>Yellow paint with cotton buds.</p> <p>Painting with Brown paint and sticks.</p>
<p>Week 4 2.5.16</p> <p>Three Billy Goats Gruff</p>	<p>Working together, during activities.</p> <p>Joining in/Team work, use the story.</p>	<p>Communication & Language activities during 15 Minute carpet time at the end of each</p>	<p>Building obstacle courses linked to the goats getting over the bridge. (Walking over benches)</p>	<p>Phase 1 Phonics Split into 2 groups.</p> <p>Mark Making opportunities,</p>	<p>Counting the different characters in the story.</p> <p>Size order the goats,</p>	<p>Talking about goats and different animals, can they retell the story using different animals.</p>	<p>Paper plate Trolls.</p> <p>Role Play: Using props to retell the story.</p>

		<p>morning.</p> <p>Encourage conversation between all children when playing, when there is an issue encourage children to talk to each other to sort it out.</p>	<p>Talk about the effect of exercise on our bodies.</p>	<p>painting.</p> <p>Reading the Three Billy Goats Gruff, Story sequence. What happens?</p>	<p>small, medium, large.</p> <p>Repetition of Counting to 10, recognising numerals, reciting numbers during daily Focused activities.</p>		
<p>Week 5 9.5.16</p> <p>Ginger Bread Man</p>	<p>Talk about how we need to listen to each other when we're talking and wait our turn to talk.</p> <p>Use the Story to talk about feelings and how to treat others.</p> <p>Initiating role play, turn taking and sharing during different activities.</p>	<p>Communication & Language activities during 15 Minute carpet time at the end of each morning.</p> <p>Why and How questions.</p>	<p>Using the assigned hall time to play running games to teach negotiating space. Running like the gingerbread man.</p> <p>Using different tools to make the gingerbread men.</p>	<p>Phonics Phase 1. Split into 2 groups.</p> <p>Mark/Making opportunities.</p> <p>Sand panting for mark making opportunities, colour in the gingerbread man.</p> <p>Read the Gingerbread man story, <i>What do you think the story is about?</i> <i>What might happen next?</i> <i>How will it end?</i> <i>What do the pictures tell you?</i></p> <p>Joining in with repeated refrains ' Can't catch me I'm the gingerbread man'</p>	<p>Making gingerbread men, using the cutters to make different shapes. Talking about how much ingredients we need.</p> <p>How many arms does the gingerbread man need etc..</p> <p>Repetition of Counting to 10, recognising numerals, reciting numbers during daily Focused activities.</p>	<p>Make gingerbread men, talk about what we need.</p> <p>How does it taste?</p>	<p>Big cut out of a gingerbread man, children to decorate.</p> <p>Make puppets of the characters in the story for retelling purposes.</p>

<p>Week 6 16.5.16</p> <p>The Frog Prince</p>	<p>Use the story to talk about helping others, treating them with respect etc..</p>	<p>Circle time opportunities for speaking and listening, waiting our turn to speak, listening to others etc..</p>	<p>Moving around the hall like frogs, jumping, moving to different coloured pads (Lilly Pads)</p> <p>Mark making opportunities for pencil control and grip.</p>	<p>Sequencing the life cycle of frog.</p> <p>Read the frog prince, talk about the main characters, what do you think will happen, how will it end? What can you tell from the pictures?</p>	<p>5 Little speckled frogs.</p> <p>Sharing out the frogs using them in number problems etc.. Which line has the most frog, how many more does it need?</p>	<p>Learning about the life cycle of a frog.</p> <p>Going to the school pond and looking at the spawn, tadpoles and frogs.</p> <p>Looking at changes over time, how do they look different?</p> <p>Watch videos on internet of frogs and tadpoles.</p> <p>Investigation activity; How do frogs eat? Use straws to suck up paper flies and move them to another place.</p>	<p>Make Lilly Pads and frogs to jump onto them for counting purposes and creating and telling stories.</p>
<p>Week 7 23.5.16</p> <p>The Ugly Duckling</p>	<p>Focus on PSED for this story, how we are all different.</p> <p>Being nice to each other, not hurting others feelings etc..</p>	<p>Communication & Language activities during 15 Minute carpet time at the end of each morning.</p>	<p>Using the assigned hall time to use ribbons for write dance, large gross motor movements.</p> <p>Mark making opportunities for pencil control and grip.</p>	<p>Phonics Phase 1, Daily discrete Sessions. Split into 2 groups.</p> <p>Mark making opportunities, large paper on the floor with different objects to engage mark making.</p>	<p>5 Little Ducks went swimming one day.</p> <p>Matching numeral to quantity.</p> <p>Number Problems.</p> <p>Repetition of Counting to 10, recognising numerals, reciting numbers during daily Focused activities.</p>	<p>Life cycle of a duck.</p> <p>Looking at changes over time, how do they look different?</p> <p>Beebots, looking at making toys work etc..</p>	<p>Using different materials to collage ducks, tissue paper, cotton wool, feathers, paint etc..</p>

Summer Term 1st Half

[Personal, Social and Emotional Development](#)

[Communication and Language](#)

<p>Making relationships</p> <ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about own home and community. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. <p>Understanding</p> <ul style="list-style-type: none"> • Begins to understand ‘why’ and ‘how’ questions. <p>Speaking</p> <ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing.....will play, played). • Uses intonation, rhythm and phrasing to make meaning clear to others. • Uses vocabulary focused on objects and people that are of importance to them.
<p style="text-align: center;"><u>Literacy</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Suggests how a story might end. • Describes main story settings, events and principal characters. • Shows an interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. <p>Writing</p> <ul style="list-style-type: none"> • Sometimes gives meanings to marks as they draw, write and paint. • Ascribes meaning to marks that they see in different places. 	<p style="text-align: center;"><u>Mathematics</u></p> <p>Numbers</p> <ul style="list-style-type: none"> • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise the total is still the same. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks.
<p style="text-align: center;"><u>Understanding of the World</u></p> <p>People and Communities</p> <ul style="list-style-type: none"> • Shows interest in different occupations and ways of life. <p>The World</p> <ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. <p>Technology</p> <ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers. 	<p style="text-align: center;"><u>Physical Development</u></p> <p>Movement and Handling</p> <ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using a whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. <p>Health and Self-care</p> <ul style="list-style-type: none"> • Can usually manage washing and drying hands.
<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p>Exploring and using Media and Materials</p> <ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Realises tools can be used for a purpose. <p>Being imaginative</p> <ul style="list-style-type: none"> • Build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. • Uses available resources to create props to support role play. 	