

Bumblebees Medium Term Plan - Spring 1 2024

Once Upon a Fairytale

SKILLS FOCUS	Week 1 W.B 6.01.2024	Week 2 W.B – 13.01.24	Week 3 W.B – 20.01.24	Week 4 W.B - 27.1.24	Week 5 W.B – 03.02.24	Week 6 W.B - 10.2.24
	Once upon a Fairy tale	Ugly Duckling	The Gingerbread Man	Goldilocks and the 3 bears	The Tortoise and the Hare.	Little Red Riding Hood.
Personal, Social and Emotional Development	<p>I am becoming more outgoing with unfamiliar people in the safe context of my setting.</p> <p>Adults to welcome children back from the Christmas break and introduce new children. Encourage children to take turns when talking about their Christmas celebrations. Adults to model phrases and sentences which can be used.</p>	<p>I can play with one or more children, extending and elaborating play ideas.</p> <p>Ugly Duckling themed small world tray. Adults to model to the children how we can re-tell our focus story and create our own stories too. Remind children of turn-taking and friendly behaviour.</p>	<p>I can play with one or more children, extending and elaborating play ideas.</p> <p>Gingerbread man themed small world tray. Adults to model to the children how we can re-tell our focus story and create our own stories too. Remind children of turn-taking and friendly behaviour.</p>	<p>I can develop my sense of responsibility and membership of a community.</p> <p>Introduce roles within the setting e.g. tuck monitor, line leader, ensuring all drinks are given out etc.</p>	<p>I can play with one or more children, extending and elaborating play ideas.</p> <p>Create a Tortoise and the Hare themed story tray. Encourage children to play co-operatively to remember and act out key parts of the story.</p>	<p>I can develop my sense of responsibility and membership of a community.</p> <p>Continue to provide children with roles within the classroom. Have a circle time to find out if there are any other jobs the children feel need to be allocated.</p>
Communication and Language	<p>I can use a wider range of vocabulary.</p> <p>During carpet time, put photos from home on the board. Ask children to talk about their photos, encouraging other children to ask questions when appropriate.</p>	<p>I know many rhymes, am able to talk about familiar books and can tell a long story.</p> <p>Introduce the story of the Ugly Duckling. Use pictures from the story to encourage children to remember and talk about key parts.</p>	<p>I can use a wider range of vocabulary.</p> <p>Gingerbread man cutting and sticking activity. Encourage the children to talk about the pictures and relate to the story using appropriate vocabulary.</p>	<p>I know many rhymes, am able to talk about familiar books and can tell a long story.</p> <p>Focus on using song spoons during carpet time, encouraging the children to model how we use them to the new children.</p>	<p>I can understand 'Why' questions.</p> <p>During story time, ask children questions about the book. Why do you think that happened? Why do you like this story? Why was the Hare sleeping?</p>	<p>I know many rhymes and be able to talk about familiar books.</p> <p>Think about what songs are similar to the story we have been focussing on. Can the children think of any? Sing them together as a class.</p>
Scarf	Keeping Safe	Keeping Safe	Keeping safe	Keeping safe	Keeping Safe	Keeping Safe
Physical Development	<p>I can use a comfortable grip with good control when using pens and pencils.</p> <p>Ensure high expectations of children writing their name at self-registration on return after Christmas.</p>	<p>I can use a comfortable grip with good control when using pens and pencils.</p> <p>Provide resources for children to practice writing their names in a variety of ways e.g. glitter, gloop, paint, chalks.</p>	<p>I can match my developing physical skills to tasks and activities. E.g. deciding whether to walk, crawl or run across a plank.</p> <p>Gingerbread man themed playdough resources. Encourage children to carefully use rolling pins and cutters to make their own Gingerbread men. Model how children could pinch and roll small pieces of playdough to create buttons.</p>	<p>I can match my developing physical skills to tasks and activities.</p> <p>Obstacle courses outdoors which require a range of movements. Healthy Movers sessions with benches and other small climbing equipment.</p>	<p>I can use a comfortable grip with good control when using pens and pencils.</p> <p>WOW Write. Whilst completing their WOW write, ensure children are holding the pencil using a comfortable grip. Remind children to use 'pinchy fingers' when necessary.</p>	<p>I can use a comfortable grip with good control when using pens and pencils.</p> <p>Encourage children to think of foods that may have been in Red Riding Hoods basket. Ask them to draw pictures of these, ensuring they are using a comfortable pencil grip.</p>

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Fine motor	Use tweezers to place the gems on the crown.	Duckling pegs. Pinch the pegs to feed the ducks.	Use tweezers to place the buttons on the Gingerbread Man.	Latch board and clothing board.	Pegboards and small pegs	Pop-it toys.
Phonics	WellComm	WellComm	WellComm	WellComm	WellComm	WellComm
Literacy	<p>I can write some or all of my name.</p> <p>All children who will be starting school in September are to write their name in their name writing books. New starters to practice hand writing patterns.</p>	<p>I can write some or all of my name.</p> <p>Name writing practise with trays of flour/glitter/fine brushes. Younger children/lower ability to focus on pencil control and hand writing patterns.</p>	<p>I can write some or all of my name.</p> <p>Provide all children with a laminated name sheet. Encourage them to trace their name before trying to copy it. Leave these in the writing area for children to use independently, In addition to adult led.</p>	<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>Encourage children to use their knowledge of the story to help them sequence the story using pictures to prompt.</p>	<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>WOW write. Children to draw a picture of their favourite fairytale that features in our Once Upon a Fairytale story. Adults to encourage children to talk about the story and scribe what they say.</p>	<p>I can write some or all of my name.</p> <p>All children who will be starting school in September are to write their name in their name writing books.</p>
Literacy Rhyme	Wheels on the bus	When Goldilocks went to the house of the bears	Humpty Dumpty	Head shoulders knees and toes	I'm a little teapot	Old Macdonald
Mathematics	<p>I can develop fast recognition of up to 3 objects without having to count them individually.</p> <p>I can show finger numbers up to 5.</p> <p>Children to learn to subitize 3 without counting. Children to learn to recognise 3 dots like on a dice, 3 objects in different arrangements and 3 objects even if they are different sizes.</p>	<p>I can say one number for each item in total.</p> <p>I can talk about and explore 2D and 3D shapes.</p> <p>Learning about number 3. Focus on counting 3 objects, recognising numeral 3, understanding the composition of 3 and recognising triangles by their 3 sides.</p>	<p>I know that the last number reached when counting tells me how many there are in total.</p> <p>I can talk about and explore 2D and 3D shapes.</p> <p>Learning about number 4. Focus on counting 4 objects, recognising numeral 4, matching 4 objects to the numeral 4 and recognising squares and rectangles by their 4 sides.</p>	<p>I can link numerals and amounts for example showing 4 objects to match the numeral 4.</p> <p>I can experiment with my own symbols and marks as well as numerals.</p> <p>Learning about the composition of 4 and understanding that numbers are composed of smaller numbers.</p>	<p>I know that the last number reached when counting tells me how many there are in total.</p> <p>I can talk about and explore 2D and 3D shapes.</p> <p>Learning about number 4. Focus on counting 4 objects, recognising numeral 4, matching 4 objects to the numeral 4 and recognising squares and rectangles by their 4 sides.</p>	<p>I know that the last number reached when counting tells me how many there are in total.</p> <p>I can talk about and explore 2D and 3D shapes.</p> <p>I can link numerals and amounts for example showing 4 objects to match the numeral 4.</p> <p>I can experiment with my own symbols and marks as well as numerals.</p> <p>Re-cap the learning of the half term so far.</p>
Maths Rhyme:	Three blind mice	Three little kittens	5 Snowmen	4 Teddy bears	5 fingers	Re-cap the songs.
Understanding the World	<p>I can talk about what I see, using a wide range of vocabulary.</p> <p>Sensory tray full of materials with different textures. Encourage the children to talk about what material they would make dresses out of and why. Model vocabulary such as soft, scratchy, crispy, smooth. Provide barbies for children to try the dresses on.</p>	<p>I can show an interest in different occupations.</p> <p>Dress up outfits representing a variety of occupation available to the children e.g. fire fighter, doctor, police man, builder. Encourage children to complete actions that would be suitable for that role.</p>	<p>I can show an interest in different occupations.</p> <p>Create a bakery in the shop resource. Provide a selection of toy/pictures of different baked goods, with a fill and pretend money. Encourage the children to take turns being shop keepers and customers.</p>	<p>I am beginning to make sense of my own life story and family history.</p> <p>Ask parents to send in photos of the children when they were babies/younger. Explain to the children that we all looked different when we were babies. Place them on the table and ask children to guess who is who.</p>	<p>I can talk about what I see, using a wide range of vocabulary.</p> <p>Have a visit from a real tortoise and its owner. Children to listen carefully to information given and discuss what they can see e.g. hard shell, patterns on the shell, moving slowly.</p>	<p>I am beginning to make sense of my own life story and family history.</p> <p>Link to RE. Talk about the festivals/celebrations that we have experienced.</p>

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Expressive Arts and Design	<p>I can draw with increasing complexity and detail such as representing a face with a circle and details.</p> <p>Children to draw/paint their favourite memories from the Christmas break. Encourage them to think carefully about the shapes they are making for each object. Adults to discuss their choices/pictures with them as they paint.</p>	<p>I can draw with increasing complexity and detail such as representing a face with a circle and details.</p> <p>Children to draw/paint their favourite characters or features from the story. Photocopies from the story can be used to support this.</p>	<p>Explore colour and colour mixing.</p> <p>Children to design their own gingerbread men pictures, choosing what colours to create the buttons and paint the gingerbread mans body. Allow children to mix colours and explore what happens. Discuss what colours they like best.</p>	<p>Show different emotions in their drawings and paintings like happiness, sadness, fear etc.</p> <p>After looking at baby photos, encourage children to paint their own pictures of themselves as babies and themselves now. Encourage them to think about how they would be feeling and how they can show that.</p>	<p>Explore colour and colour mixing.</p> <p>Paint pictures of the Tortoise and the Hare. Provide incorrect colour paints e.g. yellow and blue paint and ask the children if this is suitable. If they say no, ask them what we could do, encouraging them to mix the colours together and explore what happens. Keep mixing until the children are happy with the colour.</p>	<p>Begin to develop complex stories using small world equipment.</p> <p>Little Red Riding Hood themed story telling tray. Encourage children to use a storyboard to help them re-tell the story with friends.</p>
RE	<p>How do people celebrate? Celebrating new year.</p>	<p>How do people celebrate? Chinese new year.</p>	<p>How do people celebrate? Chinese new year.</p>	<p>How do people celebrate? Persian new year</p>	<p>How do people celebrate? Persian new year</p>	<p>Re-cap.</p>
CoEL	Playing and exploring	Active learning	Creating and thinking critically	Playing and exploring	Active learning	Creating and thinking critically
Educational Visits/Visitors/Special Events	<p>Decorating our own Gingerbread men</p>				<p>Visit from a real tortoise.</p>	
Parental Involvement	<p>Home learning –</p> <p>Add Christmas photos onto Tapestry for us to look at next week.</p>	<p>Home learning –</p> <p>L: This terms topic is Once Upon a Fairytale. We will be looking at a variety of traditional tales. Have you got any traditional tales at home? Which is your favourite?</p> <p>M: Representing 3. Pick 3 objects out of a pile. Arrange 3 objects in different ways.</p>	<p>Home learning –</p> <p>L: We have been learning about Gingerbread men. Have a try at making your own at home – drawing, painting, baking, whichever is preferred.</p> <p>M: Number hunt. Find 3 in various places around the house and your local environment.</p>	<p>Home learning –</p> <p>L: Goldilocks and the 3 bears. Can children use their teddies at home to act out some of the story?</p> <p>M: Represent 4 using building blocks at home. How many different ways can they represent 4 using their blocks?</p>	<p>Home learning –</p> <p>L: Tortoise and the Hare story. Who moved fastest? Who was slow? Who won the race? Can the children move like the character in the story?</p> <p>M: We have been learning about shapes with 4 sides. Have a shape hunt at home to find shapes with 4 sides.</p>	<p>Home learning –</p> <p>L: This half term we have been working hard on our name writing. Over the half term break, could you practice this at home? You could try doing it in a different colour each day to make it look like a rainbow?</p>

