

**Maids Moreton CE School**

**Medium Term Planning 2021-2022**

**Traditional Tales**

**Year Groups: EYFS**

**Term: Spring 2**

<p><b><u>Communication and Language</u></b></p> <p><b>Listening, Attention and Understanding</b></p> <p><b>Speaking</b></p>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Listen carefully to rhymes and song, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-fourth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about own experiences – retelling using past tense</li> <li>• Talk about special events – Mother’s, Lent, Easter etc</li> <li>• Role play – linked to Traditional Tales</li> <li>• Retelling fairy tales. Use props to support.</li> <li>• Using the correct tense during role play activities.</li> <li>• Retelling stories - story maps</li> <li>• Hot seating characters – asking and answering questions (taking on the role of a familiar character)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.</li> </ul>	
<p><b><u>Physical Development</u></b></p> <p><b>Gross Motor Skills</b></p> <p><b>Fine Motor Skills</b></p>	<p><b>Gross Motor skills</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- Rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- Regular physical activity</li> <li>- Healthy eating</li> <li>- Tooth brushing</li> <li>- Sensible amounts of ‘screen time’</li> <li>- Having a good sleep routine</li> <li>- Being a safe pedestrian.</li> </ul> </li> <li>• Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- Lining up and queuing</li> <li>- Mealtimes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tyres, crates and blocks to make large scales bridges for testing and adapting. (Billy Goats Gruff)</li> <li>• Small construction inside for bridge building e.g. straws, lolly stick etc.</li> <li>• Making an obstacle course for the gingerbread man.</li> <li>• Securing letter formation in cursive style. (handwriting intervention for LA pupils)</li> <li>• Modelling with clay – using tools and natural materials to create own troll</li> <li>• Weekly PE lesson – focusing on throwing and catching skills.</li> <li>• Developing aim using bean bags and different balls.</li> <li>• Zumba</li> <li>• 1decision activities with a focus on healthy eating and dental hygiene</li> </ul>

	<ul style="list-style-type: none"> <li>- Personal hygiene</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	
<p><b><u>Personal, Social and Emotional Development</u></b></p> <p><b>Self-Regulation</b></p> <p><b>Managing Self</b></p> <p><b>Building Relationships</b></p>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Manage their own needs</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Team games</li> <li>• Working together</li> <li>• Feelings – how do the characters feel in different situations?</li> <li>• Talk about their own preference, likes and dislikes.</li> <li>• Forming relationships and what to do if you miss a friend</li> <li>• Strategies for overcoming jealousy and anger</li> <li>• Discussions of rules and boundaries.</li> <li>• Food around the world – communities</li> </ul>

	<ul style="list-style-type: none"> <li>• Express their feeling and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral hygiene – visit from dentist</li> </ul>
<p><b><u>Literacy</u></b></p> <p><b>Comprehension</b></p> <p><b>Word reading</b></p> <p><b>Writing</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where – appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fictions, rhymes and poems during role play</li> </ul> <p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics daily in differentiated groups – phase 3</li> <li>• Weekly guided reading, individual reading and reading of key words.</li> <li>• Retelling stories verbally, through story maps and writing.</li> <li>• Using ideas from fairy tales to write our own.</li> <li>• Retelling stories using puppets and masks.</li> <li>• Writing lists for items needed for the role play area.</li> <li>• Wanted posters for the wolf.</li> <li>• Writing a sorry letter from Goldilocks.</li> <li>• Using speech bubbles.</li> <li>• Introducing 'WOW' words for character descriptions (adjectives)</li> <li>• Writing instructions e.g. how to make porridge.</li> </ul>

	<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and represent the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Easter cards</li> <li>• Using letter names correctly.</li> <li>• Beginning to accurately use capital letters and full stops in independent writing.</li> </ul>
<p><b><u>Mathematics</u></b> <b>Number</b></p> <p><b>Numerical patterns</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number value (numeral) with its cardinal number value.</li> <li>• Count beyond 10</li> <li>• Compare numbers</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-10</li> <li>• Have a deep understanding of number to 10, including the composition of each number <ul style="list-style-type: none"> <li>• Subitise (recognise quantities without counting up to 5</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds for numbers 0-5 (including subtraction facts) and some numbers to 10 including double facts.</li> </ul> </li> </ul> <p><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within in, just as numbers can.</li> <li>• Continue, copy, and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is great than, less than or the same as the other quantity.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and write numerals to 20.</li> <li>• Subitise – Goldilocks game</li> <li>• Compare numbers to 20.</li> <li>• Automatically recalling number bonds, hit the button.</li> <li>• Doubling / halving using the gingerbread cookies.</li> <li>• Weighing ingredients for the gingerbread man.</li> <li>• Begin to look at 3D shapes</li> <li>• Prepositions to accurately find characters and give directions.</li> <li>• Comparative language to compare length</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>	
<p><b><u>Understanding the World</u></b>  <b>Past and Present</b></p> <p><b>People, Culture and Communities</b></p> <p><b>The Natural World</b></p>	<p><b>Past and present</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in their country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- when appropriate - maps</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>• Looking for signs of Spring. What things do we see start to grow? How is the environment changing? Life cycles.</li> <li>• Compare mother and baby animals. Explore changes in Forest School.</li> <li>• Photography – using props to create freeze frames.</li> <li>• Stop motion – Retell stories using small world, puppets and props.</li> <li>• Learning the Easter Story. How do we celebrate Easter as family? Is Easter celebrated in the same way all over the world? Look at countries using a map. What is Lent? Discuss how Easter happened in the past, Bible story.</li> <li>• How do we celebrate Mother’s Day?</li> </ul>

	<ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Understand some importance processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
<p><b><u>Expressive Arts and Design</u></b>  <b>Creating with materials</b></p> <p><b>Performing</b></p>	<p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role-playing characters in narratives and stories.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well known-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music</li> </ul>	<ul style="list-style-type: none"> <li>• Creating bridges for the goats. Planning, making, testing and evaluating and adjusting bridges.</li> <li>• Designing sculpting our own troll using natural materials and clay for forest school.</li> <li>• Use instruments to support story retelling.</li> <li>• Traps for the Wolf</li> <li>• Work within a group to retell Fairy Tales using a range of expression.</li> <li>• Designing Gingerbread Men in disguise</li> <li>• Sewing gingerbread men and decorating with a range of resources.</li> <li>• Observational drawings of characters. Explore a range of media chalks, pastels, watercolours, charcoal.</li> <li>• Keeping a steady beat in music.</li> <li>• Easter service, performing songs and poems</li> </ul>

Green – Reception

Purple – ELG - Foundation stage profile