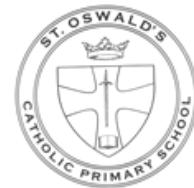


St Oswald's Primary School EYFS Planning 2020-2021



Medium Term Planning

Term:

Spring 2

Date: February-April 2021

Theme / Topic: Traditional Tales

Big Question: What makes a good story?

Year Group:	Reception
Focus of Learning / linked to topics:	Prior Learning / linked to topics:
<ul style="list-style-type: none">• Children will look at a range of traditional tales and modern stories.• They will be provided with the opportunities to tell and read stories using real objects and props to support them.• We will explore the structure of a story and the key aspects needed, such as characters and setting in order to encourage children to include features of a narrative in their own writing.• We will provide resources that will encourage the children to write their own stories during continuous provision.• To develop pre cursive writing and apply this when writing sentences.• Children will be encouraged to begin answering more complex questions such as 'why' and 'how'	
Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)	
Prime Areas:	
<u>Personal, Social and Emotional Development</u>	<u>Key vocab / key questions:</u>
Making Relationships <ul style="list-style-type: none">• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (30-50)• To initiate conversations and begin to take account of the ideas shared by others in order to keep play going. (40-60)	<ul style="list-style-type: none">• Was Goldilocks right to go into the three bear's house?• Why did Red Riding Hood go off the path?• How did the three pigs feel at the beginning of the story and the end of the story? Why?• Who could Red Riding Hood have asked for help? Who can you ask for

- To begin to take steps to resolve conflicts with other children, e.g. finding a compromise. (40-60)
- To begin to show sensitivity to others' needs and feelings. (ELG)
- To begin to take account of the ideas shared by others when organizing and developing an activity (ELG)
- When playing and organising an activity, take into account one another's ideas. (ELG)

Self-Confidence and Self-Awareness

- Confident to talk to other children when playing, and will communicate freely about own home and community (30-50)
- To describe themselves in a positive way and talk about things they are good. (40-60)
- To try new activities and talk about why they like some things and not others. (ELG)
- Work as part of a group or class and understand and follow the rules (ELG)
- Confidently state when they do or don't need help (ELG)

Managing Feelings and Behaviour

- Aware of own feelings, and knows that some actions and words can hurt others' feelings (30-50)
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50)
- To understand and talk about how their own actions affect other people. (40-60)
- To negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60)
- To talk about their own and others' behavior and its consequences. (ELG)
- To work as part of a group or class to follow rules. (ELG)

Communication and Language

Listening and Attention

- Maintains attention, concentrates and sits quietly during appropriate activity (40-60)
- Two-channelled attention – can listen and do for short span (40-60)
- To listen more attentively in a range of situations. (ELG)

help?

- What do you need to remember to write a golden sentence?
- Everybody is good at something, what were the characters in our story good at doing? What are we good at doing?
- What are the three parts to a story?
- Who was your favourite character and why? Is it okay that we all like different characters / stories?

Vocab

Happy, sad, angry, kind, unkind, friends, problem, right wrong, safe, safety, opinions, ideas, difference, sorry, help, strengths

Key vocab / key questions:

- What do you think the wolf will do next?
- Why do you think ____ happened?
- Do you agree / disagree with what ____ thinks?
- How could Goldilocks make things better?
- What makes a good listener?

- To listen with increasing attention, anticipate or predict events and respond to things that happen in the traditional tales that we hear and read this topic. (ELG)
- To respond appropriately, paying attention to what others say. (ELG)

Understanding

- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50)
- Responds to simple instructions, e.g. to get or put away an object. (30-50)
- To be able to follow some short stories without pictures or prompts. (40-60)
- To understand and answer 'how' and 'why' questions when finding out about things related to traditional tales. (ELG)
- Follow instructions involving several ideas or actions. (ELG)

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using and, because) (30-50)
- To develop vocabulary relating to stories and traditional tales and use this in role play situations linked with story telling. (40-60)
- To use the traditional tales heard during this topic to retell stories and recreate roles in play. (40-60)
- To develop own narratives based on stories heard. (ELG)

Physical

Moving and Handling

- Begins to form recognisable letters (40-60)
- To use scissors with the correct grip and increasing control. (40-60)
- To experiment with different ways of travelling and using different pathways (ELG)
- To handle equipment and tools effectively, including pencils for writing, therefore writing recognizable letters. (ELG)
- Experiment with large and small movements, showing control and co-ordination through their ability to balance. This links with the balance ability program the children are taking part in this and last term. (ELG)

Health and Self-Care

- To get dressed for PE without adult support. (ELG)

- How will I know when you are listening carefully?
- What do you need to do first, next, after that?

Vocab

Good sitting, looking, listening, story, because, once upon a time, happily ever after, characters, setting, problem, I think . . . because, I agree . . . because, I disagree . . . because. Under, over, on top, behind, between, next to, on, above, below etc

Key vocab / key questions:

- Can you think of another way of moving?
- What actions can we put together to make a sequence?
- Who do you think created the best sequence and why?
- How will you stay safe when using the apparatus?
- How does your body feel when you are doing exercise?
- Why is exercise important?
- How should you hold the scissors? Where should your thumb go?
- Where does every letter start?
- What do you need to remember when you are holding your pencil?

Vocab

Healthy, safe, movement, balance, rolling, jumping, walking, balance, sequence, over, under, through, forward, backwards, sideways, wide, tall,

<ul style="list-style-type: none"> To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60) To observe and talk about the effects of activity on the body (40-60) To know and talk about the importance of good health. (ELG) 	small,
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Specific

<p>Literacy</p> <p>Reading</p> <ul style="list-style-type: none"> Shows awareness of rhyme and alliteration (30-50) Beginning to be aware of the way stories are structured (30-50) To talk about key events from stories, suggest how they might end and answer questions to demonstrate understanding. (40-60) To recognise the 26 letter names and say what sounds they represent. (40-60) To recognise some digraphs (2 letters that represent 1 sound e.g. 'ai' as in train) and read words containing the sounds. (40-60) To read words, captions and simple sentences. (40-60) To read and understand simple sentences. To read some common irregular words e.g. the, to, into, he, she, we They demonstrate understanding when talking with others about what they have read. (ELG) <p>Writing</p> <ul style="list-style-type: none"> To be able to segment the sounds in simple words in order to write them e.g. hen = h_e_n, road = r_oa_d. (40-60) To write own name using appropriate pencil grip. (40-60) To write labels and simple captions. (40-60) To begin to write short sentences in meaningful contexts (40-60) To write some irregular common words e.g. I, the, to, no, go To begin to write simple sentences which can be read by themselves and others. <p>Mathematics</p> <p>Numbers</p> <ul style="list-style-type: none"> Shows an interest in number problems (30-50) Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same (30-50) 	<p>Key vocab / key questions:</p> <ul style="list-style-type: none"> What makes a good story? What are the three parts to a story? What was the main problem in the story and how was it resolved? Can you tell me about your favourite character and why you like them? Are all characters the same? Where does the story take place? What is this called? (setting) How could we work out this word? What could you use to help you in class when you are writing on your own? Can you read your sentence to me? Does it make sense? How could you make it even better? <p>Vocab</p> <p>Letters, sounds, words, sentences, digraph, real word, pseudo word, first, next, last, beginning, middle, end, once upon a time, happily ever after, story, sentence, heading, character, setting, events, problem, clarifier, summarizer, questioner, predictor, adjective, tricky word, describing word.</p> <p>Key vocab / key questions:</p> <ul style="list-style-type: none"> I think 10 subtract 3 is 9, am I right? How can you prove it? What apparatus could you use to show that you have the right answer in a different way? It could not be... because How do you know you are right?
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<ul style="list-style-type: none"> To count reliably up to 10 everyday objects and begin to count beyond 10. (40-60) To say the number that is one more and one less than a given number up to 10. (40-60) To estimate a number of objects and check by counting. (40-60) To use vocabulary involved in adding and subtracting within practical activities. (40-60) To begin to record marks that they can interpret and explain – to write numbers 10 (40-60) To begin to recognise different coins and use pennies for simple addition (40-60) To begin to use reasoning skills to explain what they have done or whether an answer is right or wrong. <p>Shape, space and measure</p> <ul style="list-style-type: none"> Shows awareness of similarities of shapes in the environment (30-50) Uses positional language (30-50) To begin to use everyday language related to money. (40-60) To begin to order two or three items by length or height. (40-60) To order and sequence familiar events. (40-60) To recognise, create and describe patterns. To begin to use mathematical language to describe shapes. 	<ul style="list-style-type: none"> Why is it important to check your answer? Where does this number go in our number line and why? How do I know how many I will have left? Can you give me 3 different ways to solve this addition problem? If I count backwards will my answer be bigger or smaller? How do I know which is the tallest model? Can you tell me about the pattern you have made? Can you make a pattern using three colours? Tell me about the model you have made, what shapes have you used and why did you use them? <p>Vocab</p> <p>add, subtract, bigger, smaller, altogether, left, taller, shorter, heavier, lighter, digit, number, amount, prove, right, agree, disagree, problem, minus, take away, less, fewer, addition, plus, more, total, decrease,</p>
<p>People and communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines (40-60) To talk about significant events in their own lives and in the lives of family members. (ELG) To identify and talk about similarities and differences between themselves and others. (ELG) <p>The world</p> <ul style="list-style-type: none"> To talk about similarities, differences, and change linked with the seasons (40-60) To talk about similarities and differences in relation to places e.g. between settings of stories (ELG) <p>Technology</p> <ul style="list-style-type: none"> To complete a simple program on the computer or IPad (40-60) 	<p>Key vocab / key questions:</p> <ul style="list-style-type: none"> The three pigs all had different houses throughout the story. Do we all live in the same kind of house? What is different about our houses and our families? The three bears lived in a house in the woods but where was Goldilocks' house? How are our houses different to the three bear's house? What sort of weather might have affected some of the three pig's houses? What are the four seasons? What is different about them? What is different about where we live and where Cinderella lives? What do we use an iPad for? Why do we use computers/laptops? What is a mouse? How do we use it? What happens when we click the left/right button?

<ul style="list-style-type: none"> • To develop mouse skills. • To use simple software to create digital pictures linked to stories. • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (ELG) 	<ul style="list-style-type: none"> • How can we create a picture on a computer? <p>Vocab</p> <p>The same, different, changes, settings, seasons, weather, homes, iPad, computer, mouse, cursor</p>
<p><u>Expressive Arts and Design</u></p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Begins to build up a repertoire of songs and dances (40-60/ELG) • To explore using musical instruments to accompany traditional stories. (40-60) • To learn, sing and respond to a variety of Nursery rhymes. (40-60) • To use different materials and joining techniques to create things e.g. trains, houses etc. (40-60) • To continue explore what happens when they mix two colours together (40-60) <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • To create simple representations of characters and settings linked to the topic. (40-60) • To choose a particular colour to use for a purpose e.g. creating a background for their own story. (40-60) • To begin to introduce a storyline to their play and involve others in acting out a narrative linked with story topic (40-60) 	<p><u>Key vocab / key questions:</u></p> <ul style="list-style-type: none"> • What other materials could the three pigs have tried to build their houses with? Why? • How could you make your own Goldilocks and Three Bears? • Which character will you be when you act out your story? • What happens when we mix colours together? Why might you do this? • Why have you picked this colour for this? • What kind of music might be in this story? • What instruments can you hear? • How does this music make you feel? <p>Vocab</p> <p>Build, mix, music, fast, slow, tempo, high, low, pitch, instruments, story, join together, setting, character, colours, mixing, paint, change, dance, acting out.</p>
<p><u>Safe Messages</u></p> <p>A1, A2, A3, A5, A6, A7, A9, B2, B6, B7, B8, C5, C10, D1, D2, H1-H4 (RE topics), I1, I2, I4</p>	
<p><u>Topic Resources:</u></p> <ul style="list-style-type: none"> • Traditional tale story books • Blank books for chn to create stories • IWB • Writing pencils • Paints • Colours 	

- Maths apparatus
- iPads
- Laptops