

Spring 2 Traditional Tales – Medium Term Plan Year B

Aspect of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key Text	25.2.19 The three little pigs	4.3.19 Goldilocks and the three bears Shrove Tuesday	11.3.19 Ginger bread man Nutrition and hydration week	18.3.19 Billy goats gruff Oral Health	25.3.19 Assessment Week	1.4.19 Jack and the beanstalk
Making Relationships	What makes a good friend? Engaging in roleplay with peers	What makes a good friend? Engaging in roleplay with peers	What makes a good friend? Engaging in roleplay with peers	Communication skills-speaking and listening Engaging in roleplay with peers	Assessment focus- engaging with other children in Nursery	Communication skills-speaking and listening Engaging in roleplay with peers
Self Confidence and Self Awareness	I can communicate freely about home Why was the big bad wolf mean?	I can communicate freely about home Taking things that are not yours	I can communicate freely about home Staying with grownups- not running away	I can communicate freely about home Being kind to one another	Assessment week- discussing my favourite traditional tale <i>linked to literacy and speaking</i>	I can communicate freely about home Who do we ask for help?
Managing Feelings and Behaviour	Recapping rules and behaviour inside and outside of school	Recapping rules and behaviour inside and outside of school Should goldilocks go into other peoples houses?	Recapping rules and behaviour inside and outside of school	Recapping rules and behaviour inside and outside of school	Assessment focus- I follow rules in Nursery	Discussing how the children will behave at home over the holidays?
Moving and Handling	Good control over a variety of objects and writing tools. Negotiating space	Good control over a variety of objects and writing tools. Negotiating space	Good control over a variety of objects and writing tools. Negotiating space	Good control over a variety of objects and writing tools. Negotiating space	Assessment focus- I can run around the hall without bumping into my friends Pencil control	Good control over a variety of objects and writing tools. Moving in different ways. Negotiating space
Health and Self Care	Children are dry and clean during session Transporting and using equipment safely	Children are dry and clean during session Transporting and using equipment safely	Children are dry and clean during session Transporting and using equipment safely	Children are dry and clean during session Transporting and using equipment safely	Assessment focus- I use the construction area safely	Children are dry and clean during session Transporting and using equipment safely
Listening and Attention	Listening skills during carpet time/adult lead activities	Listening skills during carpet time/adult lead activities	Listening skills during carpet time/adult lead activities	Listening skills during carpet time/adult lead activities	Assessment focus- Listening skills during carpet time/adult lead activities	Listening skills during carpet time/adult lead activities
Understanding	Following instructions to build the three little pigs a house	Hot seating- asking goldilocks questions	Following instructions to make gingerbread men	Hot seating- asking the troll questions	Assessment focus- I can follow 2 part instructions	Hot seating- asking the giant questions

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Speaking	Discussing new vocabulary learnt from weekly stories Discussing their house and where they live	Discussing new vocabulary learnt from weekly stories Discussing if they enjoyed the different porridges?	Discussing new vocabulary learnt from weekly stories Discussing instructions for making gingerbread men	Discussing new vocabulary learnt from weekly stories Discussing what they would do if they were one of the goats?	Assessment focus- discussing favourite traditional tale	Discussing new vocabulary learnt from weekly stories Discussing rules they have to follow at home
Reading	Exploring traditional tales Hearing and saying initial sounds in words	Exploring traditional tales Hearing and saying initial sounds in words	Exploring traditional tales Hearing and saying initial sounds in words	Exploring traditional tales Hearing and saying initial sounds in words	Assessment focus- recognising phase 2 and 3 sounds taught so far, matching objects by initial sound	Exploring traditional tales Hearing and saying initial sounds in words
Writing	Giving meaning to marks Continuing to develop pencil control and name writing skills	Giving meaning to marks Continuing to develop pencil control and name writing skills	Giving meaning to marks Continuing to develop pencil control and name writing skills	Giving meaning to marks Continuing to develop pencil control and name writing skills	Giving meaning to marks Continuing to develop pencil control and name writing skills	Giving meaning to marks Continuing to develop pencil control and name writing skills
Numbers	Recognising numbers to 10 and beyond- pointing out numbers of personal significance House numbers, age	Recognising numbers to 10 and beyond- pointing out numbers of personal significance House numbers, age	Recognising numbers to 10 and beyond- pointing out numbers of personal significance House numbers, age	Recognising numbers to 10 and beyond- pointing out numbers of personal significance House numbers, age	Assessment week- number recognition	Recognising numbers to 10 and beyond- pointing out numbers of personal significance House numbers, age
Shape, Space and Measure	Making shape houses for the pigs	Size ordering- daddy bear, mammy bear and baby bear	Making gingerbread men looking at quantities when mixing ingredients and decorating	Measuring bridges	Assessment- shape pictures	Size ordering beanstalks
People and Communities	Different type of houses and homes	Different type of houses and homes	Families- differences	Families- differences	Communities- where do we live?	Communities- where do we live?
The World	Visiting the forest school to collect materials to build houses	Talking about bears- habitats, hibernation	Talking about other animals- habitats, hibernation	Building bridges- outdoor focus	Assessment week- what can I remember about animals and hibernation?	Planting beans to take home to look after over the holidays
Technology	Using the IWB to watch different versions of the story	ICT Size ordering top marks- 3 bears sorting food	Purple mash- decorating a gingerbread man	Taking pictures using the ipads	Assessment week- typing their names Linked to literacy	Taking pictures using the ipads
Exploring Materials	Building houses using various materials Safely using equipment	Building a new chair for baby bear Safely using equipment	Baking and decorating gingerbread men Safely using equipment	Creating sounds using instruments to go with the story (trip trapping over the bridge) Safely using equipment	Assessment week- independent building Using the creative areas independently	Colouring mixing- different shades of greens for bean stalks

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Being Imaginative	Acting out stories using puppets and props Role play areas in classrooms	Acting out stories using puppets and props Role play areas in classrooms	Acting out stories using puppets and props Role play areas in classrooms	Acting out stories using puppets and props Role play areas in classrooms	Acting out stories using puppets and props Role play areas in classrooms	Acting out stories using puppets and props Role play areas in classrooms
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Additional Notes:

Some of the aspects of learning are spread across numerous weeks. This is due to continuous provision where children have the opportunity to engage in child led learning as well as adult led learning. This gives children a wide access to all the different prime areas and specific areas of learning both inside and outside of the classroom.

NO TRIPS DURING SPRING TERM

