

	<i>Week1: Engage 1st September 2020</i>	<i>Week2: Develop 7th September 2020</i>	<i>Week: 3: Develop 14th September 2020</i>	<i>Week4: Innovate 21st September 2020</i>	<i>Week5: Express 28th September 2020</i>	<i>Week 6: Express 5th October 2020</i>	<i>Week 7: 12th October 2020</i>	<i>Week 8: 19th October 2020</i>
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<p>Communication Language & Literacy</p>	<p>Read Goldilocks and the three bears. Which was your favourite part of the story? Which characters can you remember? Which characters were good? Which were bad? Do you know the names of characters from other fairy tales? Which is your favourite fairy tale? Which character would you like to be?</p> <p>Watch a pantomime on Cbeebies.</p> <p>https://www.bbc.co.uk/iplayer/group/b0bl2khw</p> <p><u>COMPLETE POP TASK NUMBER 1</u></p> <p>Fairy Tale Snap Observe Can the children read the character's names? Do they recognise a matching pair? Can they play co-operatively with a partner or in a small group?</p>	<p>Goldilocks and the three bears</p> <p>Look at the pictures and talk about what part of the story it is and which characters they can see.</p> <p>Fairy tale formula! Choose a familiar, well-liked fairy tale to read to the children. Encourage them to listen carefully to the story as they will have to remember it well. Display a 'Fairy tale formula' template that includes boxes labelled with setting, characters, problems, solution and magic. After reading, ask the children to help you complete the template. Model and scribe for the children where needed, recording their comments and ideas. Can they complete it?</p>	<p>Goodies and Baddies Peg named pictures of fairy tale characters on a washing line. Put a label 'goodies' at one end of the line and 'baddies' at the other. Observe Do the children recognise the characters? Do they demonstrate an understanding of the different character types? How do the children order the characters on the line?</p> <p>Baddies beware! Can the children think of some 'baddies' from the fairy tales they have read? Can they remember what the baddies did and how they caused problems for others? Ask the children to think about a time when something went wrong because of their actions or the actions of others. Ask 'How did it make you feel?' and 'Were any other people upset?' Explain to the children that doing good things can make them feel good inside and doing something bad can make them feel bad inside. Ask them to think of something</p>	<p>Goodies and baddies! Show the children the 'Goodies and baddies cards' available on The Hub. Introduce each card by holding it up and asking the children 'Who is this?' Challenge the children to name each of the characters and say whether they think they are a 'goodie' or 'baddie'. Sort the characters into two groups accordingly. Then, ask the children to match 'Characteristic cards' to each set.</p> <p>Practitioner note 'Characteristic cards' are available on The Hub and typify the types of characteristics common to each set. Provide blank cards so children can add other suggestions.</p>	<p>Fairy tale twists! Read contemporary versions of fairy tales with a twist. For example, <i>Princess Smartypants</i> by Babette Cole, <i>The Great Fairy Tale Disaster</i> by David Conway or <i>The Three Little Wolves and the Big Bad Pig</i> by Eugene Trivizas. Ask the children to point out differences as you read the story. Do they like the original or contemporary version best? Let the children choose a fairy tale and change the ending. Provide word mats, word banks and simple picture dictionaries to support the children's writing.</p> <p>Tlk about the good and bad characters.</p> <p>Practitioner note Younger children could draw a picture of their alternative ending and write a simple caption to explain what happens.</p>	<p>Jack and the Beanstalk Start By showing them pictures from the story and see if they know what the story is.</p> <p>Talk about what is happening in the pictures.</p>	<p>Jack and The Beanstalk</p> <p>Story maps. Set out a long roll of paper with pots of brightly-coloured pens, pencils and felt tips. Draw a path down the middle of the piece of paper. Write 'Once upon a time' and 'The End' on separate cards, then sticky tack to opposite ends of the paper roll. Work with the children to retell a familiar fairy tale using drawings, speech bubbles, simple sentences, labels and captions. Check the story is told in the correct sequence, asking the children to walk along the roll of paper whilst you read it. They can add more detail after checking the accuracy of their work.</p> <p>Practitioner note Why not start by walking down the path with the children and retelling the story</p>	<p><u>COMPLETE POP TASK NUMBER 2</u></p>
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<i>Physical Development</i>	<p><u>NUFC</u></p> <p><u>Giants footsteps</u> <u>Forest schools</u> Mark out a set of giant footsteps around the outdoor space. Plan a route that goes up and down steps and over and under obstacles before disappearing into the undergrowth. Observe Do the children follow the footsteps by walking, running or jumping? Can the children follow the footsteps up and down stairs</p>	<p><u>NUFC</u></p> <p>Poisoned apples! Read the tale of Sleeping Beauty to the children. After reading the story, explain that the evil stepmother has hidden some poisoned apples and they must find them quickly before anyone else discovers one and takes a bite! Hide shiny red apples in various places, inside and out, on top of walls, behind trees and inside buckets for children to find. Encourage them to use their bodies carefully to search in unusual places.</p> <p>Practitioner note</p>	<p><u>NUFC</u></p> <p>Fairy dust! Fill a Tuff Tub with fairy dust. Model ways of making letters, numbers and patterns in the dust using a range of different mark making tools, including paint brushes, cotton buds, plastic cutlery, pencils and fingers. Ask the children 'Can you write your name in the fairy dust?' or 'Can you draw a shape in the dust?'</p> <p>Practitioner note To make the fairy dust, add a few drops of pink liquid food colouring to</p>	<u>NUFC</u>	<u>NUFC</u>	<u>NUFC</u>	<u>NUFC</u>	<u>NUFC</u>

	<p>with confidence? Can the children safely negotiate the space?</p>	<p>If you think children might be afraid to find poisoned apples, change the theme of the game to finding mice to help Cinderella pull her coach!</p>	<p>a bag of fine table salt. Put in a handful of sparkly silver glitter to add some magic! You can change the colour and theme of the dust to pique the interests of different children. How about dyeing the salt green and adding black glitter to make 'Dragon's ashes'?</p>					
Guided reading	<p>What's the story? Read <i>Jack and the Beanstalk</i> or <i>Goldilocks and the Three Bears</i> to the children. After reading, ask the children to explain what happens in the story, using character names correctly and identifying the main events. Then, introduce the children to the 'Fairy tale picture cards' by laying them on a table top. Ask the children to choose a card, say what it is and how it links to the story. For example 'This is a bowl of porridge, it is for baby Bear.'</p> <p>Practitioner note 'Fairy tale picture cards' are available on The Hub for <i>Goldilocks and the</i></p>	<p>Magic beans! Read the story of <i>Jack and the Beanstalk</i> before playing this game. Explain to the children that you will play Jack, and they will be your magic beans. The children should move around a space quickly and in different ways without bumping into each other. Strike a cymbal and give a command for the children to follow. Actions could include 'Beans jump!' (jump in the air), 'Beans freeze!' (stand very still), 'Beans grow!' (stretch up), 'Beans wobble!' (wobble like jelly) and 'Magic beans!' (everybody runs together as a group).</p> <p>Practitioner note Children should practise the movements individually before playing. To extend the game further, ask the</p>	<p>Goldilocks and the three bears: Discuss what happens in the story and sequence events.</p> <p>Talk about their favourite part of the story and draw their favourite part/ character.</p>	<p>Again! Again! Choose stories with repeated refrains to read aloud to the children. You could ask children to vote each day for a different one. <i>The Enormous Turnip</i> (the wife pulled the man, the man pulled the turnip), <i>The Gingerbread Man</i> (run, run as fast as you can, you can't catch me, I'm the Gingerbread Man), or <i>The Three Little Pigs</i> (I'll huff, I'll puff, and I'll blow your house down) are all good examples.</p> <p>Practitioner note You could extend this activity by looking at other more contemporary stories with repetitive and predictable phrases. <i>The Gruffalo</i> by Julia Donaldson or <i>Oh No, George!</i> by Chris</p>	The Three Little Pigs	The Three Little Pigs	Gingerbread Man.	<p>Reading quiz! Share the presentation 'Which story?' which is available on The Hub. Ask the children to help you read the questions aloud and encourage them to discuss their answers with a partner before sharing. Invite the children to think of questions that you could add to the presentation about fairy tales they have read.</p> <p>Practitioner note Children might like to write their questions on a presentation slide. Collate these to make their own version of the quiz.</p>

	<p><i>Three Bears and Jack and the Beanstalk.</i></p> <p>• SMSC Sp 4; • SMSC So 1</p>	<p>children if they can suggest other commands and actions. Give children the chance to become Jack and give commands to the group</p>		<p>Haughton are two good examples.</p>				
<p>Mathematical Development</p>	<p>White Rose Maths:</p> <p>Getting to know you. Opportunities for settling in, introducing the different areas of provision and getting to know the children. Key times of the day, class routines, exploring the provision inside and outside, where do things belong? Positional language.</p>	<p>White Rose Maths:</p> <p>Getting to know you. Opportunities for settling in, introducing the different areas of provision and getting to know the children. Key times of the day, class routines, exploring the provision inside and outside, where do things belong? Positional language</p> <p>Counting beans! Present the children with a jam jar full of ‘magic beans’. Place number cards face down on a table top and ask each child to turn one over. Ask the children to take the number of beans on their card out of the jar. Alternatively, children could take a handful of beans from the jar and estimate how many there are before counting.</p> <p>Practitioner note Why not turn this activity into a game by asking the children to roll a dice and take the right number of beans from the jar?</p>	<p>White Rose Maths:</p> <p>Getting to know you. Opportunities for settling in, introducing the different areas of provision and getting to know the children. Key times of the day, class routines, exploring the provision inside and outside, where do things belong? Positional language</p> <p>Button up! Set out the ‘Numbered gingerbread men’ available on The Hub on a table top and offer buttons for children to put the correct amount on each. After putting the buttons on, ask the children to place the gingerbread men in order and count how many buttons they have used in total. Encourage them to use mathematical language, such as more than, less than, one more, one less, bigger and smaller.</p>	<p>White Rose Maths:</p> <p>Just like me!</p> <p>Castle builders! Offer baskets of 2-D and 3-D shapes for children to build models of castles. Encourage them to think about a castle’s features, including windows, towers and turrets. Ask ‘What shapes are you going to use to make your castle?’ Encourage children to use the correct names for familiar 2-D shapes, such as circle, square, rectangle and triangle. Take photographs of the children’s shape castles to display. Practitioner note Children could also use basic maths or graphics software to make a castle out of simple shapes on a computer or tablet.</p>	<p>White Rose Maths:</p> <p>Just like me!</p>	<p>White Rose Maths:</p> <p>Just like me!</p>	<p>White Rose Maths:</p> <p>It’s me 1 2 3!</p>	<p>White Rose Maths:</p> <p>It’s me 1 2 3!</p>

		After two rolls each, ask the children to count the beans and see how many they have altogether. The person with the most beans is the winner. For an extra challenge, more able children could write the number sentence for the number of beans they have. For example, 3 beans and 2 beans = 5 beans, or $3+2=5$.	Practitioner note Why not extend this activity to making gingerbread cookies with the children? Ask children to count out spoonfuls and cupfuls of ingredients and decorate with raisins for buttons when cooled. 'Numbered gingerbread men' are available on The Hub.					
Forest School	Wands and wishes Collect sticks to create their own wands. <i>Decorate a bucket with stars or 'wishes' and fill it with magic wands. Make wands by painting sticks and sprinkling them with glitter. Place a sign in the bucket that says 'Choose your wand and make a wish.'</i> Observe <i>Do the children play imaginatively with the wands?</i>	Plant bean seeds. Hide a range of coloured stones in the nature garden. Ask the children to find 3 stones (any colour) Talk about what colour stones they have. Forming numbers in the soil.	Bird feeders and bird cake	Story telling using sticks, pebbles etc.	Fairy doors	Make pigs houses using stones and sticks.		
Knowledge & Understanding of the World	Castles and Kingdoms <i>Display a model castle with a range of small world figures for imaginative play. Include some valiant knights, a giant, a king and his soldiers, a wicked queen and other fairy tale</i>	Giant turnips! Read the fairy tale <i>The Enormous Turnip</i> then sow turnip seeds in pots. Provide a range of tools for the children to use, including trowels, pots, spoons and watering cans. Children should care for their turnip seedlings as	The disappearing gingerbread man! Read the fairy tale <i>The Gingerbread Man</i> to the children. After reading, ask the children why the gingerbread man needed the fox to take him across the river.	Peas! Read the story of <i>The Princess and the Pea</i> to the children. Explain that they are going to find out which materials are best for making a comfortable bed for the princess. Allow the children to handle a range of	Where in the world might the fairies choose to live? Look at the map of the world. chn choose a place/country- why did they choose	Look at different types of houses/buildings around the world- why have these materials been chosen.	What was Jack's beanstalk made from? Why did this make it strong. Look in the nature garden	

	<p>favourites. Observe Can the children tell familiar stories using the props provided? Do the children introduce a narrative to their play?</p>	<p>they grow by watering them regularly. Encourage children to observe and record changes over time by taking photos or making labelled sketches. When ready for harvest, children can pull them up and identify the different parts of the plant.</p> <p>Practitioner note Turnips are quick and easy to grow. Depending on the time of year, why not sow the seeds directly in the ground to see how they grow? Some of the turnips could be left in the ground until they develop flowers and eventually seed heads.</p>	<p>Listen to the children's explanations and thoughts. Then, set up a table with a bowl of warm water. Give each child a gingerbread man and ask them to dip its legs into the bowl. What happens? Encourage the children to watch carefully to see what changes occur. Ask 'What's happening to the gingerbread man?' Encourage those children who are ready to use the term dissolve, to explain what is happening.</p> <p>Practitioner note Change the activity to include bowls of water or other liquids such as milk at different temperatures. Ask the children to predict which will cause the gingerbread man to break apart most quickly. Biscuits dissolve easily due to the high sugar content. In warmer liquids, this happens more quickly. Older or more able children could use timers.</p>	<p>materials, including cotton wool, felt, hessian, bubble wrap, wadding and foam. Encourage them to use descriptive vocabulary to describe how each material feels. Then, give each child a dried pea or small wooden bead to put under the materials, showing them how to press down with their hand to test. Ask 'What can you feel?' As the children test the materials, ask them to sort them into two groups 'Can feel the pea' or 'Can't feel the pea'.</p> <p>Practitioner note Help the children to decide how they will record their findings and to draw a conclusion about which material would make the best bed for the princess. Do any of the children suggest layering multiple materials?</p>	<p>here? Chn design a fairy door with the fearues of the class chosen country.</p>	<p>Chn design/draw a house for a selected climate.</p>	<p>for natural materials that could be used to make a class beanstalk.</p>	
Religious Education	Why is the word "God" so important to	Why is the word "God" so important to	Why is the word "God" so important to	Why is the word "God" so important to	Why is the word "God" so	Why is the word "God" so	Why is the word "God"	Why is the word "God" so

	Christians?	Christians?	Christians?	Christians?	important to Christians?	important to Christians?	so important to Christians?	important to Christians?
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Reception Medium Term Plan – Autumn Term 1, 2020
Will You Read Me a Story?