

	Week1: Engage 9 th January, 2018	Week2: Develop 15 th January, 2018	Week: 3: Develop 22 nd January, 2018	Week4: Innovate 29 th January, 2018	Week5: Express 5 th February, 2018
Personal, Social & Emotional Development – New Beginnings	<p>Goodies and Baddies</p> <p>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</p> <p>Do the children recognise the characters?</p> <p>Do they demonstrate an understanding of the different character types?</p> <p>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 good that they could do today and share their idea with others in the group.</p> <p>Practitioner note</p> <p>When the children have thought of a good deed, encourage them to write their idea on a leaf and stick it on a 'good deed' beanstalk. How high can they make the beanstalk? 'Leaf templates' and some 'Suggested good deeds' are available on The Hub.</p>	<p>Sleeping dragons – watch out! Sit in a circle and choose one child to sit in the middle and be the sleeping dragon. Blindfold the 'dragon' and surround them with jewels and treasures. Let the children take turns to take a piece of treasure without waking the dragon. If the dragon hears someone coming, they must point in the right direction. If they point directly at the child trying to take the treasure, the child must return the treasure and let someone else have a turn. Encourage the children to suggest ways of moving more effectively, for example shuffling on their tummies or bottoms.</p> <p>Practitioner note</p> <p>Children will need to sit quietly, wait patiently and take turns during this game. Play in small groups first until the children become familiar with the rules. You could play this game for other fairy tales too. For example, take a porridge pot from a sleeping baby bear or golden eggs from a sleeping giant!</p>	<p>This Innovate stage challenges the children to decide what to do with magic beans. And, to write a story based on what grows.</p> <p>During this Innovate stage children will:</p> <p>make a decision about what to do with the magic beans</p> <p>read information</p> <p>count how many beans they have</p> <p>use tools to plant the beans</p> <p>predict what might happen next</p> <p>write a story about their magic beans</p> <p>Jelly bean beanstalks!</p> <p>Prepare packets of 'magic beans'.</p> <p>Make them attractive by putting a picture of the brightly-coloured beans on the front of the packet and 'Instructions for planting' on the back. Leave for the children to discover.</p> <p>When the children find the beans, encourage them to read the instructions before they open the packets. What do they think might be inside? Ask 'What shall we do with the beans?' Give the children time to express their ideas, eventually guiding them to</p>	<p>Party time! Invite the children to a fairy tale tea party by sending them personalised invitations. Ask them to dress up as their favourite fairy tale character. They could help to set out the tables or picnic rugs and enjoy some tasty snacks. Make videos of the children in costume and ask them to say something about their character. Invite parents and carers to help and finish the session with a favourite fairy tale.</p> <p>Practitioner note</p> <p>Don't forget to come dressed as a character too! Collate the children's video clips using software such as Movie Maker to make a short film about their fairy tale project. 'Fairy tale tea party invites' are available on The Hub.</p>

<p>Communication Language & Literacy</p>	<p>Visit from a local pantomime group. Visit to Sill – storytelling session.</p>	<p>Ruler for a day! Sit the children in a circle and present them with a sparkly crown. Explain that whoever wears the crown has the power to make a new rule. Put the crown on to model the idea, saying ‘Now I am the Queen, all teachers must have chocolate for breakfast’ or ‘Now I am the King, all children can have Friday off.’ Give the children time to think of a rule they would like to introduce. Then pass the crown around the circle, encouraging the children to put it on and share their idea. Challenge the children to speak confidently, respond imaginatively and use humour.</p> <p>Practitioner note For children who find this difficult, allow them to pass the crown on to the next child without speaking. Over time, children will become more confident in speaking to a group. For those children that are confident, encourage them to extend their sentences using ‘and’ and ‘because’</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>planting or throwing their beans on the ground outdoors. When the children come to school the next day, they can see what has happened. How about a harvest of multi-coloured lollipops, pompoms, gingerbread men, mini wooden play figures or golden coins? The possibilities are endless! Use what you know about your children’s interests to help you decide what to ‘grow’.</p> <p>You will need: ‘Packet labels and instructions for planting’ (available on The Hub) jelly beans gardening tools small pre-made books for children to write their own fairy tale things to ‘grow’</p> <p>You can download the Innovate board straight from The Hub.</p>	<p>Jelly bean jamboree! Display photos of the children’s Innovate activity. Ask the children to look at the photos and say what they can see and remember. Encourage them to talk about the things they enjoyed doing and why. Work together to put the images in the correct order.</p> <p>Practitioner note The children could write captions for the photos or record their thoughts using Talking Tins, which are available online.</p>
<p>Physical Development</p>	<p>Giants footsteps 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 with confidence?</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>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</p>		

	Can the children safely negotiate the space?	Practitioner note 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!	drops of pink liquid food colouring to 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'?		
Literacy	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?	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? Practitioner note A blank 'Fairy tale formula' is available on The Hub	Fairy tale twists! Read contemporary versions of fairy tales with a twist. For example, <i>Princess Smartyants</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. Practitioner note Younger children could draw a picture of their alternative ending and write a simple caption to explain what happens.	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. Practitioner note Why not start by walking down the path with the children and retelling the story orally? Leave your story map out for several days so the children can add more to it. You can put out a copy of the fairy tale for children to refer back to.	
Guided reading	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,	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	Perfect porridge! Read <i>Goldilocks and the Three Bears</i> to a small group of children then show them the ingredients and equipment that they will need to	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</i>	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

	<p>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 Three Bears</i> and <i>Jack and the Beanstalk</i>.</p> <p>• SMSC Sp 4; • SMSC So 1</p>	<p>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 children if they can suggest other commands and actions. Give children the chance to become Jack and give commands to the group</p>	<p>make porridge. Give instructions to individual children and use their name when needed. For example 'Ben, put three spoonfuls of dry porridge into the mixing bowl' or 'Jess, pour the milk on top of the porridge.' Let the children spoon the porridge into bowls, add toppings and eat!</p> <p>Practitioner note You will need: instant porridge mix; a large mixing bowl; a large serving spoon; milk; blueberries or raisins for toppings and a squeeze bottle of syrup for sweetening. Warning: Check for food allergies and remind children about good hygiene when preparing food.</p>	<p><i>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 Haughton are two good examples.</p>	<p>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>
Mathematical Development	<p>Building Bridges Display pictures of bridges and draw bridges alongside construction materials such as cardboard boxes, wooden blocks, cardboard tubes, rolled-up newspapers and plastic guttering. Provide tape, string and scissors for joining materials. Include a selection of toy goats and a grumpy troll. Observe Do the children talk about their ideas before building? Can the children build using a variety of materials and join parts together successfully? Do the children sustain their activity until they are successful?</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? After two rolls each, ask the children to count the beans and see how many they have altogether.</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>Practitioner note Why not extend this activity to making gingerbread cookies with the children? Ask children to count out spoonfuls and cupfuls</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.</p> <p>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>	

		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.	of ingredients and decorate with raisins for buttons when cooled. 'Numbered gingerbread men' are available on The Hub.		
Forest School	Dry leaves tree pictures	Snowball sculptures Ice art Snowmen Snow angels Snow paint Animal tracks etc.	Bird feeders and bird cake	Digging allotment beds to prepare for planting Spider's webs in hoola hoops	Fairy doors (All activities may have to be interchangeable according to weather).
Knowledge & Understanding of the World	<p>Castles and Kingdoms 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 favourites. Observe Can the children tell familiar stories using the props provided? Do the children introduce a narrative to their play?</p>	<p>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 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>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. 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</p>	<p>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 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</p>	

			easily due to the high sugar content. In warmer liquids, this happens more quickly. Older or more able children could use timers.	materials?	
Creative Development	<p>Wands and Wishes 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.'</p> <p>Observe Do the children play imaginatively with the wands? Do the children share their wishes? Do they make links in their play to familiar stories</p>	<p>Busy elves! Read the story of <i>The Elves and the Shoemaker</i> then set up a shoemaker's workshop. Provide old shoes, paints, ribbons, glitter and other decorations such as gems, sequins and artificial flowers. Give the children elf hats to wear as they decorate the shoes. Explain to the children that the elves worked as part of a team and shared the tools and materials. Perhaps the children could work in pairs to decorate one shoe between them.</p> <p>Practitioner note Ask parents and carers to donate old shoes. You will need to provide children with glue such as PVA, and brushes. Take photos of the children as they work and display the shoes by hanging them on a washing line. You could have a crazy shoe fashion show!</p>	<p>Little pig, little pig! Provide a good range of building materials, including twigs, sticks, straw, mud, wooden blocks, plastic sheeting, hessian and bricks. Challenge the children to work on a small scale and build homes for small world pigs. Allow them to work individually or in teams, emphasising the need for them to co-operate. Take photos of the children as they work and their finished houses.</p> <p>Practitioner note Children could take on an extra challenge to make their homes waterproof. They could test this by using watering cans. Alternatively, you could ask the children to create Rapunzel's tower by stacking blocks and boxes. They could use different materials to join the components together and think about how they could make the structure secure and strong.</p>	<p>Sweet treats! Look at a variety of pictures of the witch's house in <i>Hansel and Gretel</i> – there are plenty online to choose. Talk with the children about the images, asking them to describe how they might taste and smell. Provide a range of sweet treats for the children to decorate including digestive biscuits, slices of Battenberg cake or small buns. Decorative items could include coloured icing, edible paints, jelly tots, chocolate buttons and rice paper flowers. Provide a range of tools for the children to use, including tweezers, spoons, piping bags and blunt plastic knives to spread the icing.</p> <p>Practitioner note Encourage children to ask for specific tools and explain why they need them. For example 'I need the knife to spread the icing.' Take lots of photos of the children doing this activity to make a tasty display!</p>	<p>Royal workshop. Work with small groups of children to make swords, shields, crowns, plates, goblets and jewellery that are fit for a fairy tale prince or princess. Provide a good range of materials for the children to choose from, including thick and thin card, silver foil, glass beads, ribbon, glitter, paint, sequins, craft gems and buttons. Talk to the children individually about what they want to make and how they will do it.</p> <p>Practitioner note Encourage children to help each other and make suggestions for improvements.</p>
Religious Education	<p>Stories Jesus Heard Jonah and the Whale Jonah Imagine life inside the smelly whale/big fish. What did Jonah do in there? Make a fish puppet that swallows Jonah and then spits him out!</p>	<p>Stories Jesus Heard Moses Use a Moses basket full of props to tell the story – eg. Blanket, bulrushes, princesses crown, doll. Put the basket in the story area. How would the children feel if they had been the princess finding</p>	<p>Stories Jesus Heard Joseph and his colourful coat. Find bits of fabric of differing colours, textures and pattern. Join them together to make a coat. Tell the story of Joseph and the colourful coat.</p>	<p>Stories Jesus Heard David and Goliath Look at some real life giant's. Read the story of David and Goliath. Make a sling out of a twig, elastic and see how far pebbles will travel – measure the distances.</p>	<p>Assessment</p> <p>AT1 to be able to recall the Old Testament stories they have heard (level 1).</p> <p>Be able to retell the Old Testament stories they have heard (level 2)</p>

		the baby?			ATS – Talk about their favourite stories (level 1) Talk about their feelings and experiences.
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Reception Medium Term Plan – Spring Term 1, 2018
Will You Read Me a Story?