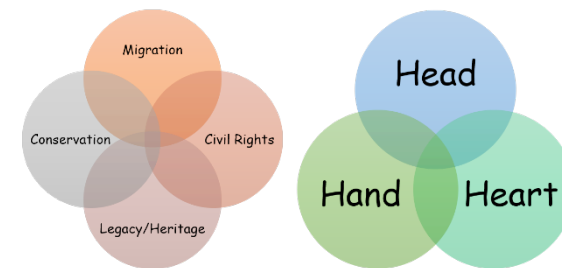


Riversdale Primary School

Medium Term Planning



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| Year Group | Nursery |
| Topic | Once Upon A Time (Traditional Fairy Tales) |
| Vocabulary | <p>The vocabulary that will be introduced is:</p> <ul style="list-style-type: none"> • Fiction - fiction texts are imaginary (made up stories). • Character - a person or narrated animal in a story. • Setting - the place an event takes place. • Traditional Tale - traditional tales are well known and have been told for many years. • Author - a person who writes a book. • Illustrator - a person who draws pictures to help readers retell the story. • Title - the name of a book. |

Learning Overview

This half term we will read fairy tales such as The Three Billy Goats Gruff, Goldilocks and the Three Bears and the Three Little pigs and The Gingerbread man.

We will learn and join in with repeated refrains and identify the key characteristics of fairy tales, including characters and settings.

We will retell and act out familiar texts developing narrative role play.

We will use stories to explore resilience and how to overcome challenges.

We will have lots of opportunities to develop mark making and creative skills by drawing, painting and making models of characters, costumes and story settings.

We will role play outside making houses for 3 pigs/chairs and beds for 3 bears and a bridge for the three billy goats gruff

We will learn about different materials, and which are best to use to build a strong house/chair/bed/bridge.

We will bake and decorate a gingerbread man.

We will be making and tasting different flavours of porridge.

We will make a tally chart to see which is our favourite flavour of porridge.

We will celebrate world book day.

We will go on a Spring walk around our local area.

We will make Mother's Day cards.

We will be talking about the Easter story and traditions.

We will be decorating boiled eggs.

We will be having egg and spoon races.

We will go on an Easter egg hunt and count how many eggs we can find hidden in the garden.

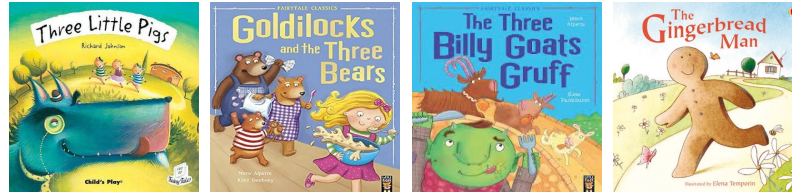
We will learn about Ramadan and talk about why Muslims fast and how Eid is celebrated.

We will do experiments during Science week.

We will explore what happens when chocolate melts and what will happen to the chocolate as it cools?
We will do some baking to celebrate Easter and Eid.

Quality Stimulus Text(s)

Supporting texts will link closely to traditional tales.



Linked UNCRC Articles

Rule of law

Children understand their own and others' behaviour.
To understand that we have classroom rules that help us to be safe and help us learn together.
To understand that breaking class rules has consequences.

Democracy

Making decisions together.
Children are encouraged to take turns and share.
Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.
To take a class vote on a chosen topic.

Individual liberty

Freedom for all Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning. Risk taking.

Mutual respect and tolerance

Children celebrate different festivals and share experiences of all cultures and faiths.
Children learn to take turns to talk and listen to each other.
Adults provide resources and activities that challenge gender, cultural and racial stereotyping.

| Subject | Consolidating: <small>What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?</small> | Learning: | | |
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| | | Head* <small>What substantive KNOWLEDGE should the children learn?</small> | Hand* <small>What disciplinary knowledge and SKILLS should the children learn?</small> | Heart* <small>What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?</small> |
| Communication & Language | <ul style="list-style-type: none"> Enjoy listening to stories, rhymes and songs. Can use past and future tenses and ask simple why questions. Sing a large repertoire of songs and rhymes. | <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary in role play or during free play. Engage in extended conversations about stories. Reflect on our learning, discussing what we did. | <ul style="list-style-type: none"> I can develop vocabulary related to Traditional Tales (Once Upon a time. Happily, ever after etc) and repeated phrases like “Whose been sitting on my chair?” I can ask questions about the story, make comments and share my own ideas. I can use a ‘Storytelling’ chair to build my confidence in telling traditional stories to peers and adults. | <ul style="list-style-type: none"> I feel confident speaking in a group. I learn to listen when others are talking. I enjoy sharing my ideas and being heard. |
| Mathematics | <ul style="list-style-type: none"> Sing number songs and rhymes, using fingers to show an amount. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Talk about and explore 2D shapes (for example, circles, rectangles, triangles using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. Compare quantities using language: ‘more than’, ‘fewer than’. | <ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Make comparisons between objects relating to sizing, weight, length and capacity. | <ul style="list-style-type: none"> I can recognise numbers in the environment-how many children can play in a particular area/how many toys/cups/children etc). I can sing number songs and rhymes. I can record in picture/numeral form-3 pigs, 3 bowls, 3 bears. Etc I can measure using cubes. I can order by size bears, bowls, chairs, and beds. I can play games using dice related to the Traditional Tales. | <ul style="list-style-type: none"> I feel confident having a go at maths. I enjoy solving problems. I celebrate my achievements. |
| PSED | <ul style="list-style-type: none"> Develop friendships with other children. Use the toilet with help, and then independently. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...” Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Make healthy choices about food, drink, activity and tooth brushing. | <ul style="list-style-type: none"> Understand that people feel different emotions. Understand that someone might feel differently to me in different situations. Understand that it is good to work together. Understand that working with other people can be beneficial. Develop their sense of responsibility and membership of a community. | <ul style="list-style-type: none"> I can recognise the different emotions people exhibit. I can name the different emotions. I can explain how someone is feeling by looking at them and why they might be feeling that way. I can talk about how a character feels. I can practise taking turns in games and play. I can try to solve problems like the characters do. | <ul style="list-style-type: none"> I build confidence to try new things. I learn to calm my body when I feel big emotions. I care about others and how they feel. |

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| <p>Physical Development</p> | <ul style="list-style-type: none"> • Start to eat independently and learn how to use a knife and fork. • Use large and small motor skills to do things independently, for example manage buttons and zips. • Go up and down stairs and apparatus using alternative feet. | <ul style="list-style-type: none"> • Continue to develop movement, balancing, riding (scooters, trikes, bikes) and ball skills. • Match developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Daily access to large outdoor space to run freely, climb, slide, build, use scooters, balls. | <ul style="list-style-type: none"> • I can do an observational drawing -I will practise thinking about what I want to draw before drawing it. • I can draw different shapes and lines to improve my drawing skills. • I can explore fine motor activities to perfect my pencil grip and finger strength. • I can blow through straws to do bubble and straw painting. • I can climb like the billy goats • I can run, stop and jump like the Gingerbread Man. • I can use scissors, crayons and playdough to make story characters. | <ul style="list-style-type: none"> • I feel proud of what my body can do. • I keep trying even when something is tricky. • I enjoy being active and moving together. |
| <p>Literacy</p> | <ul style="list-style-type: none"> • Join in with songs and rhymes, copying sounds, rhythms, tunes, and tempo. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Comments and shares their own ideas. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." | <ul style="list-style-type: none"> • Develop phonological awareness. • Explore mark making materials inside and outside the classroom. • Start to use writing for a purpose. | <ul style="list-style-type: none"> • I can complete daily phonics activities which are immersed in all areas of learning in the nursery. • I can recognise my name during self-registration. • I am starting to write my name. • I can write a shopping list/recipe/etc in the role play area. • I can experiment with a range of mark making in sand, shaving foam, salt, pant etc. to practise small and large movements (large - muscle co - ordination first) | <ul style="list-style-type: none"> • I enjoy books and stories. • I feel excited to share books with adults. • I feel proud when I try reading and writing. |
| <p>Understanding The World</p> | <ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. • Use all of their senses in hands-on exploration of natural materials. • Talk about the differences between materials and changes they notice – sinking/floating, shadows, cooking, melting etc | <ul style="list-style-type: none"> • Be able to discuss events that have happened in the past and things that are happening in the present. • Explore plants and the process of growing plants. • Describe our immediate environment. • Talk about what they see, using a wide range of vocabulary. | <ul style="list-style-type: none"> • I can understand from books how things that happen at the start of the book is the past for the character. • I can make observations over time. • I can go on a Spring walk to notice signs of Spring in the local area • I can observe Science experiments (during Science week) and use describing words | <ul style="list-style-type: none"> • I become curious about the world. • I respect different ideas and experiences. • I enjoy exploring and discovering new things. |

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| | | <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the environment and all living things. • Explore and talk about different forces they feel (floating/sinking, magnets). • Begin to understand that Easter is celebrated by many in the UK and build on the idea that different people can believe and celebrate different things. | <p>to enhance my descriptions of what I have observed.</p> <ul style="list-style-type: none"> • I can explore materials like straw, sticks and bricks. • I can talk about where characters live. • I can compare real life and stories. | |
| <p>Expressive Art & Design</p> | <ul style="list-style-type: none"> • Take part in simple pretend play, developing storylines, using small world equipment and open-ended resources. -Explore different materials freely, joining them together and developing their ideas about how to use them and what to make. • Draw with increased complexity and detail Show different emotions in their drawings and paintings -Explore colour and colour mixing | <ul style="list-style-type: none"> • Draw with increased accuracy. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Join construction pieces together to build and balance. • Realises that tools can be used for a purpose. | <ul style="list-style-type: none"> • I can use my imagination through role-play and dressing up related to Traditional Tales. • I can use a range of puppets and props to retell a story. • I can construct straw, stick, and brick houses (The Three Little Pigs). • I can draw characters from traditional stories looking closely at features. • I can use role play and small world areas to invent my own stories, drawing on inspiration from classic fairy tales read in class. • I can use a range of percussion instruments to create sound effects for the story and the characters. What instrument would be best for Daddy/Baby etc. • I can make bubble and straw paintings. | <ul style="list-style-type: none"> • I feel proud of my creations. • I enjoy working with others. • I feel confident expressing myself. |