

Medium Term Plan EYFS Spring 1- Once Upon a Time

		Week 1	Week 2	Week 3	Week 4	Week 5
Key Text		The Gingerbread Man Room on the Broom A Squash and a Squeeze None the number	The 3 Little Pigs The 3 Little Wolves and the Big Bad Pig	Goldilocks and the 3 Bears Kippers Toy Box Who Sank the Boat? The Blue Balloon	The Elves and the Shoemaker 6 Dinner Sid Sydney the Silly Who Only Eats 6 Simons Sock	The Gruffalo Mr Wolfs Week The Giraffe Who Got His Neck in a Knot Titch Chinese new year day Monday
Key Vocabulary		Ingredients, recipe, persevere, north, south, east, west, directions, ariel view, balance, mass, heavy, light, full, half full, empty, tall thin, narrow, wide, shallow	Liquid, materials, most, least, balance, heavy, light, bend, break, float, sink, goal	, shadow, light, consequence, syllable, apologise, detail, Pairs, odd, even, double	Pair, cobbler, blend, spring, length, long, short, height, tall, short,	Days of the week, today, yesterday, tomorrow, weekdays, weekend achievement, label, description, height, length Chinese new year
Forest Schools		Following Simple Maps Introduce compass points	Den Building	Its not just a stick game Drum stick rhythm's Sticky song	Make Elf houses	-----
Jigsaw		I understand that if I persevere I can tackle challenge.	I can tell you about a time I didn't give up until I achieved..	I can set a goal and work towards it	I can use kind words to encourage people.	I understand the link between what I learn and the job I might like to do when I am older..
Kapow Computing		Following instructions	Giving simple instructions	Dressing up instructions	Debugging instructions	Predictions
Communication and Language	Listening and Attention	Listen to different versions of the story and identify what is the same and what is different Listen to and respond to others ideas when discussing pictures and objects in the talking tub.	Listen to different versions of the story and identify similarities and differences. Listen to the ideas of others.	Listen to and respond to each other when completing the floor books. Offer small explanations to show they understand a topic/ story.	Listen to and respond to each other when completing the floor books. Offer small explanations to show they understand a topic/ story.	Listen to and respond to each other when completing the floor books. Offer small explanations to show they understand a topic/ story.
	Speaking	Talk about different places the Gingerbread man visits when receiving postcards Join in with repeated refrains. Talking tub. Talk about pictures and objects, what do they already know, how do they know this? What would they like to find out about?	Share ideas with the group during floor book work and whole class teaching. Join in with repeated refrains	Share ideas with the group during floor book work and whole class teaching. Join in with repeated refrains.	Share ideas with the group during floor book work and whole class teaching. Ask questions about things they don't understand	Share ideas with the group during floor book work and whole class teaching.

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Personal, Social and Emotional Development	Self-Regulation Managing Self Building Relationships	Regulate their behaviour back in school after an exciting Christmas break I can persevere when something is challenging (link to Jigsaw)	Setting a goal, what would you like to get better at? Work together on the floor books, help each other with sounds when writing words and share tasks between the group equally	Talk about good and bad choices and the consequences of actions. Show empathy and understand other's perspectives	Talk about how the children felt when the Elves took their shoes. Work together on the floor books, help each other with sounds when writing words and share tasks between the group equally	Talk about the feelings of the mouse at different points of the story. Can they remember when they felt this way? Work together on the floor books, help each other with sounds when writing words and share tasks between the group equally
Physical Development	Fine Motor	Handwriting robot letters A variety of fine motor opportunities during busy time-creative area, mark making, small construction.	Handwriting zigzag monsters A variety of fine motor opportunities during busy time-creative area, mark making, small construction.	Handwriting long ladder letters A variety of fine motor opportunities during busy time-creative area, mark making, small construction.	Hand writing curly caterpillar writing A variety of fine motor opportunities during busy time-creative area, mark making, small construction.	Recap based on children's ability A variety of fine motor opportunities during busy time-creative area, mark making, small construction.
	Gross Motor	PE- Best of Balls	PE- Best of Balls	PE- Best of Balls	PE- Best of Balls	PE- Best of Balls
Literacy	Comprehension	Listen to different versions of the story and talk about similarities and difference e.g. characters, language, order.	Sequence the story using a story map. Role play the story with foam bricks and masks.	Characters and settings. Describe the characteristics of different characters and decide if they were good or bad.	Helicopter stories- tell and act own stories. Talk about the structure of stories and what makes a good story.	Understand that the mouse was actually frightened of the other animals and made the Gruffalo up to frighten them.
	Word reading	X, y, z Was, all, you	Zz, qu, ch CCVC, CVCC words	Zz, qu, ch my Introduce syllables to help when reading and writing longer words	Sh, th, ng Her, they Initial and final blends	Sh, th, ng Her, they Initial and final blends
	Writing	Write a sentence about where they think the Gingerbread man was running away to.	Story maps/ sequencing stories Writing facts about wolves.	Write a letter from Goldilocks to baby bear apologising for what she did.	Write letters to the elves asking them to stop moving our shoes. Revise skills from letter writing last week.	Labelling the Gruffalo. Write a simple description of the Gruffalo.
Mathematics	Numbers Numerical Patterns	Alive in 5 Introduce zero Find 0-5 Subitise 0-5 Represent 0-5	Alive in 5 1 more 1 less Composition of 1-5 Conceptual subitising	Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity	Growing 6, 7, 8 Find 6, 7, 8 Represent 6, 7, 8 1 more 1 less Composition of 6, 7, 8	Growing 6, 7, 8
Understanding the World	Past and Present	Remember and talk about their Christmas holidays.	Talk about how building techniques have changed over time. Look at famous buildings	The story o the 3 bears was written nearly 200 years ago.	How shoes used to be made compared to machines now.	

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			from around the world both new and old, compare materials.	Look at what life was like in the 1800s- clothes, homes, transport	Cobblers were the people who made shoes.	
	People, Culture and Communities	<p>Talk about how they celebrated Christmas with their families. Highlight similarities and differences between family celebrations.</p> <p>Use Google maps to find out more about what a map shows us. Look at maps of the UK and world to find out about different places that the Gingerbread man visits (ongoing).</p>	<p>Look at different houses from around the world and the materials they are built with. Continue to track the Gingerbread man's journey on maps.</p>		<p>Look at shoes from different countries e.g. clogs (Netherlands), Geta (Japan), crakow (Poland), bast (Northern Europe)</p>	<p>Chinese new year- Painting name in Chinese letter Make Chinese lanterns Noodles Dragon dancing Make a map of the wood for the mouse and the Gruffalo</p>
	The Natural World	<p>Why didn't the Gingerbread swim across the water? Experiment to find out what happens when he get wet. Floating and sinking</p>	<p>Look at the property of different material and why different materials are good for different purposes. Children design the own investigation to test the strength of materials.</p>	<p>What is a shadow and how is it made? Explore own shadow. How can shadows change? Distance to light/ angle of light. Make shadows for the puppet show, talk about the earth making a shadow on the moon.</p>	<p>What materials are our shoes made from? Look out for signs of spring at forest schools.</p>	<p>Talk about the places where each animal lives in the story e.g. in a tee, underground etc</p>
Expressive Arts and Design	Creating with Materials	<p>Make own stick puppet gingerbread man. Cut out shape, use buttons, sequins and ribbon to decorate him. Mark stitching around the edge with white pencil. Make a boat for the Gingerbread man to cross the river, talk about the properties of the materials which will be best to use.</p>	<p>Use a pipette to drop watery paint then blow with a straw to mix colours and create patterns (huff and puff pictures.</p>	<p>Paint pictures of bears looking closely at the detail in pictures provided. Make own shadow puppets to retell the story of Goldilocks</p>	<p>Sew a shoe shape with a simple stitch. In small groups create elf houses at forest schools. Share with the class what they have done, the materials they have chosen and why.</p>	<p>Paper plate Gruffalos Paint pictures of the Gruffalo trying to remember all of his features.</p>
	Being Imaginative and Expressive	<p>Gingerbread man song 'two little legs'</p>	<p>Retell the story of the 3 little pigs using instruments for the sound effects</p>	<p>When Goldilocks went to the house of the bears. Change the words to create different effects.</p>	<p>Cobbler, cobbler mend my shoe 1, 2, buckle my shoe 1 finger 1 thumb keep moving</p>	<p>Learn the Gruffalo song, add own actions to the song.</p>
Kapow music		Moving to the Music	Using instruments to represent characters	Storytelling with actions	Using instruments to represent actions	Musical story composition and performance
Baking		Gingerbread men + 1 large man	Build a house with ice cream wafers	Bear footprint biscuits	Rainbow bread	Gruffalo buns
Role Play		Vets				