

Medium Term Planning

Theme: Stories

<p>Personal Social & Emotional Development <u>Broad Learning Intentions</u> To be confident to try new activities, initiate ideas & speak in a familiar group. To understand that people have different needs, cultures & beliefs, which need to be treated with respect. To continue to be interested, excited & motivated to learn.</p> <p><u>Key Activities and Starting Points</u> Explore moral issues through stories, poems & rhymes. Explore different cultures through stories & music. Encourage the children to bring in books/stories from home to share with others. Encourage children to share celebrations from home.</p>	<p>Expressive Arts and Design <u>Broad Learning Intentions</u> To explore colour, texture, shape, form and space in 2D & 3D. To use their imagination in art & design, music, dance, small world and role play. To respond creatively to a variety of stimuli.</p> <p><u>Key Activities & Starting Points</u> Create large murals of seascapes and African savannah. Experiment with a selection of African musical instruments. Draw magic water pictures outside using brushes & sprays. Begin to learn a variety of songs linked to our topic of stories. Use sea/water themed paintings and African artefacts as a stimulus for a variety of art activities. Close observational drawings of our teddy bears.</p>	<p>Mathematics <u>Broad Learning Intentions</u> To count in a variety of contexts. To calculate with numbers with which the children are confident. To become more familiar with the concepts of simple addition and subtraction. To use language involved in capacity, full, half-full, empty, depth. To use developing mathematical ideas and methods to solve practical problems. To recall number bonds to 10.</p> <p><u>Key Activities & Starting Points</u> Using the story 'Who sank the boat' to explore capacity. Use a variety of number rhymes to explore numbers, eg. counting in twos. Use books like 'Handa's Surprise' to investigate addition and subtraction. Measuring height and weight of our teddies. Making fruit salads.</p>
<p>Communication and Language <u>Broad Learning Intentions</u> To sustain attentive listening, making relevant comments. To extend their vocabulary, exploring the meanings of new words.</p> <p><u>Key Activities and Starting Points</u> Listen to & discuss stories & poems from their own and other cultures. Look closely at descriptions of characters in books. Re-enact stories in role play & small world play. Show and tell sessions – children can bring in work from home and items from a special visit that will be of interest and relevant.</p>	<p>Physical Development <u>Broad Learning Intentions</u> To handle tools, construction & malleable materials safely & with increasing control. To learn a variety of games skills, catching, throwing, rolling, aiming at a target and kicking. To learn to follow rules of simple team games.</p> <p><u>Key Activities and Starting Points</u> Move imaginatively in response to stories & rhymes. Preparation for sports day practise relays, balancing an egg on a spoon, obstacle courses, sack races and football skills.</p>	<p>Understanding of the World <u>Broad Learning Intentions</u> To investigate what happens when you put objects in water. To begin to know about their own cultures & beliefs & those of other people. To build & construct, selecting appropriate resources & adapting their work where necessary. To ask questions about why things happen. To investigate objects & materials.</p> <p><u>Key Activities and Starting Points</u> Design & make a floating boat. Mop investigation – find the best material to soak up water. Explore making water move – displacement using hands, whisks, spatulas, etc. 'Who sank the boat?' – what happens when we put different materials in water?</p>
<p>Literacy: Reading and Writing <u>Broad Learning Intentions</u> To use phonic knowledge to write simple regular words & attempt more complex words. To use knowledge of rhyme to identify families of rhyming CVC words. To use experience of stories & poems as a basis for independent writing. To be aware of story structures and the ways that stories are built up and concluded.</p> <p><u>Key activities and starting points</u> Make own books based on familiar stories (Handa's Suprise, Goldilocks and the three bears and Noah's Ark). Make up own rules for Mr. Gumpy's Boat. Write a description of your teddy bear.</p>		

What you can do to help: Introduce your child to stories you enjoyed as a child. Encourage your child to bring in stories/story tapes from home to share with others including second language texts. Come into class and read us your favourite story at story time one day, talk to the class teacher to arrange a time slot.

Places to visit: the local library, where will we find fiction, non-fiction books? Book stores, it's always fun to browse, riverside walks/boat spotting.