




Stocksbridge Nursery Infant School F.S. Medium Term Grid Theme Title: Who's in your family? Term 2

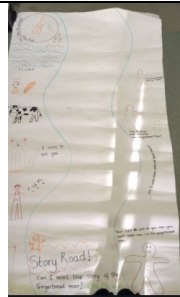
<u>Foundation stage 2</u>	Week 1 Goldilocks and the three bears	Week 2 Goldilocks and the three bears	Week 3 The 3 little pigs	Week 4 The 3 little pigs	Week 5 Gingerbread man	Week 6 Christmas	Week 7 Christmas
SPARKLING STARTER... PROVOCATION	Set up the classroom like the three bears cottage with bowls, chairs, beds	Create a newspaper report about Goldilocks being wanted. Use FX Guru app-breaking news	Leave a pile of straw, sticks and bricks on the field. Write a letter to the class saying 'help the wolf has blown my house down'		Gingerbread man escape FX Guru - gingerbread man running through the classroom		
Communication and language	Learn Goldilocks and the 3 Bears- Pie Corbett style. Engage all chn. Draw a story map. Practise telling the story in kagan partners	Innovate and tell their own stories HELICOPTER STORIES	Making the emotions with bodies and faces.	Innovate and tell their own stories HELICOPTER STORIES	How did he escape? Where did he go? What happens next? Rally robin to tell the story.	Following and giving instructions in order.	
Physical	mixing and stirring to make porridge-circular arm movements scissor control making puppets making 2D shapes on active inspire. Printing with squares.	Spreading and cutting when making picnic items	Carrying and transporting- how are you going to carry/transport the sticks/bricks/straw Split pin pigs	Build a house made of sticks, bricks and straw	Rolling and shaping, using play dough cutters (own pots of dough)	Make decorations to hang on the tree. Use single handles tools with increasing control	
Personal, social and emotional	Looking after belongings. Taking turn and sharing. Golden rules refresher.	Right from wrong Example scenarios referring back to 3 bears, link to home and school. Explain why.	Stranger danger -What could happen if you wonder off when you are told not to? Why should you listen to a grown up?	The pigs were scared. What are you scared of? We are all a bit frightened by something. What can we do if we are frightened?	Food hygiene	How do you feel when you are waiting for something exciting to happen? How do you think Mary and Joseph were feeling? Resolving problems with friends	
Shared Reading Daily blending practise Teaching key words. Use ppts to practise reading	Goldilocks and the 3 Bears <i>Comprehension questions- Who was Goldilocks? Where did she live? With</i>	<i>Goldilocks and the 3 Bears</i> <i>Comprehension questions- How did the bears feel/react to what Goldilocks</i>	3 Pigs How many pigs were there? Where did they live? Who did they live with? Where did they go? Who did their	3 pigs How did each pig react to what the wolf did? Why? What would you have done/ felt if you were one of the		Key words Blending Linking reading to own experiences	



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<p>key words.</p> <p>Use ipads to access teach your monster to read</p>	<p>whom? Why did she leave the house? Where did she go? What was the story about? What did Goldilocks look like? How did Goldilocks behave? Why do you think Goldilocks' Mummy didn't want her to go into the woods</p> <p>What's in Teddy's bag? Read items from a list then find in bag e.g. cup, pen, peg, cap.</p>	<p>did? Why? How would you feel? What do you think Goldilocks should say to the three Bears and why? Do the Bears act like humans? How? What happened after Goldilocks ate Baby Bears Porridge? What was the first thing Goldilocks did inside the House? What happened before Goldilocks went into the forest? Why was Goldilocks Happy to get home? Would you have gone in the bear's house? Why? What did she learn by going into the House? Why?</p> <p>Visualisation- choose a statement from the story. Read to the chn and they draw what is read</p>	<p>mother warn them about? What did they do after they had left their mothers house? What materials did they make their houses out of?</p>	<p>pigs? How did the pigs feel when they saw the wolf? How would you feel? What happens after each pig built their house? What did the first pig make his house from? What did their mother say to them before they left her? How did she feel? What would your mum have said to you?</p> <p>Do you think the pigs will listen to their mother's warnings in the future? Why?</p> <p>Think about each character and their traits</p> 		
<p>Other books linked</p>	<p>Bear stories- little bear stories bear hunt Whatever next Sing Goldilocks went to the house of the bears.</p>		<p>Other traditional tales- red riding hood, sleeping beauty, Cinderella, Rumpelstiltskin</p>			
<p>Writing</p> <p>Begin letter formation using handwriting lines.</p>	<p>Order pictures from the story- tell the story to an adult who will scribe.</p> <p>Practise writing initial sound (40-60 months emerging) through to CVC words (40-60 secure)</p> <p>Write letters that they have learnt from their name (Handwriting advice training). Letter formation</p> <p>Mark making their name to identify their pictures ect</p>	<p>write speech bubbles to match characters of mum, pigs, wolf</p> <p>Practise writing initial sound (40-60 months emerging) through to CVC words (40-60 secure)</p>	<p>Write simple sentences/labels to match the pictures from the story.</p> <p>Practise writing initial sound (40-60 months emerging) through to CVC words (40-60 secure)</p>	<p>Create a story road (large scale) of where the gingerbread man went on his journey</p>	<p>Thought bubbles Letters to Santa Lists - gifts Party items</p>	



					 <p>Writing lists of who/what could have chased the gingerbread man e.g. man, pig, hen, bus,</p>	
<p>Maths Use sets of ipads to access mathematics in class</p>	<p>Number 4 Shapes with 4 sides/ 4 corners</p> <p>Subitising Number recognition Counting to Counting from Counting back</p>	<p>Number 5 Order numerals forwards and backwards. COUNT OUT or MOVE TO COUNT Order by size.</p> <p>Shape - pentagons. Tessellation. printing</p>	<p>Number 5 Ordinal numbers - first second third etc</p> <p>bonds and number families of 5 Find a number bond Know number bond 1 more 1 less Find and know</p>			
<p>Understanding of the world</p> <p>Individual photos in KUW book. Speech bubbles.</p>	<p>Making porridge Using your senses.</p> <p>Where does your food come from? Not just the shop!</p>	<p>Sorting materials for purpose. Using their sense. Links to collage and model making afterwards.</p> <p>Which material to make a bear - soft, warm</p> <p>** LINKS TO RAINBOW TALK</p>	<p>Testing properties of different materials to build a house OR make a waterproof jacket for the pig</p> <p>Is the house strong enough? How do you know? Is the house waterproof? How can you tell? What would you use to build a safe, strong house?</p>	<p>GOING FOR A WALK</p> <p>Features of the environment Make a map of the wolf's route through the forest - what did he pass on the way.</p> <p>Use beebots to try to make them visit the different houses.</p>	<p>Looking at objects. Do we think they are old or new. Why</p>	<p>Light and dark Talking about candles, stars</p>



<p>Welly Wednesday</p>	<p>Scavenger hunt- autumn, rainbow colours, shapes</p> <p>Sorting by size.</p>	<p>Use mud and water to make a clay-mould into a bear shape</p> <p>Going on a bear hunt- sensory experience through the meadow</p>	<p>Can they make a shelter for the pigs/animals? Use farm animals from the classroom</p>	<p>Filling shapes with leaves</p>	<p>WALK IN THE ENVIRONMENT</p>	<p>Follow maps outside. Easy orienteering type course - go to marked places</p>
<p>Expressive arts and design</p>	<p>Music song- when Goldilocks went to the house of the bears</p> <p>Making character puppets. Talk about what the characters looked like? What size are they? How do bears feel? Encourage independent use of tools/ scissors. Question about what the characters did/ felt etc in the story.</p>	<p>Use puppets that have been made to role play the story of the 3 bears.</p> <p>MAKING POPPIES FOR WEDNESDAY Egg carton middle and red petals paper added.</p>	<p>Create the characters from the story</p> <p>plate masks</p> <p>peg legs on pink circles.</p>	<p>Collage - houses from straw, sticks, bricks</p>		<p>Clay decoration to hang. Still life line drawing</p>



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Art skills	<p>Introduce sketchbooks a visual diaries.</p> <p>Line and tone- experiment with mark making using different mediums (pencils, crayons, pastels, charcoal etc.)</p>	<p>Organisation of workspace - aprons/care of brushes/appropriate brush for the job etc.</p> <p>Introduction to Primary colours</p> <p>Powder paint mixing skills- paint like yogurt, problem solve by adding paint or water. Paint blocks of colour</p>	<p>Powder paint- different shades of the same colour- add white to make it lighter.</p>	<p>Powder paint- make a secondary colour - Orange</p> <p>Make it darker and lighter</p>	<p>Use a brush in different ways- stippling</p>	<p>Powder paint a star (use for xmas card)</p>
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Foundation Stage 2						
PE - Indoor	<p>See separate PE overview</p> <p>Class 6 - gymnastics</p> <p>Class 7 = dance - toys</p> <p>Class 8 - dance - toys</p>					
PE - Outdoor	<p>See separate PE overview</p> <p>Class 6 - locomotion - walking - all for sport</p> <p>Class 7 = ball skills</p> <p>Class 8 - balls skills</p>					

Workshop	<p>Make story puppets</p> <p>Make a large scale Guy Fawkes</p>	<p>Make binoculars to take into woods on a bear hunt</p> <p>Remembrance Day - make a Poppy</p>			<p>Make a boat - test it in the water tray - does it float or sink?</p>	<p>Christmas crafts</p>	<p>Christmas crafts</p>
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<p>Tough Tray</p>	<p>Printing firework patterns, paint blowing fireworks Blowing like the wolf OWN STRAWS PLEASE</p>	<p>Porridge oats- 3 bear set up Bricks making enclosures/ houses.</p>	<p>Magnets- materials to test including natural materials</p>	<p>Farm set</p>	<p>Collect things from the woods and put in tough tray with magnifying glasses</p>	<p>Mirrors and reflections</p>	<p>Torches and black paper White paper</p>
<p>Fiddle fingers</p>	<p>Cutting skills - play dough, straight lines, curved, zig zags</p>	<p>Teddy bear threading  Goldilocks hair made from long rolled sausages of playdough (OWN DOUGH)</p>	<p>Bingo dabbers or small spot stickers of 3 pig/wolf outline Put a peg on the initial sound to match the picture.</p>	<p>Curling pigs tails- rolling paper</p>			
<p>Writing area</p>	<p>Page borders, envelopes, pencil control sheets, CVC words, rainbow letters, large paper stuck under tables, clip boards BOOKLETS THROUGHOUT PROVISION - ROLE PLAY, SMALL WORLD ECT</p>						
<p>Construction</p>	<p>Build bonfires, rockets</p>	<p>3 bears cottage Different sized beds and chairs ENCLOSURES</p>	<p>How could the pigs get to the next house without being on the floor? Brdiges</p>	<p>Build a bridge for the gingerbread man Straws Lollipop sticks Lego</p>			