



Other possibilities

Mudd – Mary Lyn Ray – descriptive language, sounds, shape poems.

–How to look after hedgehogs and other animals over winter – factual writing

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| <u>Foundation stage 2</u> | Week 1 - 2 4.11.19 -15.11.19 | Week 3-4 18.11.19 - 29.11.19 | Week 5,6 and 7 2.12.19-20.12.19 |
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Stocksbridge Nursery Infant School F.S. Medium Term Grid Theme Title: What's in the woods? Term Autumn 1

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| SPARKLING STARTER... PROVOCATION | Set up the classroom like the three bears cottage with bowls, chairs, beds Changes in state | | Apple activities: - Eating apples, apple bobbing, apple hedgehogs, printing, | Oral story telling outside in the woods |
| Question | Why do we have to listen to our grown ups? History memories | | What can you make with an apple? Using our senses | Who else do you think might live in the woods? |
| UW science | Talk about what I see smell hear, and taste | | Talk about what I see changing and suggest why its happening see smell hear, and taste | Sense with your feet. Planning to make a change. |
| New vocab supported by Word Aware | words we should know – anchor words NOUN = eyes, nose , mouth VERB = listen, smell, hear, see ADJECTIVE = nice | | Words to learn - Goldilocks words (not too hard not too easy, just right). N = taste buds V = touch A = bright, hard, soft, smooth, light, dark, sweet, sour, lumpy | years for Y2 - step on words N = capillaries V = savour A = dim |
| 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 | | Developing ideas and expression of such. Building an interest to continue the line of thought. | Focus on drama and being part of the story Performance with actions and voice to match - sing song style. Reasoning - yes but, because, what if |
| Physical | mixing and stirring to make porridge- circular arm movements Spreading and cutting for snack. Independent Dressing and undressing Take your clothes off (minus buttons) | | Moulding using tools - clay Crumble mix- rubbing Looking after our belongings - looking after our clothes. | obstacle courses scissors for shaping shoes and socks. Get your socks the right way round/ inside out |
| Personal, social and emotional Being in my world Ali | Who's in your family? How many homes do you have? Do you have to travel far to see your grandparents? Etc Photos from home. Tell us a story about your family | | working with others to make class and school and nicer place to be Little picking Handy Hedgehogs - create handprints in different colours; cut them out, put everybody's handprints together to create the spikes on a Hedgehog. Cut out a simple Hedgehog head and paws to add to the spikes. | talking about the news |
| Reading | Goldilocks and the 3 Bears Who was Goldilocks? Where did she live? With whom? Why did she leave the house? Where did she go? | Goldilocks and the 3 Bears How did the bears feel/react to what Goldilocks did? Why? How would you feel? What do you think Goldilocks should say to the three Bears and why? | I need the book before I add Detail Sequence- look at front cover, title, predict what the book is about, set context, look at what hedgehogs are | Repetition of text https://en.calameo.com/read/003334310f5a757af882d https://www.youtube.com/watch?v=0gyl6ykDwds told by M.Rosen pull out vocabulary what does it mean: long wavy |



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| | <p>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>Picture, letter, number</p> | <p>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 bears house? Why? What did she learn by going into the House? Why?</p> | <p>I wonder.... thought provoking questions Read and vocabulary Visualise Comprehension</p> <p>Sentence reading. Power points of tricky words and cvc words to link to a pictures. What is a sound? Picture? Letter?</p> <p>https://www.oxfordowl.co.uk/api/interactives/26583.html use ebook The hedgehog discuss each picture- what happens if? What do you see? What's happening in the story</p> <p>https://www.bbc.co.uk/bitesize/clips/zq9rkqt video clip about hedgehogs comprehension from clips what do they eat in autumn? What is sleeping all winter called? What are baby hedgehogs called? Where do they live?</p> <p>How to draw a hedgehog https://www.youtube.com/watch?v=oPm27Wq9nQk chn draw hedgehogs. Use words to describe the hedgehog- vocab work</p> | <p>grass, a deep cold river, thick oozy mud, a big dark forest, a swirling, whirling snow storm, a narrow gloomy cave. Shiny wet nose, furry ears, big googly eyes</p> <p>Visualisation</p> |
| <p>Writing</p> | <p>Writing sounds you hear- linked to phonics- initial, medial, final sounds and dominant sounds</p> <p>Make sorry cards from Goldilocks</p> | <p>Writing sounds you hear- linked to phonics- initial, medial, final sounds and dominant sounds</p> <p>Invitation writing Inviting your bears for our teddy bear's picnic. Send note home with info</p> | <p>Writing sounds you hear- linked to phonics- initial, medial, final sounds and dominant sounds</p> <p>Write words to describe a hedgehog- spikey, prickles, brown, small (phonetically plausible)</p> <p>Link to science.... I can see I can smell I can taste I can touch I can hear</p> | <p>Writing sounds you hear- linked to phonics- initial, medial, final sounds and dominant sounds</p> <p>Use 4-6 pictures and stick in a simple book. HAPS Write a short sentence/caption/label using word bank vocabulary prompts eg Here is Bear and Dad./ Bear is in the cave. .</p> |
| <p>Maths led by White rose scheme</p> | <p>Week 1-3 Numbers 5-10 *count in sequence - no objects</p> <ul style="list-style-type: none"> Count objects and remember how many in the count. Draw a circle round it. How many? Move the number of objects into a line (e.g. 5 objects) Subitising dice patterns. Know it's the same. | | <p>Sorting into groups Week 1 - practical sorting Week 2 - sort and then compare size Sorting sets based on colour, size or shape. Asking the children what is the same and different about the sets of objects they have sorted. Sorting out the same collection of objects in different ways. - e.g. buttons -</p> | |



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| | <ul style="list-style-type: none"> Counting out and making their own set. Counting without moving objects that are randomly placed. Recognise the numbers to match to their counted sets. <p>HAPs - make the numbers with 2 different colours/sorts Mastery - numicon making families of 7. How can you show your ideas? Making 7 trains with 2 different coloured cubes/ pens. subitising Extension - number formation . Number sentences and number bonds (year1)</p> | | <p>looking at colour, size, shape, number of holes etc.</p> <p>Questions to ask Where should <u>this object</u> go? How else can I sort these? Does it belong in this set? If no, why?</p> <p>HAPs - Guessing the rule of already sorted objects. - how have they been sorted? Odd one out - e.g. triangles and circles and then a rectangle - can this rectangle fit in my sets? Sorting numbers - by numerals, pictures and patterns. Y1 - which set is the greatest/less/least Recording - photograph of sorted objects, sorting pictures, matching pictures to a physical number/numicon, drawing</p> | |
| <p>Maths M&O</p> | <p>Number recognition to 10 Counting sets Counting in order Comparison to size - how do you know they are the same Find a big number/ small number</p> | | <p>2D Shape names and recognition Colours Numbers - shape of - tall round, pointy Themselves - clothes, hair, boy girl. Classroom equipment - things to write with, things to read. Use of sorting trays and sets (circle)</p> | |
| <p>Understanding of the world</p> | <p>Making porridge Where does your food come from? Not just the shop! Senses - link to science</p> | <p>Hedgehog hospital https://www.youtube.com/watch?v=giNP51aKMDQ making hedgehog homes https://www.wildsheffield.com/wildlife/wildlife-conservation/hedgehog-heroes/ Sarah ad Beths mum.</p> | <p>Sensory walk through trays representing parts of the story</p> | |
| <p>Welly Wednesday</p> | <p>ROTA STYLE ACTIVITIES 6- making pretend food with mud - add leaves ect 7 - make a home for a bear 8 - sensory journey stick - Using clay - bears or hedgehogs - Search for signs of autumn - lotto board</p> | | | |
| <p>Expressive arts and design</p> | <p>Making character puppets. Talk about what the characters looked like? Size, texture. Teach joining skill - spreading glue</p> | <p>teach colour mixing with powder paint process - water sponge paint stir apply 2 colours Have a Teddy bear's picnic</p> | <p>teach - shaping with colour paint with 3 colours painting apples - red blue yellow Inspired by Paul Cezanne - fruit bowl Additional artists - Caravaggio, Monet Talk about changes in colour and density.</p> | <p>teach Composing a scene that you want to draw/ paint/ photograph - choosing how to arrange their picture. What will be in it? Will they add other items? Lots of language and discussion linked here.</p> |



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| Music - Charanga listen explore create | syllables and keeping the pulse copy the rhythm identify pitch - high and low Learn and sing Pat a cake pat a cake | make up rhythms for others to copy. Encourage more child led action. Reduce teacher led action to last week. Use instruments to identify pitch other than voice. record and listen to our work. | | |
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| <u>Foundation Stage 2</u> | | | | | | |
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| <p>PE - Indoor</p> | | <p>Moving in a high way and explore making high shapes.</p> | <p>Moving in a low way and explore making low shapes.</p> | <p>Exploring how to move safely using apparatus.</p> | <p>To explore movements and shapes in high and low ways on the apparatus.</p> | <p>To explore movements and shapes in high, low, over and under ways on the apparatus.</p> | <p>To explore movements and shapes in high, low, over and under ways on the apparatus. Children will self select where to work, exploring what movements and shapes to make and starting to identify features of other pupils work when questioned.</p> |
| <p>PE - Outdoor</p> | | <p>The focus of learning is to explore walking. Pupils will explore walking using different body parts in different directions, at different levels and at different speeds.</p> | <p>The focus of learning is for pupils to begin to walk efficiently. Pupils will explore how we walk using our head, arms and feet, applying an effective walking technique.</p> | <p>The focus of learning is to explore walking in different pathways and to explore relationships with others. Pupils will develop walking at different levels and at different speeds.</p> | <p>The focus of learning is to experience sustained walking following a route and instructions.</p> | <p>The focus of learning is to apply pupils' learning about walking developing into marching.</p> | <p>The focus of learning is for pupils to apply their understanding of walking, applying it into a game.</p> |
| <p>Other text / Story / reading (Children listen to a story every day)</p> | <p>Bears</p> | | | <p>Autumn In the woods recipies</p> | | <p>journeys families</p> | |



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| Workshop make and do painting | Make story puppets Make binoculars to take into woods painting for numbers | | Mixing brown - teach water sponge paint mix. Hammer a pumpkin - stick spines. Snipping along a curve | Christmas crafts Christmas crafts |
| Sand/Water Play | Capacity - jugs, pouring, measuring foliage - sensory tub + insects/ woodland creatures | | Tunnels - sand Moulding and shaping | |
| Tough Tray | Printing firework patters, paint blowing fireworks | Collect things from the woods and put in tough tray with magnifying glasses | Mini me stick people and forest scene- sticks/grass/stones etc | Magnets- materials to test including natural materials |
| Fiddle fingers | Cutting skills - play dough, straight lines, curved, zig zags threading numbers | | Stick mobiles- link (fasten) with rubber bands/pipe cleaners make a cross) | |
| Writing area | Page borders, envelopes, pencil control sheets, CVC words, rainbow letters Messages - phone lists- of phone numbers shaped paper. | | | |
| Construction | houses make a den for a bear - wood blocks, paper + cardboard | | making a stick hedgehog using a pumpkin + hammers. Put up images of what inspires them. | |
| small world | dolls house woodland creatures, bears , forests + foliage | | farm yard Noah's ark - familiy | |
| technology games, wipe board, ipad, sequencing, use of technology in role play (phones micro-wave) camera | letter formation phonics play games top marks maths games | | signs of autumn pictures of friends selfies. | |



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| role play | 3 bears house | Introduce the baby doll to classroom baby doll. | |
| Other - indoor | counting - dominoes, dice, matching pom poms to numicon buttons to sort out. display for their personal interests; e.g. making tanks and helicopters; transformer models with mobile; lion king images sorting worms feed the bear games - letters, numbers, words. | | |
| outdoor provocations | sensory plants to support small world play large dice bags for collections numbers plant pots large alphabet letters/ alphabet hop scotch. | Hopscotch ADULT FOCUS ACTIVITY - shooting numbers letters dominoes patterns. Bags for making collections. | |