

Year N Medium Term Plan: Spring 1 2023

		Week 1: Tuesday 2 nd January - Friday 5 th January	Week 2: Monday 8 th January - Friday 12 th January	Week 3: Monday 15 th January - Friday 19 th January	Week 4: Monday 22 nd January -Friday 26 th January	Week 5: Monday 29 th January - Friday 2 nd February	Week 6: Monday 5 th February - Friday 9 th February
Holiday Dates		Inset: Tuesday 2 nd January Half Term: 12 th -16 th February					
Festivals and Celebrations/ Diary dates		4 th January: World Braille Day	6 th January: Epiphany 13 th January: Lohri	15 th January: Martin Luther King Day	24 th -25 th January: Tu B'Shevat/Arbor Day 25 th January: Burns Night	2 nd February: Candlemas	6-7 th February: Isra and Mi'raj 10 th February: Lunar New Year 10 th February: Chinese New Year
Learning Theme		Traditional Tales					
Weekly Theme		Goldilocks and the Three Bears	Goldilocks and the Three Bears	The Gingerbread Man	The Gingerbread Man	Three Little Pigs	Chinese New Year
Main Text		Goldilocks and the Three Bears	Goldilocks and the Three Bears	The Gingerbread Man	The Gingerbread Man	Three Little Pigs	Dragons in the city
Adult-Led activity	Indoor Focus:	Communication and Language: Goldilocks and the Three Bears sequencing activity LO: Core: I can enjoy listening to longer stories and can remember much of what happens. Role Play area: House with Goldilocks props and masks	Communication and Language: Goldilocks and the Three Bears sequencing activity LO: Core: I can enjoy listening to longer stories and can remember much of what happens. Role Play area: House with Goldilocks props and masks	UTW: Making Gingerbread People LO: Core: I can talk about the differences between materials and changes I notice. Role Play area: House with Gingerbread man props and masks. Move house to black playground for children to 'RUN'	UTW: Making Gingerbread People LO: Core: I can talk about the differences between materials and changes I notice. Role Play area: House with Gingerbread man props and masks. Move house to black playground for children to 'RUN'	EAD: House building activity LO: Core: I can join different materials and explore different textures. Role Play area: House with Three little pigs props and masks. Construction materials	EAD: Making paper dragons LO: Core: I can use one-handed tools and equipment. Role Play area: House with Chinese props - pretend noodles, bowls etc
	Outdoor Focus	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Role Play: adults to model play	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Role Play: adults to model play	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Role Play: adults to model play	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Role Play: adults to model play	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Role Play: adults to model play	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Role Play: adults to model play

<p>Communication and Language (Circle time)</p>	<p>Daily Story-time Share Goldilocks Story and favourite stories LO: Core: I can enjoy listening to longer stories and can remember much of what happens.</p> <p>Daily singing Time, (children to choose from song folder)</p> <p>Learn Goldilocks song LO: Core: I am beginning to be able to sing a large repertoire of songs</p> <p>Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes</p>	<p>Daily Story-time Share Goldilocks Story and favourite stories LO: Core: I can enjoy listening to longer stories and can remember much of what happens.</p> <p>Daily singing Time, (children to choose from song folder)</p> <p>Learn Goldilocks song LO: Core: I am beginning to be able to sing a large repertoire of songs</p> <p>Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes</p>	<p>Daily Story-time Share The Gingerbread man story and favourite stories LO: Core: I can enjoy listening to longer stories and can remember much of what happens.</p> <p>Daily singing Time, (children to choose from song folder)</p> <p>Learn Gingerbread man song LO: Core: I am beginning to be able to sing a large repertoire of songs</p> <p>Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes</p>	<p>Daily Story-time Share The Gingerbread man story and favourite stories LO: Core: I can enjoy listening to longer stories and can remember much of what happens.</p> <p>Daily singing Time, (children to choose from song folder)</p> <p>Learn Gingerbread man song LO: Core: I am beginning to be able to sing a large repertoire of songs</p> <p>Learn Nursery rhymes (add props). LO: Core: I am beginning to know many rhymes</p>	<p>Daily Story-time Share Three Little Pigs story and other favourite stories LO: Core: I can enjoy listening to longer stories and can remember much of what happens.</p> <p>Daily singing Time, (children to choose from song folder)</p> <p>Sing Learn Three Little Pigs song LO: Core: I am beginning to be able to sing a large repertoire of songs</p> <p>Learn Nursery rhymes (add props). LO: Core: I am beginning to know many rhymes</p>	<p>Daily Story-time Share the Dragons in the city story and favourite stories LO: Core: I can enjoy listening to longer stories and can remember much of what happens.</p> <p>Daily singing Time, (children to choose from song folder)</p> <p>Listen to some Chinese music and songs LO: Core: I am beginning to be able to sing a large repertoire of songs</p> <p>Learn Nursery rhymes (add props). LO: Core: I am beginning to know many rhymes</p>
<p>Personal, Social and Emotional Development (JIGSAW)</p>	<p><u>Dreams and Goals: Week 1 - Challenge</u> LO: Core: I understand what a challenge means</p>	<p><u>Dreams and Goals: Week 1 - Challenge</u> LO: Core: I understand what a challenge means</p>	<p><u>Dreams and Goals: Week 3 - Setting a Goal</u> LO: Core: I can set a goal and work towards it</p>	<p><u>Dreams and Goals: Week 3 - Setting a Goal</u> LO: Core: I can set a goal and work towards it</p>	<p><u>Dreams and Goals: Week 4 - Obstacles and Support</u> LO: Core: I know some kind words which can encourage people</p>	<p><u>Dreams and Goals: Week 6 - Footprint Awards</u> LO: Core: I can feel proud when I achieve a goal</p>
<p>Physical Development: Gross Motor skills</p>	<p><u>Goldilocks and the three bears story - Make a stage to re-enact story with role play masks</u> LO: Core: I can collaborate with others to manage large items, such as moving a long plank safely,</p>	<p><u>Goldilocks and the three bears story - Make a stage to re-enact story with role play masks</u> LO: Core: I can collaborate with others to manage large items, such as moving a long plank safely,</p>	<p><u>Gingerbread man - running game (using track)</u> LO: Core: I can start taking part in some group activities which they make up for themselves, or in teams.</p>	<p><u>Gingerbread man - running game (using track)</u> LO: Core: I can start taking part in some group activities which they make up for themselves, or in teams.</p>	<p><u>Three little pigs - 3 separate teams building large construction houses (outdoors)</u> LO: Core: I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p><u>Chinese dragon - follow the leader game</u> LO: Core: I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>

	carrying large hollow blocks.	carrying large hollow blocks.				
	Daily Activ8: weeks 13-18 LO: Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Daily Activ8: weeks 13-18 LO: Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Daily Activ8: Weeks 13-18 LO: Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Daily Activ8: Weeks 13-18 LO: Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Daily Activ8: weeks 13-18 LO: Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Daily Activ8: Weeks 13-18 LO: Core: I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Physical Development: Fine Motor skills	Dough Disco LO: Core I can use one-handed tools and equipment	Dough Disco LO: Core I can use one-handed tools and equipment	Dough Disco LO: Core I can use one-handed tools and equipment	Dough Disco LO: Core I can use one-handed tools and equipment	Dough Disco LO: Core I can use one-handed tools and equipment	Dough Disco LO: Core I can use one-handed tools and equipment
Literacy (Reading)	Goldilocks and the Three Bears LO: Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: who questions	Goldilocks and the Three Bears LO: Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: who questions	The Gingerbread man LO: Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: Where questions	The Gingerbread man LO: Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: Where questions	Three Little pigs LO: Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: Where questions	Dragons in the city LO: Core: I can engage in extended conversations about stories, learning new vocabulary. Focus: What questions
Literacy (Writing)	Recognising and finding letters in name (magnetic letters and matching to name card. Writing first letter of name in salt tray) LO: Core: I can write some or all of the letters in my name	Recognising and finding letters in name (magnetic letters and matching to name card. Writing first letter of name in salt tray) LO: Core: I can write some or all of the letters in my name	Writing letters in name (with finger in sand trays, using name cards) LO: Core: I can write some or all of the letters in my name	Writing letters in name (with finger in sand trays, using name cards) LO: Core: I can write some or all of the letters in my name	Writing letters in name (with lolly stick in salt) LO: Core: I can write some or all of the letters in my name	Writing letters in name (on whiteboard with pen) LO: Core: I can write some or all of the letters in my name
Mathematics (Number)	Introduce Number of the week: Number 0 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example,	Introduce Number of the week: Number 1 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example,	Introduce Number of the week: Number 2 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example,	Introduce Number of the week: Number 3 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example,	Introduce Number of the week: Number 4 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example,	Introduce Number of the week: Number 5 LO: I can show 'finger numbers' up to 5. I can link numerals and amounts: for example,

	<p>showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p>showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p>showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p>showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p>showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>	<p>showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5.</p>
Mathematics (Space, Shape and Measure)	<p><u>Comparing sizes - bowls, beds and chairs (Goldilocks props)</u> LO: Core: I can make comparisons between objects relating to size, length, weight and capacity.</p>	<p><u>Comparing sizes - bowls, beds and chairs (Goldilocks props)</u> LO: Core: I can make comparisons between objects relating to size, length, weight and capacity.</p>	<p><u>Gingerbread man route maps</u> LO Core: I can discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p><u>Gingerbread man route maps</u> LO Core: I can discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p><u>Three little pigs door numbers (subitising)</u> LO: Core: I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p><u>Chinese new year</u> Lo: Core: I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
Understanding the World	<p><u>Porridge tasting (plain, sweet and tasty)</u> LO: Core: I can talk about the differences between materials and changes they notice.</p>	<p><u>Porridge tasting (plain, sweet and tasty)</u> LO: Core: I can talk about the differences between materials and changes they notice.</p>	<p><u>Smelly pots (ginger, cinnamon etc)</u> LO: Core: I can Explore collections of materials with similar and/or different properties.</p>	<p><u>Smelly pots (ginger, cinnamon etc)</u> LO: Core: I can Explore collections of materials with similar and/or different properties.</p>	<p><u>Straw, stick and house building</u> LO: Core: I can use all their senses in hands-on exploration of natural materials.</p>	<p><u>Chinese new year celebration video</u> LO: Core: I can talk about what I see, using a wide vocabulary.</p>
Expressive Arts and Design	<p><u>When Goldilocks went to the house of the bears song</u> Lo: Core: I can remember and sing entire songs.</p>	<p><u>When Goldilocks went to the house of the bears song</u> Lo: Core: I can remember and sing entire songs.</p>	<p><u>Making gingerbread people</u> LO: Core: I can join different materials and explore different textures.</p>	<p><u>Making gingerbread people</u> LO: Core: I can join different materials and explore different textures.</p>	<p><u>Making three pigs houses</u> LO: Core: I can join different materials and explore different textures.</p>	<p><u>Chinese paper dragons</u> LO: Core: I can join different materials and explore different textures.</p>
Religious Education	<p>Continue with the class prayer and using the calling used in worship to light the candle Focus on Kindness</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle Focus on Kindness</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle Focus on being respectful</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle Focus on being respectful</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle Focus on being respectful</p>	<p>Continue with the class prayer and using the calling used in worship to light the candle Focus on resilience</p>

<p>Phonics</p> <p>See additional planning</p>	<p>Letter of the week S, s</p> <p>Lo: Core: I can develop their phonological awareness</p>	<p>Letter of the week A, a</p> <p>Lo: Core: I can develop their phonological awareness</p>	<p>Letter of the week T, t</p> <p>Lo: Core: I can develop their phonological awareness</p>	<p>Letter of the week P, p</p> <p>Lo: Core: I can develop their phonological awareness</p>	<p>Letter of the week I, i</p> <p>Lo: Core: I can develop their phonological awareness</p>	<p>Letter of the week N, n</p> <p>Lo: Core: I can develop their phonological awareness</p>
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