

## EYFS - Learning Challenge Curriculum - Medium Term Planning



Year: Reception	Date: Spring 1	Teacher: R Unwin, J Wilkins	Class: Turtles and Starfish	Partner class: HMO EY
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### Prime learning challenge: Protecting What's Precious

Wow! Experiences/hooks/visits/visitors that will engage learners	Key Vocabulary	Inclusion planning
Fairytales Hunt Stockeld Park Trip Fairy Tale Crime Scene Police Visit (Online PC Holland)	Fairytales, character, hero, villain, once upon a time, Woods/forest magic, castle  Habitat, ice, freeze, melt, snow, flurry, seasons, winter,	Involve partner classes in coming on our fairytales hunt.

Date:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Challenge	Fairytales Hunt		Fairy Tale Crime Scene		Stockeld Park Trip??	Building the Pigs Houses
PSED	Discuss the characters from our story this week. Discuss the choices and <b>feelings</b> . How could they have done it differently?  Support children to	Discuss the characters from our story this week. Discuss the choices and <b>feelings</b> . How could they have done it differently?  Identify and moderate their own feelings	Discuss the characters from our story this week. Discuss the choices and <b>feelings</b> . How could they have done it differently?  Think about the perspectives of others./ Explain	Discuss the characters from our story this week. Discuss the choices and <b>feelings</b> . How could they have done it differently?  Think about the perspectives of others.	Discuss the characters from our story this week. Discuss the choices and <b>feelings</b> . How could they have done it differently?  Alternating characters week.	Discuss the characters from our story this week. Discuss the choices and <b>feelings</b> . How could they have done it differently?  Alternating characters week.

	verbalise what makes a good friend.	socially and emotionally -How would they feel if this happened to them?	the reason for rules, know right from wrong.  How did Goldilocks feel? Why did she go into their house? Did she make all wobbly choices or just some?		Begin to solve conflicts without adult support.  How could this problem be solved?	Begin to solve conflicts without adult support.  How could this problem be solved?
<b>PD</b>	Pencil control – pencil grip and clockwise and anti-clockwise movements.	Threading skills - Children to thread cereal onto pipe cleaners to make bird feeders (Linked to topic when ground is icy.)	Pencil control – pencil grip and clockwise and anti-clockwise movements.  Letter formation  Fine motor skills (chopping)	Children to design climbing course (outside). Move large climbing equipment safely in small groups.	Children to design climbing course (outside). Move large climbing equipment safely in small groups.	Experiments with different ways of travelling, jumping and landing. Create different paths on their obstacle course.
<b>CL</b>	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on vocabulary	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on vocabulary	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on

	vocabulary from one of our topic books.	vocabulary from one of our topic books.	vocabulary from one of our topic books.	from one of our topic books.	from one of our topic books.	vocabulary from one of our topic books.
	Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Introduce vocabulary from our progression on vocabulary forms in each area of provision.
<b>L (including suggested texts)</b>	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions
	Introduce new text Little Red Riding Hood	Introduce new text Goldilocks and the Three Bears	Introduce new text Gingerbread Man	Introduce new text Rhoal Dharl Fairytale poems. The three billy goat gruff.	Introduce new text Three Little Pigs Jack and the Beanstalk	Introduce new text Imagine This The Little wolf and the three big bad pigs.

<b>M</b>	Number 6 introduction and subitise Dice games Drawing arrangements Copying arrangements Showing (introduce bunny ears)	Number seven introduction. Exploring number seven and counting up to. Partitioning and exploring 7.	Number talks - perceptually subitising recognising numbers within numbers	Number eight introduction. Exploring number eight and counting up to. Partitioning and exploring 8.	Number nine introduction. Exploring number nine and counting up to. Partitioning and exploring 9.	Number ten introduction. Exploring number ten and counting up to. Partitioning and exploring 10.
<b>UW</b>	Draw information from a simple map. Children to explore our fairytale hunt within our forest schools, by following a map left behind by a character.	Season Walk Children to look carefully at what has changed in the environment. Discuss what these changes might cause.	Discuss how the changes in weather can affect animals.  Create bird feeders.	Looking at freezing and melting. Children to experiment with different ways of melting, looking at changing states of matter.  Look at our bird feeders to see if the birds have accessed them.	Observational art on forest schools. Black chalk)	Stockeld Park trip.  Follow-up seasons walk. Children make observations of changes and similarities in the environment from our first season's walk.
<b>Music/ Baking</b>	Follow the BBC music pilot of Little Red Riding. <b>Bake gingerbread men</b>					