

EYFS - Learning Challenge Curriculum - Medium Term Planning



Year: Reception	Date: Spring 2	Teacher: R Unwin	Class: Turtles	Partner class: HMO EY
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**Prime learning challenge: Into the Woods**

<b>Wow!</b> Experiences/hooks/visits/visitors that will engage learners	<b>Key Vocabulary</b>	<b>Inclusion planning</b>
Fairytale Hunt Fairy Tale Crime Scene Police Visit (Online PC Holland) Fairytale Picnic	Fairytale, character, hero, villain, once upon a time, Woods/forest magic, castle	Involve partner classes in coming on our fairytale hunt.

<b>Date:</b>	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Topic Events</b>	<b>Fairytale Hunt</b>		<b>Fairy Tale Crime Scene PC Holland Live video call</b>		<b>Fairytale Picnic</b>
<b>PSED</b>	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 verbalise what makes a good friend.	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 socially and emotionally -How would they feel if this happened to them?	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 the reason for rules, know right from wrong.	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.  Begin to solve conflicts without adult support.

			<p>How did Goldilocks feel?</p> <p>Why did she go into their house?</p> <p>Did she make all wobbly choices or just some?</p>		How could this problem be solved?
<b>PD</b>	Incorporate more busy fingers activities into the AOP to ensure children develop their fine motor skills.	Incorporate more busy fingers activities into the AOP to ensure children develop their fine motor skills.	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.	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.	Children to write their own fairytale stories, with a focus on handwriting/letter formation.
<b>CL</b>	Children to develop shared sustained thinking within planning time by listening to their friend's ideas and ask questions/offer suggestions to extend their ideas.	Children to develop shared sustained thinking within planning time by listening to their friend's ideas and ask questions/offer suggestions to extend their ideas.	Children to develop shared sustained thinking within planning time by listening to their friend's ideas and ask questions/offer suggestions to extend their ideas.	Add story cards to the AOP. Encourage/model storytelling, how to adapt stories and how to use props to aid.	Children to retell fairytale stories/ adapt them to make their own. Puppet theatre/story cards.
<b>L (including suggested texts)</b>	Little Wandle Phase 4 phonics Review each day, writing sentences. Support to retain sentences.	Little Wandle Phase 4 phonics Review each day, writing sentences.	Little Wandle Phase 4 phonics Review each day, writing sentences.	Little Wandle Phase 4 phonics Review each day, writing sentences.	Little Wandle Phase 4 phonics Review each day, writing sentences.

	<b>Little Red Riding hood</b>	Support to retain sentences.  <b>Three Billy Goat Gruffs</b>	Support to retain sentences.  <b>The Gingerbread man</b>	Support to retain sentences.  <b>Three little pigs</b>	Support to retain sentences.  <b>Alternating fairytale books</b>
	Continue daily guided reading sessions (Fluency, prosody, comprehension) Daily Little Wandle Phonics interventions.				
<b>M</b>	<p>Pattern Identifying repeating patterns.</p> <p>Continuing repeating patterns.</p> <p>Making repeating patterns.</p> <p>Introducing more complex patterns.</p> <p>Identifying the 'smallest unit of repeat.'</p>	<p>Number 9 intro</p> <p>Composition</p> <p>Counting and Cardinality</p> <p>Comparison</p> <p>Pattern</p> <p>Shape and Space</p> <p>Measures</p> <p>Subitise</p>	<p>Number 10 Composition</p> <p>Counting and Cardinality</p> <p>Comparison</p> <p>Pattern</p> <p>Shape and Space</p> <p>Measures</p> <p>Subitise</p>	<p>Number 10</p> <p><b>Number Bonds to ten</b></p> <p>Continue:</p> <p>Composition</p> <p>Counting and Cardinality</p> <p>Comparison</p> <p>Pattern</p> <p>Shape and Space</p> <p>Measures</p> <p>Subitise</p>	<p>Odd and Even numbers</p> <p>Exploring numerical patterns and counting patterns.</p>
<b>M</b>	Daily NCETM Mastering Number Sessions				
<b>UW</b>	<p>Draw information from a simple map.</p> <p>Children to explore our fairytale hunt within our forest schools, by following a map left behind by a character.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>What would be different now? How could we be safe? What do we have</p>	<p>Planting - plant some magic beans in outdoor area. Think about what we can do to help them grow.</p>	<p>Link into the three little pigs' houses and the materials they use. Use for forest schools.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Making magic fairy potions in mud kitchen, making a fairy garden.</p> <p>How do people in other countries celebrate easter? Recognise some similarities and</p>

		that they didn't have in the past?		-Different houses in our country and others.	differences between life in this country and life in other countries.
<b>Music/ Baking</b>	<p>Follow the BBC music pilot of Little Red Riding.</p> <p><b>Bake gingerbread men (Test in different environments from the story)</b></p>				
<b>Forest School</b>	Fairytale hunt	Bird feeders	Fairytale crime scene (Follow into forest school.)	Create fairy and elf houses. Observational art.	Easter Egg Hunt Fairytale Picnic