

## Medium Term Organiser Weekly Overview



Term: 3 Spring Learning through story (Talking Box)

		Prime Areas			Specific Areas			
Week		Personal, Social and Emotional (making relationships self confidence, self-awareness, managing feelings and behaviour)	Communication and Language (listening, attention, understanding and speaking)	Physical (moving, handling, health and self care)	Literacy (reading and writing)	Mathematics (numbers, shape, space and measure)	Understanding the world (people and communities, the world and technology)	Expressive arts and design (exploring, using media, design and being imaginative)
1	Fish who could wish, the rainbow fish	Routines and behaviour create individual target	Fish who could wish write own wish in a thought bubble above picture/photo of each child	Make medals cutting and sticking task Zipping up own coat, washing hands	Sh diagraph Shared and guided reading traditional stories	Sorting: wellies, children, resources Recognise teen numbers	New pet fish and chips (goldfish)  Underwater small world	Role play pirates and mermaids
2								
3	The 3 little pigs The 3 billy goats	Looking at our next steps.	Respond to traditional stories role play areas, using repetitive text.	Construction of houses using the classroom resources and dens in the woodland area	3 Little Pigs Read stories discuss differences/similarities	2 and 3D shape sort and discuss features roll, slide, curved, straight	Materials suitability for end use (pig houses test with hair drier wolf)	Observational drawings of bears
4		Using personal dolls to ensure positive relationships.	Recognising repeating refrains in traditional stories.	Construction of bridges link to 3 billy goats gruff	3 Billy Goats Gruff	Measure sorting objects and using non-standard measurements	Using the iPad to research bears and wolves	Re-act stories using props
6	Red riding hood	Stranger danger Link to Red Riding Hood	Talk about past present and future events linked to maths - time	Making and using maps outside following a route to Grandma's house	Writing labels for maps	Time sequencing events/stories filling in clock facing practise writing numbers (continue 1 more/less)	Drawing a map to Grandma's house add key features	Large scale group project scene/display from traditional story
	Chinese New Year	Chinese New Year 19 <sup>th</sup> Feb year of the sheep	Make up own stories and share (good and bad characters)	Dragon dance holding and moving mask and tail	Shared writing and reading own stories	Pattern repeating and creating own Number wanted game e.g. 6 5+1/3+3/4+2/6+0	Sound pegs record and sequence story	Observational drawings of Chinese dragon

**Assessment and Next Steps Action:**

**Interventions: Handwriting, Phonics and Maths Boost**

Term: 4 Spring Learning through story

	Pancake day	Good to be Me	Mama Panya's Pancakes Listen to stories, accurately anticipating key events.	Throwing and catching skills (flipping pancakes)	Sequence pancake making create own pancake book.	$\frac{1}{2}$ and $\frac{1}{4}$ cutting up pancakes to share How to make a half, quarter etc.?	Pancake day what does this mean?	Role play pancake flipping (leather pancakes in home area)
1	Gingerbread man	The favourite part of me My hand because I can draw, feet for football, arms for swimming and hugs, mouth for the flute	Gingerbread Man They use past, present and future forms accurately when talking	Health and safety when cooking. Make gingerbread people	Design gingerbread person label and create a shopping list of what is needed	Weight of ingredients And object in the role play bakery	Make gingerbread person and decorate	Create bakery role play Plays cooperatively as part of a group to develop and act out a narrative.
2		Choose a friend to write a letter to	Discuss why people are our friends what makes them special.	Running outside react the story of the gingerbread man	Retell the story of the gingerbread man record in own zig zag book	time Sequence events from the gingerbread man story Uses everyday language related to time.	Salt dough gingerbread etc for the bakery role play	Mother's day cards Constructs with a purpose in mind, using a variety of resources.
3	Handa surprise	Empathy of other people's feelings (large photos IWB images)	Handa's surprise Discussion about different fruits touch smell and taste	Healthy eating tasting different fruits from around the world	Label fruits and animals from the story	Fruit pattern kebabs	Looking at Kenya, read story Going to Market or Anna Hibiscus. Show Africa to have cities and cars too	Fruit and veg shop role play Create display of Handa's surprise joint large scale project
4		Recap - why good to be me? Preparing (cutting and removing seeds) and tasting fruits (healthy foods) Link to Handa's Surprise	On the way to market discuss similarities and differences to our country	Sorting food choices recognise changes in our bodies when activity, what is a healthy choice? Brush teeth, clean hand after the toilet	Rapunzel etc stories from African countries	Positional language of handa and the animals	Woodland area visit for signs in nature Trails make and look for animal bird tracks. African animals describe and find games	Observational drawing of fruit pineapple theme
5	Goldilocks and the 3 bears	Saying sorry linked to goldilocks story		Cutting and sticking sequencing the story pictures or characters onto a scene.	Goldilocks and the 3 Bears Write Goldilocks sorry letters	Data handling: porridge favours (salt, sugar, plain) Measure/size Lego charts	Making and tasting porridge Looking at weather (what a beautiful day) snow storm, rain, how do we get a rainbow?	Goldilocks song creating good and bad characters  Observational drawing of our bears

6		<p>Making a good choice outside of school at home, can children give an example.</p>	<p>We're going on a bear hunt Sequencing stories</p>	<p>Ring games: isn't funny how bears like... Lucy locket Duck duck goose</p> <p>Folding to make an Easter card design.</p>	<p>Invite own bears for a sleep over at school and see each morning the mischief they get up to...</p> <p>My bear is in the... (sand, staff room, hall, library, play house outside)</p>	<p>Addition stories (characters in the story) write a number sentence to show what is happening.</p> <p>Easter hen laying eggs how many do we need? How many now? How</p>	<p>Create and sequence bottles for the bear hunt story</p> <p>Looking at different eggs (duck, quail, chicken, goose)</p>	<p>Designing and making an Easter card.</p>
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