

Medium Term Organiser
Weekly Overview Term: 3 Learning through Stories



		Prime Areas			Specific Areas			
Week	Theme	Personal, Social and Emotional <i>(making relationships, self confidence, self-awareness, managing feelings and behaviour)</i>	Communication and Language <i>(listening, attention, understanding and speaking)</i>	Physical <i>(moving, handling, health and self care)</i>	Literacy <i>(reading and writing)</i>	Mathematics <i>(numbers, shape, space and measure)</i>	Understanding the world <i>(people and communities, the world and technology)</i>	Expressive arts and design <i>(exploring, using media, design and being imaginative)</i>
1 4/1	GOLDILOCKS & THE 3 BEARS	Reminders of routines and where we put things: names on work, trays, outside equipment in labelled trays.	S&L Reflecting on our 2 week break. - make up story together :thelma 3 at the bears' house	Mixing porridge "Mix up the funny porridge, let's make it rhyme- lets put in rhyming pairs two at a time "bear/chair spoon, moon, bed, head, Teddy toast- spreading honey.(banana, blueberry, raisins)	Listen with attention- Story Joining in with refrains- Someone's been eating my porridge t for teddy	Time- new year. Looking at months. Ordering spoons, chairs and beds by size. Recapping formation of 1,2,3 thelma 3 taking 3 bowls of porridge	Visit to the woodland area. Looking for signs of the bears. (find three porridge bowls)	When Goldilocks went to the house of the bears. Goldilocks songs and rhythms- big bear/baby bear musical notation Draw bear on whiteboards- photocopy ready to add brown shades to.
2 11/1		Goldilocks- talking about her good choices	Holding opinions- was it OK for Goldilocks to have the porridge? Would the bears like her to live there?	Bears/goldilocks going to bed	Listen to stories with attention to recall Phase 1 -tune in to sounds- teddy lost in woods p10L&S)	Matching the bears to objects- counting 3 spoons and 3 bowls Chart for porridge Recapping four. Three bears plus goldilocks.	Taste test- porridge- plain or sweet?	Acting out 3 bears story Mixing different shades of brown to paint bears Explores colour and how colours can be changed
3 18/1	THE 3 LITTLE PIGS	Perseverance-making a house of bricks which will last- worth putting the effort in sometimes.	Record noises of sawing, hammering walking, then sequence story <small>L&A22-36 Recognises and responds to many familiar sounds eg turning to a knock on the door, looking at or going to the door</small>	Wolf game- wolf crawls while the pigs skip/dance. Music stops to show the wolf is looking for the pigs- children stand and balance on one leg so that the wolf doesn't eat pig. (Can PD30-50 stand momentarily on one foot)	Describes main story settings, events and principal characters. Describe pig and wolf. The big bad wolf has got a box eeieio.. (p10L&S) Write P for pig	Pigs move from house to house - count up total each time eg 3 in bricks, none in sticks Straw, but still three	Homes and materials- what are our homes made of? Forces- discuss how you could snap straw and sticks but not bri Pig biscuits with marshmallow noses	Beginning to be interested in and describe texture of things. Colour mixing white and red- different shades of pink on paper plate.
4 25/1		Team work- making a house outside	Hot seat the wolf and pigs- why did you build the house out of sticks etc.. U30-50 Beginning to understand 'why' and 'how' questions.	Den making. Hammering tent pegs into ground for tarpauling	Instrumental sounds sounds of building. Saw-scrappers, tapping, for hammer Repeating refrains	N30-50 Shows an interest in number problems Need to put 5 things in the stew pot ready for the wolf. Choose from list. Different ways of making 5 eg 4 onions, 1 potato. Or 3 carrots and 2 onions.	Talking about our homes and families. Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.	Pig printing and painting- mixing white with red for pink , adding triangle ears, circle snout, etc
5 1/2	THE 3 BILLY GOATS GRUFF	Begin to understand how others might be feeling- why is the troll so selfish?	Touch the different textures and describe how it feels	- focusing on pen grip, looking for spaces, top to bottom lines pattern bridge II-II Cut strip for paper bridge- add troll and goats.	Rhythmic story telling- (use thunder maker for troll. Retelling the story. Who's trip trapping over my bridge?	Bridges-Positions- under/ over, wider.	Sand pit- tunnel investigation can you make a tunnel so that the goats can avoid the troll	Goat sounds: eg loud, middle, quiet sounds to match goat Colour mixing- green shades for troll. Song :Watch out for, the big bad troll,
8/2		Special box(mirror inside)-describe	Describe troll	Climbing over the bridges they make.	Rhythm and rhyme	Continue ways to make 4	Forces- falling down	Bridges- construction

Term 4 Learning through stories continued

Week	Theme	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 22/2	GINGERBREAD MAN	Select and use activities and resources- make playdough GB people. How will you decorate them?	Songs around piano from gingerbread songbook	Cutting skills- making a road for GBman Problem solving- cut a white strip to make 3 equal parts for the middle of the road. Draw where to cut first	Game- tuning into sounds- match the sound to the animal in the GBman story. Get children to have a go at making the animal noises. Phase 1 robot talk R-u-n run	Gingerbread man with buttons. Child to show on tentown number track how many buttons they think there are.	Materials- changing what would happen if the gingerbread man went in the water?	Use cutters to print the gb man and add features by printing with rubber on top of pencil
2 1/3		Extending play - set out room for role play- what can you use for the road? The river? etc	Act out the story of gingerbread man	Make obstacle course for the gingerbread story.	Magnetic rhyming words- man, can, Fox, box	Sinking and floating continued. -how could the gingerbread man cross the river without going soggy?	Making gingerbread people.	Listen to the beat: With instruments. Pretend to be gingerbread man- started off walking, then skipping, then marching. Playing with words clap or tap the syllables for parts of the story: Lady Roll it out gingerbread Stop cow Horse River Fox goodbye
3 8/3	PIRATE STORIES (Polly Parrot picks a pirate, pirate, Pirate Pete)	Good choices- is it OK to take other people's things?	Following instructions in story to get to treasure (eg the safe bridge has arrow next to it.	Use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	L&S alliteration- make up pirate names eg Two tooth Trelawny, Pegleg Pete	Which pirate has more treasure? Counting. Treasure hunt- find the treasure correct number of steps (eg five steps, turn left then 7steps) number30-50 Realises n objects, but anything can be counted, including steps, claps or jumps.	Explore floating and sinking- what can Pirate Pete take to sea that it won't sink?	Act out pirate role play.
15/3		What is your treasure? Things most important to us	Understand questions with two parts- finding way to treasure island	Design a course for people to walk the plank with the blocks	Writing- treasure maps Alliteration- Polly parrot picks a pirate	Placing correct number of things on the treasure map. Spot the difference between the map and the island.	Developing an understanding of growth, decay and changes over time: something found on ship.	Mixing different shades of blue to make a sea scape
22/3	Pants Stories	Child describes pants and others have to select correctly from set in circle. L&A 30-50 Listens to others one to one or in small groups,	Discuss who the giant pants might belong to	Fine-motor- manipulating pegs on the washing line.	Rhyme- pants book Listens to and joins in with stories and poems,	Ordering pants on a washing line- size Sorting pants- colour/size, style/pattern etc	40-60 explores similarities and differences	

<p>6 29/3 (3 days)</p>	<p>ROSIE'S WALK</p>	<p>Special responsibilities- jobs during tidy up time for individuals</p>	<p>Beginning to understand 'why' and 'how' questions. Prepositions.U30-50 Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p>Build an obstacle course for a friend like Rosie's Walk. Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Phase 1 L&S environmental sounds Create sounds with sticks on different surfaces Questions- why things happen</p>	<p>Positional language Order fabric, numbered pancakes)</p>	<p>Recycling (Sir 7)- look at field and see if we can find 7 bits of litter. Look at where we live.</p>	<p>Explore patterns and colours by the illustrator</p>