

Assessment:

See weekly plans for specific assessments linked to Aspects.

Questioning: During guided learning.

Outcome: Have they met the objectives? Record on sheet.

On the spot/Observations: Record appropriate & planned observations on post it notes/tracker sheets.

Peer/Self: What was good about their work? What would make it even better? Mark own work.

EYFS Medium Term Planning Spring—Traditional Tales

Gaddeby value focus—Resourcefulness and Curiosity

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<p>1</p> <p>Goldilocks and the Three Bears</p> <p>24/02/25</p> <p>Imitate and Innovate.</p> <p>St. David's Day</p> <p>28/02/25</p>	<p>Key PSED Themes: Stranger Danger: to be covered during majority of Traditional Tales—Goldilocks, Little Red Riding Hood etc.</p> <p>Self-Regulation Continued focus on embedding Gaddeby values, including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc. Children will discuss feelings and begin to regulate their feelings if conflict occurs with others The colour Monster Taking care of resources and equipment.</p> <p>Managing Self Embedding school routines and structures with a continued focus on measures to enable us to keep safe. Discussions on schools' priority to keep safe, how can we make it safer? Independently getting changed for PE. Discussion on stranger danger and how to keep safe in different environments (underpinned throughout topic). Children to develop resourcefulness skills—getting resources, using the working wall etc. Discuss keeping safe on computers. Explore technology resources in school (Bee-bots, computers).</p> <p>Building relationships Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children's own recorded work, leading to setting simple goals and conferencing with teacher—embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire, den building, using tools at Forest School.</p> <p>Circle Time Stranger Danger In the story Goldilocks went into a stranger's house. Was that a good idea? Why not? Should she have gone into someone's house without their permission? Discuss possibilities of being in a place, which was so secluded.</p>	<p>Gross motor skills: Forest School, dance and gymnastics.</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Access to a variety of tools—scissors, glue, tweezers paintbrushes etc.</p> <p>Developing writing skills.</p> <p>During PE and snack times discuss and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, tooth brushing and having a good sleep routine. Dressing independently for P.E and outdoor learning.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PE: Ball Skills Lesson 1- Move the Ball- Develop the ability to control a ball in a range of ways.</p> <p>Dojo challenge— all linked to topic.</p> <p>Writing Skills—Level 2/3 sounds. Speed writing tricky words and experimenting with different mediums.</p>	<p>Listening, Attention and Understanding English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddeby Primary School?</p> <p>Speaking Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unlock topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Use of Talk 4 Writing to learn narratives (orally retell a story using actions)—Goldilocks and the Three Bears. Imitate and then innovate. Performing and acting out role linked to topic characters/people. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work. Instructions to make items (porridge).</p> <p>STEM opportunities to promote conversations.</p> <p>Stories to read: Goldilocks and the three bears The three polar bears. Goldilocks and the three dinosaurs. Me and You Topic focused stories Interactive story on the IWB. Nursery Rhymes PowerPoint Stories.</p> <p>Role-play area: Set up role play The Three Bears Cottage.</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: Tricky Words on sight to build up fluency.</p> <p>Narrative writing: Reading the story of Goldilocks and the Three Bears. Imitating the story of Goldilocks. Creating a story map for Goldilocks. Imitating the story of Goldilocks by ordering the story and writing key sentences to match the pictures.</p> <p>Continue with super sentence writer of the week.</p> <p>DOJO CHALLENGE WRITING.</p>	<p>Number Counting accurately with 1-1 correspondence. Counting fingers & toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p>White rose maths— 52 Episode 4 (Nine)</p> <p>Meet Nine Counting (1 to 9) The Nine-ness of 9 The structure of square numbers (4 and 9) Partitioning and combining 9 Partitioning 9 into 3 equal groups Partitioning is the inverse of combining</p> <p>2D shapes and their properties up to octagon</p> <p>Partitioning 9 into equal groups of 3. Focus on sharing, linked to Goldilocks and the three bears—sharing porridge between the bears.</p> <p>Numerical Patterns Verbally practising counting to 10. Number songs. Count forwards and backwards to 10 Using number songs and visuals for 1 more and 1 less.</p> <p>NCETM—pattern exploration.</p>	<p>Circle time to explore these areas.</p> <p>Past and Present: Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p>People, Culture and Communities: Talk about and recall some religious stories and words (Easter/ Chinese New Year link). Making links between different characters and traditional tales.</p> <p>The Natural World Scents of Spring. Children to create a scent for Woodland animals. Talk about changes in materials. Learn about trees and fauna at Forest School. Discuss seasons.</p> <p>Technology: Introduction to the Internet for research purposes. What can we use computers for? What would you like to find out? Completing a simple programme using click and drag technique.</p>	<p>Creating with Materials: Create collaboratively, sharing ideas, resources and skills. Family portrait painting of the 3 bears.</p> <p>Being imaginative and Expressive: Colouring & labelling characters from the story. Construction to build furniture for the bears.</p> <p>Read/watch a different version of the story—The 3 Bears</p> <p>Role-Play Area- The 3 Bears Cottage. Develop storylines in their pretend play. Acting out the traditional tale. Sorting items in order of size. Discuss feelings and emotions linked to the characters.</p> <p>Artist Study: Picasso— Portraits- Links with 3 Bear paintings.</p> <p>Music: Pitch introduced to the word 'pitch' by singing a 2 note song 'Bee Bee Bumble Bee'</p> <p>Instruments- Explore and engage in music making and dance, performing solo or in groups. Variety of instruments available to explore and help retell stories and sing songs.</p>
	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria
	Key Vocabulary: healthy, stranger danger, safety, resourcefulness, independence, curiosity, safer strangers, feedback.	Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.	Key Vocabulary: traditional, history, narrative, villain, stranger danger, stories, start, middle, end.	Key Vocabulary: conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words, narratives, start, middle, end, innovate, imitate, characters.	Key Vocabulary: subitising, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds.	Key Vocabulary: winter, fiction, non-fiction, past, present, traditional, stranger danger, tools, paths.	Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative.

Assessment:

See weekly plans for specific assessments linked to Aspects.

Questioning: During guided learning.

Outcome: Have they met the objectives? Record on sheet.

On the spot/Observations: Record appropriate & planned observations on post it notes/tracker sheets.

Peer/Self: What was good about their work? What would make it even better? Mark own work.

EYFS Medium Term Planning Spring—Traditional Tales

Gaddeby value focus—Resourcefulness and Curiosity

<p>2 Goldilocks and the Three Bears CONTINUED 03/03/25 Imitate and Innovate.</p> <p>Shrove Tuesday/ Pancake Day 04/03/25</p> <p>WBD— 06/03/25</p>	<p>Key PSED Themes: Stranger Danger: to be covered during majority of Traditional Tales— Goldilocks, Little Red Riding Hood etc.</p> <p>Self-Regulation Continued focus on embedding Gaddeby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc. Children will discuss feelings and begin to regulate their feelings if conflict occurs with others The colour Monster Taking care of resources and equipment.</p> <p>Managing Self Embedding school routines and structures with a continued focus on measures to enable us to keep safe. Discussions on schools' priority to keep safe, how can we make it safer? Independently getting changed for PE. Discussion on stranger danger and how to keep safe in different environments (underpinned throughout topic). Children to develop resourcefulness skills—getting resources, using the working wall etc. Discuss keeping safe on computers. Explore technology resources in school (bee-bots, computers).</p> <p>Building relationships Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children's own recorded work, leading to setting simple goals and conferencing with teacher—embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire, den building, using tools at Forest School.</p> <p>Circle Time: Right and Wrong Discuss what Goldilocks did wrong. Was Goldilocks right to steal the porridge? What should she do? Split the class into groups of 4 to re-enact a change in the ending, to make everything okay, for example, instead of Goldilocks running away she could apologise and explain why she did it.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Gross motor skills: Forest School, dance and gymnastics.</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Access to a variety of tools – scissors, glue, tweezers paintbrushes etc.</p> <p>Developing writing skills.</p> <p>Creating movement in time to During PE and snack times discuss and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, tooth brushing and having a good sleep routine. Dressing independently for P.E and outdoor learning.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PE: WBD big moves & dances. Adventure Theme- We're Going on a Bear Hunt.</p> <p>Dojo challenge— all linked to topic.</p> <p>Writing Skills—Level 2/3 sounds. Speed writing tricky words and experimenting with different mediums.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Listening, Attention and Understanding English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddeby Primary School?</p> <p>Speaking Many opportunities for speaking and listening such as poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Use of Talk 4 Writing to learn narratives (orally retell a story using actions)— Goldilocks and the Three Bears, Imitate and then innovate. Performing and acting out role linked to topic characters/people. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work. Instructions to make items (porridge). STEM opportunities to promote conversations.</p> <p>Stories to read: Goldilocks and the three bears The three polar bears. Goldilocks and the three dinosaurs. Me and You Topic focused stories Interactive story on the IWB. Nursery Rhymes PowerPoint Stories.</p> <p>Role-play area: Set up role play The Three Bears Cottage—CRIME SCENE.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different explanations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: Tricky Words on sight to build up fluency.</p> <p>Narrative writing: Continued writing from last week's topic learning. Reading the story of Goldilocks and the Three Bears. Imitating the story of Goldilocks. Innovating the story of Goldilocks by the use of an innovation hook.</p> <p>Children to write who committed the crime— Paddington.</p> <p>Continue with super sentence writer of the week.</p> <p>DOJO CHALLENGE WRITING.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Number Counting accurately with 1-1 correspondence. Counting fingers & toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p>White rose maths— S2 Episodes 5 (Ten) Meet Ten Counting (1 to 10) 10 ones are equivalent to one 10. Adding 1 Counting 1 to 10 Missing numbers to 10. Use of 10 frames to represent 10. How many more to make 10.</p> <p>Numerical Patterns Verbally practising counting to 10. Number songs. Count forwards and backwards to 10 Using number songs and visuals for 1 more and 1 less. NCETM—pattern exploration.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Circle time to explore these areas.</p> <p>Past and Present: Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p>People, Culture and Communities: Talk about and recall some religious stories and words (Easter/ Chinese New Year link). Making links between different characters and traditional tales.</p> <p>The Natural World Scents of Spring. Children to create a scent for Woodland animals. Talk about changes in materials. Learn about trees and fauna at Forest School. Discuss seasons.</p> <p>Technology: To create an animating picture. Completing a simple programme using click and drag technique.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Creating with Materials: Create collaboratively, sharing ideas, resources and skills. WBD Crafts linked to 2025 theme- Adventure. Make and design own book marks. WBD Character choices worksheet. Design a book cover. Edible Characters.</p> <p>Being imaginative and Expressive- We're Going on a Bear Hunt.</p> <p>Role-Play Area- Library. Taking out books and choosing books based on the blurb. Sorting books. Issuing cards and notes with the books.</p> <p>Artist Study: Vivian Truong— Illustrator for WBD- Links with WBD- check out her amazing work. WBD Animation Launch</p> <p>Music: Pitch Children will use their voices to experiment with how they can show different moods through the pitches they use.</p> <p>Instruments- Explore and engage in music making and dance, performing solo or in groups. Variety of instruments available to explore and help retell stories and sing songs.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>
	<p>Key Vocabulary: healthy, stranger danger, safety, resourcefulness, independence, curiosity, safer strangers, feedback.</p>		<p>Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>		<p>Key Vocabulary: traditional, history, narrative, villain, stranger danger, stories, start, middle, end.</p>		<p>Key Vocabulary: conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words, narratives, start, middle, end, innovate, imitate, characters.</p>		<p>Key Vocabulary: subitising, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds.</p>		<p>Key Vocabulary: winter, fiction, non-fiction, past, present, traditional, stranger danger, tools, paths.</p>			

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EYFS Medium Term Planning Spring—Traditional Tales

Gaddeby value focus—Resourcefulness and Curiosity

<p>3 The Three Little Pigs 10/03/25</p> <p>Holi 14/03/25</p>	<p>Key PSED Themes: Stranger Danger: to be covered during majority of Traditional Tales— Goldilocks, Little Red Riding Hood etc.</p> <p>Self-Regulation Continued focus on embedding Gaddeby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc. Children will discuss feelings and begin to regulate their feelings if conflict occurs with others The Colour Monster Taking care of resources and equipment.</p> <p>Managing Self Embedding school routines and structures with a continued focus on measures to enable us to keep safe. Discussions on schools' priority to keep safe, how can we make it safer? Independently getting changed for PE. Discussion on stranger danger and how to keep safe in different environments (underpinned throughout topic). Children to develop resourcefulness skills—getting resources, using the working wall etc. Discuss keeping safe on computers. Explore technology resources in school (bee-bots, computers).</p> <p>Building relationships Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children own recorded work, leading to setting simple goals and conferencing with teacher—embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire, den building, using tools at Forest School.</p> <p>Circle Time: Discuss an incident and how the Police might deal with it. Why did they need the Police? Why wouldn't the ambulance service be as much help?</p> <p>Make Walkie Talkies. Why are these so important to Police? What do they help them do?</p> <p>Act out roles in role-play.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Gross motor skills: Forest School, dance and gymnastics.</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making.</p> <p>Access to a variety of tools— scissors, glue, tweezers paintbrushes etc.</p> <p>Developing writing skills.</p> <p>Creating movement in time to During PE and snack times discuss and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, tooth brushing and having a good sleep routine.</p> <p>Dressing independently for P.E and outdoor learning.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PE: Ball Skills Lesson 2- Roll it, Throw it. Develop the ability to throw accurately at a target.</p> <p>Dojo challenge— all linked to topic.</p> <p>Writing Skills—Level 2/3 sounds.</p> <p>Speed writing tricky words and experimenting with different mediums.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Listening, Attention and Understanding English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddeby Primary School?</p> <p>Speaking Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Use of Talk 4 Writing to learn narratives (orally retell a story using actions)—Goldilocks and the Three Bears. Imitate and then innovate. Performing and acting out role linked to topic characters/people. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work. Instructions to make items (porridge).</p> <p>STEM opportunities to promote conversations.</p> <p>Stories to read: The Three Little Pigs The three Ninja Pigs The big bad pigs and the wolf Topic focused stories Interactive story on the IWB. Nursery Rhymes PowerPoint Stories.</p> <p>Role-play area: Set up role play The Three Little pigs building site.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: Tricky Words on sight to build up fluency.</p> <p>Narrative writing: Read the story of the Three Little Pigs. HOOK—created WANTED poster for the Gaddeby's big bad wolf—aka Busy Bear Design a house for Three Little Pigs, then link to STEM activity—making the house.</p> <p>Continue with super sentence writer of the week.</p> <p>DOJO CHALLENGE WRITING</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Number Counting accurately with 1-1 correspondence. Counting fingers & toes etc. Number rhymes. Quick counting. Say and use number names to 10 in familiar contexts.</p> <p>White rose maths— S3 Episode 6 (Now we are 6 to 10) S2 Episodes 6 (Just Add 1)</p> <p>A review of numbers 6 to 10</p> <p>Addition of 1 more to totals between 6 and 10.</p> <p>Counting (1 to 10) Counting down 10 to 1</p> <p>Count back from 10 to 1.</p> <p>Number bonds that total 10</p> <p>Numerical Patterns Verbally practising counting to 10. Number songs. Count forwards and backwards to 10 Using number songs and visuals for 1 more and 1 less.</p> <p>NCETM—pattern exploration.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Circle time to explore these areas.</p> <p>Past and Present: Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p>People, Culture and Communities: Talk about and recall some religious stories and words (Easter/ Chinese New Year link). Making links between different characters and traditional tales.</p> <p>The Natural World Scents of Spring, Children to create a scent for Woodland animals. Talk about changes in materials. Learn about trees and fauna at Forest School. Discuss seasons.</p> <p>Technology: Discuss the story of The 3 Little Pigs. How could the pigs hide from the big bad wolf? Any other ideas? Discuss how we can disguise ourselves by wearing diff clothes. Click and drag the clothes to dress the pig to disguise it from the wolf.</p> <p>The Three Little Pigs™ website Play Porkshop! A Three Little Pigs™ brand game. - KIDOONS</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>	<p>Creating with Materials: Create collaboratively, sharing ideas, resources and skills. As a team make three 3D houses using boxes and a variety of materials to add to display. Collage pigs.</p> <p>Making Holi Cards. Paint throwing activity.</p> <p>Being Imaginative and Expressive: Paint a scary wolf mask. Painting/Collage 3 Little Pigs- attach a curly tail with a pipe cleaner.</p> <p>Role-Play Area- The 3 Pigs Houses. Develop storylines in their pretend play. Acting out the traditional tale with the use of different materials. Discuss feelings and emotions linked to the characters.</p> <p>Artist Study: Picasso – Portraits- Links with 3 Little Pigs Collage.</p> <p>Music: Pitch Children will use recording devices to explore their own and others' voices. They will act out various lines from stories, such as <i>Goldilocks and the Three Bears</i>, using appropriately-pitched voices.</p> <p>Instruments- Explore and engage in music making and dance, performing solo or in groups. Variety of instruments available to explore and help retell stories and sing songs.</p>	<p>See Weekly Plans for lesson objectives/Success Criteria</p>
	<p>Key Vocabulary: healthy, stranger danger, safety, resourcefulness, independence, curiosity, safer strangers, feedback.</p>		<p>Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>		<p>Key Vocabulary: traditional, history, narrative, villain, stranger danger, stories, start, middle, end.</p>	<p>Key Vocabulary: conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words, narratives, start, middle, end, innovate, imitate, characters.</p>		<p>Key Vocabulary: substitising, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds.</p>		<p>Key Vocabulary: winter, fiction, non-fiction, past, present, traditional, stranger danger, tools, paths.</p>		<p>Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative</p>		

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Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<p>4</p> <p>Little Red Riding Hood</p> <p>17/03/25</p> <p>St. Patricks Day</p> <p>17/03/25</p> <p>Red Nose Day</p> <p>21/03/25</p>	<p>Key PSED Themes: Stranger Danger: to be covered during majority of Traditional Tales: Goldilocks, Little Red Riding Hood etc.</p> <p>Self-Regulation Continued focus on embedding Gaddeby values; including respecting ourselves, each other and our belongings; the importance of manners and showing respect, treating one another fairly whilst also working together etc. Children will discuss feelings and begin to regulate their feelings if conflict occurs with others The Colour Monster Taking care of resources and equipment.</p> <p>Managing Self Embedding school routines and structures with a continued focus on measures to enable us to keep safe. Discussions on school priority to keep safe, how can we make it safer? Independently getting changed for PE. Discussion on stranger danger and how to keep safe in different environments (underpinned throughout topic). Children to develop resourcefulness skills—getting resources, using the working wall etc. Discuss keeping safe on computers. Explore technology resources in school (bee-bots, computers). Make a picnic basket of food to take to Grandma's house. Talk about what food would be good to include, link to keeping healthy and a healthy diet.</p> <p>Building relationships Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children own recorded work, leading to setting simple goals and conferencing with teacher—embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire, den building, using tools at Forest School.</p> <p>Circle Time: Taking care of our families. Discuss what happened in the story—don't walk off the path like Red Riding Hood, do as your mum tells you. Should we do what all adults tell us to do? What if we don't know them? Reinforce Stranger Danger. Discuss what happened in the story of Little Red Riding Hood—don't walk off the path like Red Riding Hood—always stay with a grownup etc.</p>	<p>Gross motor skills: Forest School, dance and gymnastics.</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Access to a variety of tools – scissors, glue, tweezers paintbrushes etc.</p> <p>Developing writing skills.</p> <p>During PE and snack times discuss and talk about the different factors that support their overall health and wellbeing - regular physical activity, healthy eating, tooth brushing and having a good sleep routine. Dressing independently for P.E and outdoor learning.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PE: Ball Skills Lesson 3-Hit the Target. Use throwing skills in a small-sided game. RED NOSE DAY- Egg and Spoon races with Red Noses.</p> <p>Dojo challenge— all linked to topic.</p> <p>Writing Skills—Level 2/3 sounds. Speed writing tricky words and experimenting with different mediums.</p>	<p>Listening, Attention and Understanding English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddeby Primary School?</p> <p>Speaking Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Use of Talk 4 Writing to learn narratives (orally retell a story using actions)—Goldilocks and the Three Bears. Imitate and then innovate. Performing and acting out role linked to topic characters/people. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work. Instructions to make items (porridge).</p> <p>STEM opportunities to promote conversations.</p> <p>Stories to read: Little Red Riding Hood Topic focused stories Interactive story on the IWB. Nursery Rhymes PowerPoint Stories.</p> <p>Role-play area: Set up role play Grandma's cottage "oh what big eyes you have?"</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: Tricky Words on sight to build up fluency.</p> <p>Narrative writing: Read the story of Little Red Riding Hood. Who was the bad character? Who was he similar to in other stories? Why? What did they do that was similar? How were they bad?</p> <p>Children to paint a picture of Little Red Riding Hood and then use adjectives to describe her appearance.</p> <p>Write a full sentence in the exercise books to describe the character (appearance/ personality/ how she moves). "She has a red hood." "Her red hood is long." "She has a red hood and she moves quickly." "She is kind to her Grandma" etc.</p> <p>Continue with super sentence writer of the week.</p> <p>DOJO CHALLENGE WRITING.</p>	<p>Number Counting accurately with 1-1 correspondence. Counting fingers & toes etc. Number rhymes. Quick counting. Say and use number names to 10 in familiar contexts.</p> <p>White rose maths— S2 Episodes 15 (Ten Green Bottles) S2 Episodes 7 (Blast Off)</p> <p>A review of numbers 6 to 10</p> <p>Subtraction of 1 less to totals between 6 and 10.</p> <p>Counting (1 to 10) Count back from 10 to 1.</p> <p>Number bonds that total 10</p> <p>Numerical Patterns Verbally practising counting to 10. Number songs. Count forwards and backwards to 10 Using number songs and visuals for 1 more and 1 less.</p> <p>NCETM—pattern exploration.</p>	<p>Circle time to explore these areas.</p> <p>Past and Present: Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p>People, Culture and Communities: Talk about and recall some religious stories and words (Easter/ Chinese New Year link). Making links between different characters and traditional tales.</p> <p>The Natural World Scents of Spring. Children to create a scent for Woodland animals. Talk about changes in materials. Learn about trees and fauna at Forest School. Discuss seasons. Bring in their torches from home and explore the woods to experience light and dark. Hide under a blanket and describe the difference.</p> <p>Following a trail.</p> <p>Technology: Using the 2simple package click and drag the mouse to draw the route which Red Riding Hood took to get to her to Grandma's house. Recap Prior Learning of maps- When did we draw one before? What path did Handa take? Was it the same? Why not? What do we need to add to this map?</p> <p>OS MAPS FIELDWORK SKILLS</p>	<p>Creating with Materials: Create collaboratively, sharing ideas, resources and skills.</p> <p>Red nose Day tasks linked to 2025 theme- helping current cost of living crisis- focusing on lack of food and homelessness.</p> <p>Shamrocks for St. Patrick's Day.</p> <p>Weaving baskets for Red Riding Hood.</p> <p>Being Imaginative and Expressive: Develop storylines in their pretend play.</p> <p>Role-Play Area- The Woods Develop storylines in their pretend play. Acting out the traditional tale. Discuss feelings and emotions linked to the characters.</p> <p>Art Study: Picasso – Portraits- See display.</p> <p>Music: Pitch Children will work in small groups using animal flash cards to compose their own short pieces. They will then share their scores with the class and perform.</p> <p>Instruments- Explore and engage in music making and dance, performing solo or in groups. Variety of instruments available to explore and help retail stories and sing songs.</p>
	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria
	<p>Key Vocabulary: healthy, stranger danger, safety, resourcefulness, independence, curiosity, safer strangers, feedback.</p>	<p>Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p>Key Vocabulary: traditional, history, narrative, villain, stranger danger, stories, start, middle, end.</p>	<p>Key Vocabulary: conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words, narratives, start, middle, end, innovate, imitate, characters.</p>	<p>Key Vocabulary: substitising, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds.</p>	<p>Key Vocabulary: winter, fiction, non-fiction, past, present, traditional, stranger danger, tools, paths.</p>	<p>Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative</p>

Assessment:

See weekly plans for specific assessments linked to Aspects.

Questioning: During guided learning.

Outcome: Have they met the objectives? Record on sheet.

On the spot/Observations: Record appropriate & planned observations on post it notes/tracker sheets.

Peer/Self: What was good about their work? What would make it even better? Mark own work.

EYFS Medium Term Planning Spring—Traditional Tales

Gaddeby value focus—Resourcefulness and Curiosity

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<p>5</p> <p>The Gingerbread Man</p> <p>24/03/25</p> <p>Mother's Day</p> <p>30/03/25</p> <p>Eid</p> <p>28/03/25</p>	<p>Key PSED Themes: Stranger Danger: to be covered during majority of Traditional Tales—Goldilocks, Little Red Riding Hood etc.</p> <p>Self-Regulation Continued focus on embedding Gaddeby values: including respecting ourselves, each other and our belongings, the importance of manners and showing respect; treating one another fairly whilst also working together etc. Children will discuss feelings and begin to regulate their feelings if conflict occurs with others The Colour Monster Taking care of resources and equipment.</p> <p>Managing Self Embedding school routines and structures with a continued focus on measures to enable us to keep safe. Discussions on schools' priority to keep safe, how can we make it safer? Independently getting changed for PE. Discussion on stranger danger and how to keep safe in different environments (underpinned throughout topic). Children to develop resourcefulness skills—getting resources, using the working wall etc. Discuss keeping safe on computers. Explore technology resources in school (Be-bots, computers).</p> <p>Building relationships Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children own recorded work, leading to setting simple goals and conferring with teacher—embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire, den building, using tools at Forest School.</p> <p>Circle Time Discuss what happened in the story of The Gingerbread Man and how the fox tricked the Gingerbread Man, offering to be helpful. Was this the right thing to do? Why not? Discuss the importance of telling the truth with your children. Use PowerPoint to assist with teaching—Truthfulness.</p>	<p>Gross motor skills: Forest School, dance and gymnastics.</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Access to a variety of tools – scissors, glue, tweezers paintbrushes etc.</p> <p>Developing writing skills.</p> <p>During PE and snack times discuss and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, tooth brushing and having a good sleep routine. Dressing independently for P.E and outdoor learning.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PE: Ball Skills- Lesson 4- Rackets, bats, sticks and Balls. Be able to use a bat or racket to move and control an object.</p> <p>Dojo challenge— all linked to topic.</p> <p>Writing Skills—Level 2/3 sounds. Speed writing tricky words and experimenting with different mediums.</p>	<p>Listening, Attention and Understanding English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddeby Primary School?</p> <p>Speaking Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Use of Talk 4 Writing to learn narratives (orally retell a story using actions)—Goldilocks and the Three Bears. Imitate and then innovate. Performing and acting out role linked to topic characters/people. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work. Instructions to make items (porridge).</p> <p>STEM opportunities to promote conversations. Conduct a science experiment, exploring what happens when you put a biscuit in different liquids.</p> <p>Stories to read: The Gingerbread Man Topic focused stories Interactive story on the IWB. Nursery Rhymes PowerPoint Stories.</p> <p>Role-play area- Set up role play bakery.</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: Tricky Words on sight to build up fluency.</p> <p>Narrative writing: Read the story of The Gingerbread Man</p> <p>Create a story map for the story using Talk for Writing, practice acting it out to make the story come to life and embed key narrative vocabulary (Once upon a time) etc.</p> <p>Use the Morpho video to play to the children, this is a hook. The Gingerbread Man has gone missing—we need to create a MISSING poster to help find him.</p> <p>Continue with super sentence writer of the week.</p> <p>DOJO CHALLENGE WRITING.</p>	<p>Introduce shape and coins with corresponding numbers. Children also identify where numbers are on an analogue clock to develop familiarity and as a precursor to telling the time in year 1.</p> <p>Number Counting to 20 and unpicking the "ness" of a number. Subitising numbers to 5. Number bonds to 10. Addition and subtraction. Linking numeral with cardinal number values. Counting to 11 The eleven-ness of 11 Add to a number by counting on and take away from a number by counting back</p> <p>White rose maths— S4 Episode 6 (Eleven)</p> <p>Introduce the concept of 1 ten – make practically in different ways Introduce 11 as 1 ten and 1 one – make practically and relate each digit to its place value. Count forwards and backwards from different numbers Use 2 dice and add on from the first dice</p> <p>Introduce 11 o'clock</p> <p>Numerical Patterns Verbally counting beyond 20. Doubling, halving, sharing numbers to 10. Consolidate learning on odd and even numbers. Select, rotate and manipulate shapes to develop reasoning skills.</p> <p>NCTM—pattern exploration.</p>	<p>Circle time to explore these areas.</p> <p>Past and Present: Compare characters from the poem and present. Comment on images of familiar situations in the past.</p> <p>People, Culture and Communities: Talk about and recall some religious stories and words (Easter/ Chinese New Year link). Making links between different characters and traditional tales.</p> <p>The Natural World Scents of Spring. Children to create a scent for Woodland animals. Talk about changes in materials. Learn about trees and fauna at Forest School. Discuss seasons.</p> <p>Technology: Teach the children how to log onto a computer—stress the importance of passwords and internet safety.</p> <p>Using the computer's paint program, draw The Gingerbread Man. Children attempt their own Gingerbread Menand print off work, if possible.</p>	<p>Creating with Materials: Create collaboratively, sharing ideas, resources and skills.</p> <p>Drawing a character from a story and selecting colours appropriate to that character. Gingerbread man shape- add eye, nose, mouth and buttons.</p> <p>Making sock puppets. Good/bad characters.</p> <p>Making Eid Cards.</p> <p>Cooking - Melting solids- butter and sugar- Gingerbread Men.</p> <p>Being Imaginative and Expressive: Develop storylines in their pretend play.</p> <p>Role-Play Area- Bakery. Develop storylines in their pretend play. Acting out the traditional tale. Sorting food in order of size and tastes. Discuss feelings and emotions linked to the characters.</p> <p>Artist Study: Picasso – Portraits- Gingerbread Man.</p> <p>Music: Pitch Children will work in small groups using animal flash cards to compose their own short pieces. They will then share their scores with the class and perform.</p> <p>Instruments- Explore and engage in music making and dance, performing solo or in groups. Variety of instruments available to explore and help retell stories and sing songs.</p>
	<p>Key Vocabulary: healthy, stranger danger, safety, resourcefulness, independence, curiosity, safer strangers, feedback.</p>	<p>Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p>Key Vocabulary: traditional, history, narrative, villain, stranger danger, stories, start, middle, end.</p>	<p>Key Vocabulary: conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words, narratives, start, middle, end, innovate, imitate, characters.</p>	<p>Key Vocabulary: subitising, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds.</p>	<p>Key Vocabulary: winter, fiction, non-fiction, past, present, traditional, stranger danger, tools, paths.</p>	<p>Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative</p>

Assessment:

See weekly plans for specific assessments linked to Aspects.

Questioning: During guided learning.

Outcome: Have they met the objectives? Record on sheet.

On the spot/Observations: Record appropriate & planned observations on post it notes/tracker sheets.

Peer/Self: What was good about their work? What would make it even better? Mark own work.

EYFS Medium Term Planning Spring—Traditional Tales

Gaddeby value focus—Resourcefulness and Curiosity

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<p>6</p> <p>The Three Billy Goats Gruff</p> <p>31/03/25</p>	<p>Key PSED Themes: Stranger Danger: to be covered during majority of Traditional Tales—Goldilocks, Little Red Riding Hood etc.</p> <p>Self-Regulation Continued focus on embedding Gaddeby values, including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc. Children will discuss feelings and begin to regulate their feelings if conflict occurs with others The Colour Monster Taking care of resources and equipment.</p> <p>Managing Self Embedding school routines and structures with a continued focus on measures to enable us to keep safe. Discussions on schools' priority to keep safe, how can we make it safer? Independently getting changed for PE. Discussion on stranger danger and how to keep safe in different environments (underpinned throughout topic). Children to develop resourcefulness skills—getting resources, using the working wall etc. Discuss keeping safe on computers. Explore technology resources in school (beebots, computers).</p> <p>Building relationships Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children own recorded work, leading to setting simple goals and conferencing with teacher—embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire, den building, using tools at Forest School.</p> <p>Circle Time: Telling the truth Discuss why it is important to tell the truth. Who was right? Who was wrong? What could they have done differently? Is it ok to keep a secret if you are planning a surprise for someone? Why? Make a bridge using a variety of bricks/mats as a team to get from one side to the other. How can we do it without stepping in the water? What could we do together?</p>	<p>Gross motor skills: Forest School, dance and gymnastics.</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Access to a variety of tools – scissors, glue, tweezers paintbrushes etc.</p> <p>Developing writing skills.</p> <p>During PE and snack times discuss and talk about the different factors that support their overall health and wellbeing - regular physical activity, healthy eating, tooth brushing and Having a good sleep routine. Dressing independently for P.E and outdoor learning.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PE: Ball Skills-Lesson 5- Bounce & Catch. Develop the ability to catch and bounce a ball.</p> <p>Dojo challenge— all linked to topic.</p> <p>Writing Skills—Level 2/3 sounds. Speed writing tricky words and experimenting with different mediums.</p>	<p>Listening, Attention and Understanding English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddeby Primary School?</p> <p>Speaking Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Use of Talk 4 Writing to learn narratives (orally retell a story using actions)—Goldilocks and the Three Bears, imitate and then innovate. Performing and acting out role linked to topic characters/people. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work. Instructions to make items (porridge).</p> <p>STEM opportunities to promote conversations.</p> <p>Stories to read: The three Billy goats Gruff Topic focused stories Interactive story on the IWB. Nursery Rhymes PowerPoint Stories.</p> <p>Role-play area: Set up role play construction station—focus on bridges construction.</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: Tricky Words on sight to build up fluency.</p> <p>Narrative writing: Read the story of Three Billy Goats Gruff KB- to visit the class as the Troll.</p> <p>Who did you see trip trapping over my bridge? What did they do next? I'm really hungry; shall I go and eat them? Why not?</p> <p>Writing: Describing characters from story. Introduce to adjectives. Adjectives describe a noun.</p> <p>Continue with super sentence writer of the week.</p> <p>DOJO CHALLENGE WRITING.</p>	<p>Introduce shape and coins with corresponding numbers. Children also identify where numbers are on an analogue clock to develop familiarity and as a precursor to telling the time in year 1.</p> <p>Number Counting to 20 and unpicking the "ness" of a number. Substituting numbers to 5. Number bonds to 10. Addition and subtraction. Linking numeral with cardinal number values. Counting to 12 The twelve-ness of 12 Doubling and halving Sharing</p> <p>White rose maths— 54 Episode 7 (Twelve)</p> <p>Introduction 12 as 1 ten and 2 ones. Look at how each digit corresponds to its place value. Introduce arrays as columns and rows Look at 12 as being 3 lots of 4 or 4 lots of 3 or 6 lots of 2 or 2 lots of 6 Look at other ways in which 12 can be segmented and use the vocabulary of 'add' and 'plus' to show how they total 12 when combined. Look at what we double to get 12. Halve 12. Can we halve 11? Can you share 12 things between 2,3,4 or 5 people? How many do they each get?</p> <p>Introduce 12 o'clock</p> <p>Numerical Patterns Verbally counting beyond 20. Doubling, halving, sharing numbers to 10 and beyond. Consolidate learning on odd and even numbers. Select, rotate and manipulate shapes to develop reasoning skills.</p> <p>NCETM—pattern exploration.</p>	<p>Past and Present: Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p>People, Culture and Communities: Talk about and recall some religious stories and words (Easter/ Chinese New Year link). Making links between different characters and traditional tales.</p> <p>The Natural World Scents of Spring. Children to create a scent for Woodland animals. Talk about changes in materials. Learn about trees and fauna at Forest School. Discuss seasons. Making bridges using different construction materials. Life cycles Build houses using a variety of different resources. Test which was the most stable</p> <p>Take rubbings of different things, bricks, wood, straw and concrete. Compare the diff materials and patterns.</p> <p>Technology: Design their own characters from the story using 2xsmaller paint. Demonstrate clicking and dragging to draw an outline for a troll. My pen was too big what can I do to make it smaller? Where do I click? What do I do next? Do the same for designing the 3 goats. The children then choose uniforms.</p>	<p>Creating with Materials: Create collaboratively, sharing ideas, resources and skills. Bunting.</p> <p>3 Billy Goats Gruff Collage-making and designing a bridge-cut out characters to go over and under the bridge.</p> <p>Making Easter Cards ready for last week, Easter Cards- links to growing and new life</p> <p>Being Imaginative and Expressive: Develop storylines in their pretend play. Role-Play Area- The Bridge, troll and 3 Billy Goats Gruff Develop storylines in their pretend play. Acting out the traditional tale. Change to different characters using a variety of props. Discuss feelings and emotions linked to the characters.</p> <p>Artist Study: Picasso – Portraits- See Display and creative journals.</p> <p>Music: Pitch Children will use recording devices to explore their own and others' voices. They will act out various lines from stories, such as Goldilocks and the Three Bears, & other stories used this term using appropriately-pitched voices.</p> <p>Instruments- Explore and engage in music making and dance, performing solo or in groups. Variety of instruments available to explore and help retell stories and sing songs.</p>
	<p>Key Vocabulary: healthy, stranger danger, safety, resourcefulness, independence, curiosity, safer strangers, feedback.</p>	<p>Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p>Key Vocabulary: traditional, history, narrative, villain, stranger danger, stories, start, middle, end.</p>	<p>Key Vocabulary: conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words, narratives, start, middle, end, innovate, imitate, characters.</p>	<p>Key Vocabulary: substiting, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds.</p>	<p>Key Vocabulary: winter, fiction, non-fictions, past, present, traditional, stranger danger, tools, paths.</p>	<p>Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative</p>

Assessment:

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EYFS Medium Term Planning Spring—Traditional Tales

Gaddeby value focus—Resourcefulness and Curiosity

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<p>7</p> <p>Jack and the Beanstalk</p> <p>07/04/25</p> <p>Vaisakhi</p> <p>14/04/25</p> <p>Easter</p> <p>20/04/25</p>	<p>Key PSED Themes: Stranger Danger: to be covered during majority of Traditional Tales—Goldilocks, Little Red Riding Hood etc.</p> <p>Self-Regulation Continued focus on embedding Gaddeby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc. Children will discuss feelings and begin to regulate their feelings if conflict occurs with others The Colour Monster Taking care of resources and equipment.</p> <p>Managing Self Embedding school routines and structures with a continued focus on measures to enable us to keep safe. Discussions on schools' priority to keep safe, how can we make it safer? Independently gifted changed for PE. Discussion on stranger danger and how to keep safe in different environments (underpinned throughout topic). Children to develop resourcefulness skills—getting resources, using the working wall etc. Discuss keeping safe on computers. Explore technology resources in school (bee-bots, computers).</p> <p>Building relationships Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children own recorded work, leading to setting simple goals and conferencing with teacher—embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire, den building, using tools at Forest School.</p> <p>Circle Time Taking something without asking. In the story Jack is desperate and in need of food and money, because he is poor. Was taking the giants things, the right thing to do? It helped save Jack and his family. BUT, it made the giant feel very cross. Has anyone taken anything from you without asking before?</p>	<p>Gross motor skills: Forest School, dance and gymnastics.</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Access to a variety of tools – scissors, glue, tweezers paintbrushes etc.</p> <p>Developing writing skills.</p> <p>During PE and snack times discuss and talk about the different factors that support their overall health and wellbeing - regular physical activity, healthy eating, tooth brushing and having a good sleep routine. Dressing independently for P.E and outdoor learning.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PE: Ball Skills- Egg and Spoon- Easter Links- warm up. Easter Theme Dance see Dance in a box for planning.</p> <p>Lesson 6- Move the Ball. To develop the ability to control a ball in a range of ways. Revisit areas needing further development.</p> <p>Dojo challenge— all linked to topic.</p> <p>Writing Skills—Level 2/3 sounds. Speed writing tricky words and experimenting with different mediums.</p>	<p>Listening, Attention and Understanding English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddeby Primary School?</p> <p>Speaking Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. Use of Talk 4 Writing to learn narratives (orally retell a story using actions)—Goldilocks and the Three Bears. Imitate and then innovate. Performing and acting out role linked to topic characters/people. Talk about things that they find interesting and puzzling. Use different forms of technology for different purposes. Ask simple questions about how things work. Instructions to make items (porridge).</p> <p>STEM opportunities to promote conversations.</p> <p>Stories to read: Jack and the beanstalk Topic focused stories Interactive story on the IWB. Nursery Rhymes PowerPoint Stories.</p> <p>Role-play area: Set up role play—garden centre/ growing.</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fictions/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: Tricky Words on sight to build up fluency.</p> <p>Narrative writing: Read the story Jack and the Beanstalk</p> <p>Children to be given their own magic beans to be planted. What would their magical land look like?</p> <p>Children to design their magical land on the Monday and then write about it on the Tuesday 'in my magical land there would be...</p> <p>Continue with super sentence writer of the week.</p> <p>DOJO CHALLENGE WRITING.</p>	<p>Introduce shape and coins with corresponding numbers. Children also identify where numbers are on an analogue clock to develop familiarity and as a precursor to telling the time in year 1.</p> <p>Number Counting to 20 and unpicking the "ness" of a number. Subitising numbers to 5. Number bonds to 10. Addition and subtraction. Linking numeral with cardinal number values. Counting to 13 The thirteen-ness of 13 Counting to 14 The fourteen-ness of 14 Doubling and halving Sharing</p> <p>White rose maths— 54 Episode 11 (Thirteen)</p> <p>Introduce 13 as 1 ten and 3 ones. Explain that is has an irregular name (thirteen not threaten)</p> <p>Do we have 13 o'clock?</p> <p>Numerical Patterns Verbally counting beyond 20. Doubling, halving, sharing numbers to 10. Consolidate learning on odd and even numbers. Select, rotate and manipulate shapes to develop reasoning skills.</p> <p>NCETM—pattern exploration.</p>	<p>Circle time to explore these areas.</p> <p>Past and Present: Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p>People, Culture and Communities: Talk about and recall some religious stories and words (Easter/ Chinese New Year link). Making links between different characters and traditional tales.</p> <p>The Natural World Scents of Spring. Children to create a scent for Woodland animals. Talk about changes in materials. Learn about trees and fauna at Forest School. Discuss seasons. Growing seeds and discussing a plant's life cycle.</p>	<p>Creating with Materials: Create collaboratively, sharing ideas, resources and skills. Easter Cards- links to growing and new life. Easter Nests. Easter hunt- follow the clues. Repeating patterns on Easter Eggs.</p> <p>Making Vaisakhi Cards.</p> <p>Being Imaginative and Expressive: Develop storylines in their pretend play. Role-Play Area- The Giants House. Develop storylines in their pretend play. Acting out the traditional tale. Sorting items in order of size- everything super-sized large/tiny. Discuss feelings and emotions linked to the characters.</p> <p>Artist Study: Picasso – Portraits- See display and creative journals.</p> <p>Music: Pitch Children will repeat the activity from lesson 5 but this time extending to 8 cards. They will perform to the class and a recording will be taken. They will assess their understanding of pitch.</p> <p>Instruments- Explore and engage in music making and dance, performing solo or in groups. Variety of instruments available to explore and help retell stories and sing songs.</p>
	See Weekly Plans for Reason Objectives/Success Criteria	See Weekly Plans for Reason Objectives/Success Criteria	See Weekly Plans for Reason Objectives/Success Criteria	See Weekly Plans for Reason Objectives/Success Criteria	See Weekly Plans for Reason Objectives/Success Criteria	See Weekly Plans for Reason Objectives/Success Criteria	See Weekly Plans for Reason Objectives/Success Criteria
	Key Vocabulary: healthy, stranger danger, safety, resourcefulness, independence, curiosity, safer strangers, feedback.	Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.	Key Vocabulary: traditional, history, narrative, villain, stranger danger, stories, start, middle, end.	Key Vocabulary: conjunctions, full stops, capital letters, letter, finger spaces, letter formation, phonemes, digraphs, trigraphs, tricky words, narratives, start, middle, end, innovate, imitate, characters.	Key Vocabulary: subitising, shapes, corners, sides, values, addition, more, less, greater than, less than, number bonds.	Key Vocabulary: winter, fiction, non-fictions, past, present, traditional, stranger danger, tools, paths.	Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative