# Into the woods

## Medium Term Topic Plan – Year EYFS & Y1

| **Term** | Autumn | **Length of Study** | 7 weeks |
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| **Classroom Environment** | Topic Display<br>Year Group Vocabulary<br>Project loan topic books with a variety of genres | **Super Starter (Hook) & Education Visit/Visitor** | **Forest School Starting 1st November** |
| **Key Texts** | ***Hansel and Gretel***<br>***Stick man***<br>***The Gruffalo***<br>***The Deep Dark Wood (Literacy Shed)***<br>***The Gingerbread Man***<br>***Jack and the Beanstalk***<br>***Three Little Pigs***<br>***Goldilocks and the Three Bears***<br>***Little Red Hen***<br>***Chicken Licken***<br>***The Three Billy Goat Gruff***<br>***The Enormous Turnip*** | **End Product**<br>***(Assembly/Exhibition/ Showcase)*** | |
| **Big Question** | ***What do we learn from stories?*** | | |
| **Whole School Strands** | Living Things<br>Diversity | | |

| | **EYFS** | Year 1 |
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| **Communication & Language (English - Speaking & Listening)** | **Tell me a Story**<br>**Retelling stories**<br>**Story language**<br>**Word hunts**<br>**Listening and responding to stories**<br>**Following instructions**<br>**Takes part in discussion**<br>**Understand how to listen carefully and why listening is important.**<br>**Use new vocabulary through the day.**<br>**Choose books that will develop their vocabulary** | |
| **Physical Development (Handwriting, PE)** | **Fine Motor:**<br>**Threading, cutting, weaving, playdough, Fine Motor activities.**<br>**Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy.**<br>**Teach and model correct letter formation.**<br><br>**Gross Motor: Ball skills- throwing and catching.**<br>**Crates play- climbing. Skipping ropes in outside area**<br>**dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.** | |

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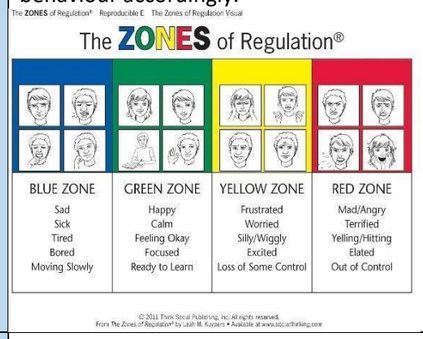
| **PSED (RHE)** | **Getting on and falling out.**<br>**How to deal with anger Emotions**<br>**Self - Confidence Build constructive and respectful relationships.**<br>**Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.**<br><br>**Self-Regulation**<br>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br>  <br> | |
| **Literacy (English – Reading & Writing)** | **Comprehension Skills:**<br>**Retell stories related to events through acting/role play.**<br>**Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story - Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.**<br>**Sequence story - use vocabulary of beginning, middle and end.**<br>**Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books**<br><br>**Phonic Sounds:** **Phase 2 and 3**<br>**Reading:** **Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.**<br>**Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is not following the phonic rules we have learnt so far.**<br><br>**Writing:**<br>**Writing:**<br>**Name writing, labelling using initial sounds, story scribing.**<br>**Retelling stories in writing area, instructions for porridge.**<br>**Help children identify the sound that is tricky to spell.**<br>**Sequence stories using story maps and actions. Write a wanted poster for the Gingerbread Man.**<br>**Letter to the Old lady - saying thank-you, the Gingerbread man tasted very yummy!**<br>**Write own short story about pulling up a vegetable or other such food. Make into a class book.** | NC<br>En1/1 Spoken Language<br>En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates<br>En1/3.2 Handwriting and Presentation<br>En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly<br>En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place<br>En1/3.2c form capital letters<br>En1/3.3 Composition<br>En1/3.3a write sentences by:<br><br>i. saying out loud what they are going to write about<br>ii. composing a sentence orally before writing it<br><br>En1/3.4 Vocabulary, grammar & punctuation<br>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:<br><br>i. leaving spaces between words<br>ii. joining words and joining clauses using "and"<br>iii. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark<br><br>Writing:<br>**Writing to entertain - with a Talk Story - Hansel and Gretel 2-3 weeks**<br>**Retelling a story (changing part of it?)**<br>simple narratives and retellings are told/ written in first or third person<br>• simple narratives are told/ written in past tense<br>• events are sequenced to create texts that make sense<br>• main participants are human or animal<br>• simple narratives use typical characters, settings and events whether imagined or real<br>• 'story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing<br><br>**Writing to inform - Little Red 2-3 weeks**<br><br>**Newspaper and/or diary**<br><br>Recount of event<br><br>• concept of a sentence |

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| | | • capital letters and end marks<br><br>• word choices<br><br>• correct past tense form<br><br>• written in the first person<br><br>**Poetry - 1-2 weeks**<br><br>Acrostics • The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word • The acrostic links to a given theme, e.g. winter • Lines usually end with commas |
| **Mathematics** | **Phase 2: It's Me 1, 2, 3! Representing 1 2 3 - Children identify representations of 1, 2 and 3.**<br>**Comparing 1 2 3 - Children begin to understand that as we count, each number is one more than the number before.**<br>**Composition of 1 2 3 - Introduce children to the idea that all numbers are made up of smaller numbers.**<br>**Circles and Triangles - Children learn that circles have one curved side and triangles have 3 straight sides.**<br>**Spatial Awareness - Children hear and begin to use positional language to describe how items are positioned in relation to other items.**<br>**Phase 3: Light and Dark**<br>**Four - Children count on and back to 4.**<br>**Five - Children continue to subitise up to 5 items and to count forwards and backwards.**<br>**One More One Less- Children continue to count, subitise and compare as they explore one more and one less.**<br>**Shapes with 4 sides - Children learn that squares and rectangles have 4 straight sides and 4 corners.**<br>**Night and Day - Children talk about night and day and order key events in their daily routine.**<br>**Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.**<br>**Pupils will:**<br>**• identify when a set can be subitised and when counting is needed**<br>**• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame**<br>**• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills**<br>**• spot smaller numbers 'hiding' inside larger numbers**<br>**• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers**<br>**• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number**<br>**• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds**<br>**• compare sets of objects by matching**<br>**• begin to develop the language of 'whole' when talking about objects which have parts** | **Weeks 5-8 {split over half-term, first half of objectives included here)**<br>Number: Addition & Subtraction (within 10)<br>Part-whole model<br>Addition symbol<br>Fact families – addition facts<br>Find number bonds for numbers within 10<br>Systematic methods for number bonds within 10<br>Number bonds to 10<br>Compare number bonds<br>Addition – adding together<br>Addition – adding more<br>Finding a part<br>Subtraction – find a part<br>Fact families – the eight facts<br>Subtraction – take away/cross out (How many left?)<br>Take away (How many left?)<br>Subtraction on a number line<br>Weeks 9-14<br>Recognise and name 3-D shapes<br>Sort 3-D shapes<br>Recognise and name 2-D shapes<br>Sort 2-D shapes<br>Patterns with 2-D and 3-D shapes<br>Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system.<br>Pupils will:<br>• subitise within 5, including when using a rekenrek, and re-cap the composition of 5<br>• develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure<br>• compare numbers within 10 and use precise mathematical language when doing so<br>• re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number<br>• explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s)<br>• explore the structure of the odd numbers as being composed of 2s and 1 more<br>• explore the composition of each of the numbers 6, 8, and 10<br>• explore number tracks and number lines and identify the differences between them<br><br>This term will build and consolidate the Early Learning Goals and support the teaching and consolidation of the following RtP criteria:<br>• 1AS-1<br>• 1NF-1<br>• 1NPV-2 |

| Autumn 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| Focus | Subitising | Counting, ordinality and cardinality | Composition | Subitising | Comparison |
| Set 1 | Subitising within 3 | Focus on counting skills | Explore how all numbers are made of 1s<br><br>Focus on composition of 3 and 4 | Subitise objects and sounds | Comparison of sets - 'just by looking'<br><br>Use the language of comparison: *more than* and *fewer than* |
| **Autumn 2** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Focus | Counting, ordinality and cardinality | Comparison | Composition | Composition | Counting, ordinality and cardinality |
| Set 2 | Focus on counting skills<br><br>Focus on the 'five-ness of 5' using one hand and the die pattern for 5 | Comparison of sets - by matching<br><br>Use the language of comparison: *more than, fewer than, an equal number* | Explore the concept of 'whole' and 'part' | Focus on the composition of 3, 4 and 5 | Practise object counting skills<br><br>Match numerals to quantities within 10<br><br>Verbal counting beyond 20 |

| Autumn 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Focus | Composition | Composition | Composition | Comparison | Counting, ordinality and cardinality | Composition |
| Set 1 | Practise subitising<br><br>Recap the composition of 5 | Focus on the composition of 6, 7, 8 and 9 as '5 and a bit' | Focus on the composition of 6, 7, 8 and 9 as '5 and a bit' | Compare sets of objects by matching<br><br>Use the language of comparison: *more than* and *fewer than* | Recap the order of numbers to 10 using the 'staircase' pattern<br><br>Identify numbers that are '1 more' or '1 less' and apply this to sets of objects | Focus on numbers that can be made with 'doubles'<br><br>Recap that even numbers can be made with 2 equal parts |
| **Autumn 2** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | |
| Focus | Composition | Composition | Composition | Composition | Counting, ordinality and cardinality | |
| Set 2 | Focus on odd and even numbers<br><br>See that even numbers can be composed of 2s, and odd numbers have 'an odd 1' | Focus on the composition of 6<br><br>Use the 2-by-3 'egg box' pattern and the rekenrek to find all the ways that 6 can be composed | Focus on the composition of 8<br><br>Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed | Focus on the composition of 10<br><br>Use 2-by-5 grid (10-frame) and the rekenrek to find all the ways that 10 can be composed | Focus on representations of ordinality<br><br>Compare number tracks and number lines | |

## Expressive Arts & Design (Art, D&T, Music)

**Charanga -**My Stories - explore: using your of 4 Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a Time
**Possible Activities:**

**Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats**

**Three Billy Goats (3D art)**

**Listen to music and make their own dances in response.**

**Castle models Firework pictures, Christmas decorations,**

**bread, porridge, gingerbread men, biscuits and cakes (cookery)**

**Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.**
**Role Play Party's and Celebrations Role Play of The Nativity.**

Art

Landscapes (digital art and photography)

Natural Art

- **P. of Study** **Art and design** **5** Use a range of materials creatively to design and make products.
- **Knowledge** **Year 1**
  Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.
- **Skill** **Year 1** Make transient art and pattern work using a range or combination of man-made and natural materials.

Use a range of natural materials, such as straw, wool, twigs, sticks, pebbles, pine cones and leaves, to create transient art. For inspiration, look at the work of the artist, Andy Goldsworthy, describing what they like or find interesting about his work.

All Creatures Great and Small - colour mixing

- **P. of Study** **Art and design** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- **Knowledge** **Year 1**
  The primary colours are red, yellow and blue.
- **Skill** **Year 1** Identify and use paints in the primary colours.

Paint a picture of a woodland creature, using powder or ready mixed paint. Use primary colours, plus black and white, to mix secondary and other colours needed for the task. Practice mixing and matching colours before progressing to paint their pictures.

**Music**

**Exploring simple patterns – how does music help us to make friends?**
**Area 1: Listening and Responding to Music**
1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.
1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.
1c: Demonstrates some basic understanding of musical style.
**Area 2: Developing Performance Awareness and Skills, and Building the Foundations of Musical Language**

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| | | 2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.<br>2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).<br>2c: Demonstrates a basic understanding of the importance of posture and technique when performing.<br>2d: Demonstrates an understanding of the basic concepts of improvisation and composition.<br>2e: Introduces the performance (any connection to the Social Theme is an added bonus). |
| **Understanding the World (Geography, History, Science, RE, Computing)** | **Christian Value:** Perseverance, Hope, Courage<br><br>**Special Days and Festivals**<br>● **Remembrance Day (November)**<br>● **Diwali (12/11)**<br>● **Hanukkah (November)**<br>● **Christingle**<br>● **Advent/Christmas (December)**<br><br>**Possible Activities:**<br><br>**Possible Activities:**<br><br>**Talk about what they have done with their families during Christmas' in the past.**<br>**Show photos of how Christmas used to be celebrated in the past.**<br>**Use world maps to show children where some stories are based.**<br>**Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.**<br>**Share different cultures versions of famous fairy tales.**<br>**To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.**<br>**Stranger danger (based on Jack and the beanstalk).**<br>**Talking about occupations and how to identify strangers that can help them when they are in need.** | **Science**<br><br>**N.C. Obj.** Identify and name a variety of common animals that are carnivores, herbivores and omnivores.<br>**N.C. Obj.** Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).<br>**N.C. Obj.** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.<br><br>**Seasonal Changes (Y1)**<br>● observe changes across the four seasons (continued throughout the year through observations and recordings)<br>● observe and describe weather associated with the seasons and how day length varies *(5 o'clock photo)*<br>*WORKING SCIENTIFICALLY:*<br>● asking simple questions and recognising that they can be answered in different ways<br><br>**Geography**<br>Direction and Location<br>Year 1 Follow directions confidently (Up, down, left/right, forwards/backwards).<br>Drawing Maps<br>Year 1 Draw simple picture maps to represent places and journeys, real and imagined.<br>Year 1 Use own symbols on imaginary map.<br>Using maps<br>Year 1 Use a simple map to move around the village.<br>Scale and Distance<br>Year 1 Draw around objects to make a plan.<br><br>**Purple Mash**<br>Y1 Unit 1.1 – Online Safety and exploring Purple Mash; Unit 1.2 Grouping and Sorting<br>Y2 Unit 2.1 – Unit 2.2 Online Safety; Coding<br><br>RE<br>**Incarnation: Why does Christmas matter to Christians?**<br>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.<br>Recognise that stories of Jesus' life come from the Gospels.<br>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.<br>Decide what they personally have to be thankful for at Christmas time. |