

Wycliffe Foundation Stage Medium Term Planning

Theme- Winter Wonderland A2:7 Weeks								
<p>WOW Start (Wednesday 2nd November)</p> <p>Day 2: Carousel activities - Children to come to school dressed in Winter/Festive clothes.</p> <p>Activity 1: Olaf's carrot nose is stuck in the ice- How can we help?</p> <p>Activity 2: Designing and writing Xmas cards</p> <p>Activity 3: Making winter decorations for the classroom</p> <p>Activity 4: Making Xmas fudge</p>	<p>End</p> <ul style="list-style-type: none"> To go and visit Santa in his Grotto in Braford on the train 				<p>Trips:</p> <p>Bradford - Santa's Grotto (Date TBC)</p>			
	<p>Parent event/ Stay & Play Focus:</p>							
	<p>Assessment Week: Week 6: 12.11.16</p> <p>Parents Evening: 8th Nov 3:30-7:00 and 9th Nov 3:30-5:00</p>							
	E-safety -	<p>SST -</p> <p>Highlighted in Pink</p>		<p>British Values opt - Highlighted Red.</p>				
<p>Week 1:</p> <p>Day 1: TT day, Day 2: Modelling provision areas, Day 3: WOW day Days 4-5 Continue modelling provision areas</p>	<p>Core Books:</p> <p>One Snowy Night, The Jolly Christmas Postman, Stickman, Billy's Bucket (linked to Science)</p>							
<p>WEEK 1 31.10.16</p> <p>Bonfire Night on the Sunday</p>	<p>WEEK 2 07.11.16</p> <p>Remembrance Sunday</p>	<p>WEEK 3 14.11.16</p>	<p>WEEK 4 21.11.16</p>	<p>WEEK 5 28.11.16</p>	<p>WEEK 6 05.11.12</p>	<p>WEEK 7 12.11.16 (Nativity??)</p>		
<p>Cooking</p>	<p>(Covered in one of the carousel activities)</p> <p>Make snowmen cookies and hot chocolate (10 chdn per week on a Monday)</p>							

Wycliffe Foundation Stage Medium Term Planning

Topic	<p>UW/EAD Focus: Recognises and describes special times or events for family or friends. Beginning to move rhythmically. Imitates movement in response to music. Explores and learns how sounds can be changed. Explores what happens when they mix colours. Constructs with a purpose in mind, using a variety of resources.</p> <ul style="list-style-type: none"> To talk about previous Bonfire Night experiences. To recreate the sounds/movements of f/works. To create firework pictures We need to build a bonfire in the outdoor provision - what will we use? 	<p>UW/EAD Focus: Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the place where they live Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.</p> <ul style="list-style-type: none"> Discuss why we have Remembrance Sunday Walk down to the Cenotaph outside Saltaire Church Make poppies using a variety of resources 	<p>UW/EAD Focus: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.</p> <ul style="list-style-type: none"> To discuss the change in seasons - it is now Winter. What changes have taken place? To record specific changes that occur during the season We need shelter from the cold winter - how will we make one? 	<p>UW Focus: Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <ul style="list-style-type: none"> To discuss Christian customs/traditions at Christmas To look at the Nativity story in further depth - act out in the areas To record their memories of Xmas 	<p>EAD Focus: Uses movement to express feelings. Creates movement in response to music. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p> <ul style="list-style-type: none"> Discuss that it is now December - soon it will be Xmas! Learn Xmas songs e.g. Rudolf the Red Nosed Reindeer etc and perform Chdn to make Xmas stockings 	<p>PSED Focus: Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Beginning to be able to negotiate and solve problems without aggression,</p> <ul style="list-style-type: none"> Tell the chdn that next week we are having a party - what will we need to make it special? Chdn to work as a team to make resources e.g. decorations, pass the parcel, banners, playlist etc. 	Xmas Party!!
-------	--	--	--	--	---	--	--------------

Wycliffe Foundation Stage Medium Term Planning

Morning ICT Suite Monday	ICT Suite - Small groups during provision time throughout the half term <ul style="list-style-type: none"> • Introduce the new ICT suite. Computers already logged on • To draw winter wonderland scenes using the paint programme • To draw what present they would like from Santa • To draw a Xmas character/symbol of Xmas e.g. Santa, angel, Rudolf, tree, snowman 						
PE	<p>Ring games - turn taking</p> <p>Snowball, Snowball, Snowball ... FIGHT!! (same rules as Duck, Duck, Goose)</p>	<p>Games - following instructions</p> <p>What time is it Mr Snowman?</p>	<p>Games - being aware of others</p> <p>Elf and Snowman (same rules as Cat and Mouse)</p>	<p>Games - listening and attention</p> <p>A great wind blows for everyone who has ... a big sister, has been to France, has a dog, who ate cornflakes for breakfast this morning etc</p>	<p>Games - following instructions</p> <p>Parachute</p>	<p>Games - being aware of others</p> <p>One child is chosen to be "it". Whenever "it" catches another child, that child must remain frozen in place, with their feet wide apart. The frozen player can only be "unfrozen" if another child crawls between his legs!</p>	<p>Games</p> <p>practise for party games e.g. musical statues, musical bumps etc</p>

Wycliffe Foundation Stage Medium Term Planning

Literacy	<p>Week 1 - See separate timetable - Focus on modelling enhanced areas in the provision/ WOW days</p>	<p>Focus: One Snowy Night/ PC actions</p> <p>LO: To become familiar with PC actions and the language of storytelling</p> <p>DAY 1: Share with the children the new book <i>One Snowy Night</i>. Discuss the features of the book and ask chn questions e.g. title etc. Explain how we have new actions to learn and model. Reinforce on the story language e.g. at the beginning the owls.... Or once upon a time... Read the story <i>One Snowy Night</i> and pause to ask questions</p> <p>DAY 2: Share with the children how the pictures from <i>One Snowy Night</i> are all muddled up. Show an illustration from the book and ask questions linking to setting, events, characters etc. Model the sentence structure to the children e.g. at the beginning... Percy has....</p> <p>DAY 3: Obs on use of story language/PC actions</p>	<p>Focus: One Snowy Night/Writing Initial Sounds</p> <p>LO: To assign meaning to marks and record initial sounds</p> <p>DAY 1: Children to order the pics of the characters who came to visit Percy from one snowy night. Children to draw pictures of the characters and label with initial letter.</p> <p>DAY 2: Chdn to get a call from Percy. The snow has been so bad that everyone is stuck in the hut! They can't get out! Chdn to discuss ideas with partners about how they could get out. Chdn to record ideas and label with initial sounds.</p> <p>DAY 3 - Obs on meaning to marks and initial sounds</p>	<p>Focus - Stick Man/Use of language</p> <p>LO: To use more complex sentences and use language to organise, sequence and clarify</p> <p>DAY 1: To introduce the new book the 'Stick Man'. Discuss title, author, what we think it is going to be about etc. Read through with the chdn encouraging them to join in with the repeated refrains. Chdn to discuss the places the Stick Man went/what he was used for e.g. on the river as part of a nest, to the beach as the mast on a sandcastle etc. Chdn to be given a stick each ... What could your stick be used for? Adult to model e.g. I would use my stick as a candle on a cake, I would use my stick as a giant toothbrush etc. Chdn to record using pictures and initial sounds.</p> <p>DAY 2: Re-read book. Show the chdn your own family book. Ask the chdn to talk to their partners about their own family. Chdn to feedback who is in their family. Discuss that we are also part of a family - an Oak class/Maple class family! Tell the chdn we are going to make our own stick man figures for our own family tree and that we are going to be making our partner! Chdn to face their partner and have a really good look at them. Chdn to discuss their partners features using one key description e.g. you have blonde hair, you have green eyes etc. Lots of adult modelling! Show the chdn the resources on the tables and ask the chdn to make their stick man partner.</p> <p>DAY 3: Obs on description of creations</p>	<p>Focus - Stick Man/Reading</p> <p>LO: To read CVC words/short captions</p> <p>DAY 1: The Stick Man has left us a challenge, can we read the messages he has sent us and draw a picture to match? Model s&b words and repeating sentences.</p> <p>DAY 2: The Stick Man and his family are going on holiday! They have written a list of things that they need to take with them ... can you choose/find the right objects to put in the suitcase?</p> <p>DAY 3: Obs on reading CVC words/simple captions</p>	<p>Assessment Week</p>	<p>Focus - Winter Poems/Rhyming/Performing</p> <p>LO: To hear and say rhyming words. To perform to an audience.</p> <p>DAY 1: Discuss previous knowledge of wintertime. Introduce 'Winter time poem'. Read through and then repeat asking the chdn to join in with you. Do the chdn hear anything special in the poem - try and lead the chdn to the rhyming words. Explain what rhyming words are - words that have the same ending sounds e.g. cat, hat, fat, mat, bat etc. Can we hear the rhyming words in the poem? Can we think of any more words that rhyme with them? Tell the chdn we will be performing our poem to the other class but we need to make the poem more interesting. Can you think of any actions to go with the words? Could we add anything else e.g. music?</p> <p>DAY 2: Rehearsal of poem with actions/instruments etc.</p> <p>DAY 3: Obs on performance (video tool!)</p>
----------	---	--	--	---	--	------------------------	--

Wycliffe Foundation Stage Medium Term Planning

Maths	<p>Week 1 - See separate timetable - Focus on modelling enhanced areas in the provision/ WOW days</p>	<p>Skills: Naming and describing 2D shapes. Count reliably forwards and backwards to 20</p> <p>Day 1: Can you use the 2D shapes to create a representation of Percy and the animals?</p> <p>Day 2: Can you find 2D shapes in the classroom, record what you have found and send them to Percy?</p> <p>Day 3: Obs of chdn naming/describing 2D shapes in the provision dependent on ability group</p>	<p>Skills: Matching number to amount. Count reliably forwards and backwards to 20</p> <p>Day 1: The squirrel needs to know how many nuts she has for winter. Can you count the nuts and find the number that matches the amount?</p> <p>Day 2: Percy wants a snowball fight!! Match the number of snowballs to the right numbered cups.</p> <p>Day 3: Obs of chdn matching number to amount.</p>	<p>Skills: Compares two groups of objects, saying when they have the same number. Count reliably forwards and backwards to 20</p> <p>Day 1: The stick man has dropped all his spare sticks!! Can you group the sticks into amounts that are the same as on the bags?</p> <p>Day 2: The stick man has a game to play! Can you find your partner that has the same amount of sticks?</p> <p>Day 3: Obs of chdn comparing groups of objects, saying when they have the same number.</p>	<p>Skills: Estimation. Count reliably forwards and backwards to 20</p> <p>Day 1: The stick man is having a xmas party and needs to know how many sweets/lollies/toys etc he has. Can you estimate and then check?</p> <p>Day 2: The stick man needs drinks for his party. How many cups do you estimate he will get from the different containers?</p> <p>Day 3: Obs of chdn estimating in the provision.</p>	<p>Assessment Week</p>	<p>Skills: Ordering Numbers. Count reliably forwards and backwards to 20</p> <p>Day 1: You and your group are Xmas reindeers!! Can you order your numbers so you can fly?</p> <p>Day 2: Can you order the toy sacks for santa?</p> <p>Day 3: Obs of chdn ordering numbers in the provision</p>
-------	---	--	--	--	---	------------------------	--

Wycliffe Foundation Stage Medium Term Planning

Enhanced areas	Week 1-3	Week 4-6
Oak by toilet	Olaf's Nose in ice (SST)	Nativity resources (UW)
Oak by snack	Small world One Snowy Night (CL, L)	Making snowmen from 2D shapes (M)
Oak reading corner	Winter Wonderland	
Maple behind w/shop	Making a shelter for the Frozen characters from ice/sugar cubes/marshmallows (EAD, M)	Small world story telling of Frozen (CL, L)
Maple Finger Gym	Geo boards and elastic bands to make snowflakes	Cut out trees to decorate using resources and tweezers
Maple Role Play	Santa's Grotto	

Displays	In class	Upstairs
Oak by Interactive table	Olaf (SST)	Winter Display
Oak Class Display	Writing of some kind!! (link to literacy)	
Oak Class Display	Art work of some kind!!	
Maple Class Display	Maths of some kind!! (Repeating patterns on wrapping paper??)	Billy's Bucket
Maple Near finger gym	Provision Photos and language (LINKS TO JO)	
Maple above sink	Childs personal learning journey board	