




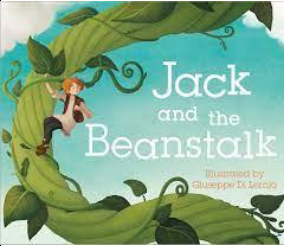


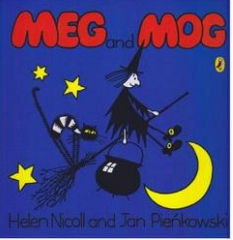
# Curriculum | Medium Term Plan - Summer 2022

<b>Challenge Pack:</b>	<b>A Magical World – How can we make outdoors magical?</b>	<b>Challenge outcome:</b>	Children to put on a gallery in forest school and the children will talk about their creations and how they have made outdoors magical	<b>NC Year:</b> <b>Length of term:</b>	<b>R</b>
<b>Summary</b>	The children will be learning about outdoors and how we can make it magical. We will be looking at a range of resources to use when creating our models. Our main outcome will be art based.	<b>Hook:</b>	<b>Children will be able to come into school in whatever they want to start off the challenge pack. We will also be visiting a magical outdoor space for the children to explore</b>		
<b>Key texts:</b>	<b>Picture books:</b> The Foggy Foggy Forest by Nick Sharatt Stanley’s Stick by Neal Layton The Bog Baby by Jeanne Willis The Grumpy Fairies by Bethan Stevans Meg and Mog Jack and the bean stalk	<b>Trips and visits:</b>	Rays farm Sandwell Valley  Caterpillars	<b>Stay ‘n’ Play sessions</b>	TBC
 <ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood</li> <li>To use gestures to support meaning in play</li> </ul>	 <ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary</li> <li>To join phrases with words such as ‘if’, ‘because’ ‘so’ ‘could’ ‘but’</li> </ul>	 <ul style="list-style-type: none"> <li>To use ‘because’ to develop their ideas</li> <li>To make relevant contributions and asks questions</li> <li>To describe events that have happened to them in detail</li> </ul>	 <ul style="list-style-type: none"> <li>To look at someone who is speaking to them</li> <li>To take turns to speak when working in a group</li> </ul>		

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/ Special events:
25.04.22 Week 1	<p><b>Area of learning:</b> White rose – to 20 and beyond – Phase 7</p> <p><b>As mathematicians,</b> WALT: consolidate my skills with counting</p> <p><b>As mathematicians,</b> WALT: subitise</p>	<p><b>Purpose:</b> This is a traditional tale that is linked to magic in the outdoors</p> <p><b>Text type:</b> Jack and the bean stalk</p>  <p><b>Knowledge and Skills:</b></p> <p><b>As Readers,</b> WALT: read simple phrases and sentences</p> <p><b>As Writers,</b> WALT: write short sentences</p>	<p>As learners and listeners, can the children listen and take in their new sound of the week. 'OO'. Can they blend and segment the sound in words like 'foot, book, look'. Then move onto in a sentence.</p> <p>As learners and listeners, can the children listen and take in their new tricky word 'are' and 'some' – MTYT the tricky word and practice writing on a wipe board</p>	<p><b>Introducing the new challenge pack</b></p> <p><b>Killer questions</b> Can you remember what a challenge is? What is magical to you? What does the word magical mean? Where can we find magic? Who is magical? What stories do you know that are magical? Why/ how are they magical?</p> <p><b>As talkers,</b> WALT: understand how to listen carefully</p> <p>We can talk about our Mr potato head rules and just their behaviour now that they are back in school. Can they talk about how they and others show feelings (first thing back after a school holiday is to go through the rules) Say to the children that it is very important that we explore behaviour because we will be going on our trip this week!!! How exciting!! (PSE) Managing distractions During this time we will show the children the challenge poster and talk to them about it. Create a CAF about what magic means to them. White hat Collaboration</p> <p><b>As readers,</b> WALT: talk about stories to build familiarity and understanding We are going to talk about What is magical in the story with our peers? The beans magic beans planting beans. (CL, L, PSE) Noticing torch Collaboration</p>	<p><a href="#">St George's Day</a> (25 April) <a href="#">Yom HaShoah</a> (28 April) Ramadan ends (1 May)</p>

				<p><b>As planners</b>, use our blue hat to articulate their ideas          We are going to plan our new role play area to link to our new topic. Children to CAF ideas on what they want and then create a data collection graph (CL)          White hat          Blue hat          Planning tool</p> <p><b>As gardeners</b>, WALT: explore the natural world around us          Children to plant their own magic beans and then stick a castle on the garden stick to put in their pots for the bean stalk to grow up to the castle (UW) (Noticing, managing distractions)</p>	
Homework	<b>Number bond or timetables practise:</b>	<b>Spellings:</b>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b>	
02.05.22 Week 2	<p><b>Area of learning:</b>          White rose – to 20 and beyond – Phase 7</p> <p><b>As mathematicians</b>, WALT: build numbers beyond 10</p> <p><b>As mathematicians</b>, WALT: counting patterns beyond 10</p>	<p><b>Purpose:</b> This is a traditional tale that is linked to magic in the outdoors</p> <p><b>Text type:</b> Jack and the bean stalk</p>  <p><b>Knowledge and Skills:</b></p>	<p>As learners and listeners, can the children listen and take in their new sound of the week. 'oo'. Can they blend and segment the sound in words like 'moon, zoo, moo'. Then move onto in a sentence.</p> <p>As learners and listeners, can the children listen and take in their new tricky word 'one' and said' – MYYT the tricky word and practice writing on a wipe board</p>	<p><b>Exploring the natural world</b></p> <p><b>Killer questions</b>          Can you remember what our challenge is?          What does magical mean to you? Why?          What things are magical?          What makes something magical?          Which characters do you know is magical?</p> <p><b>As Artists</b>, WALT: create collaboratively to share ideas, resources and skills          We are going to start creating and designing our new role play area          Managing distractions          Noticing</p> <p><b>As listeners</b>, WALT: watch and talk about performance art, expressing their feelings and responses          Can we listen to our special guest (ASK A MEMBER OF THE school) talk about what he thinks is magical and allow the children to ask</p>	<p><a href="#">May Day</a> (2 May)  <a href="#">World Press Freedom Day</a> (3 May)  <a href="#">Eid ul-Fitr begins</a> (3 May)  <a href="#">World Asthma Day</a> (3 May)  <a href="#">Bike to School Day</a> (4 May)  <a href="#">VE Day</a> (8 May)</p>

		<p><b>As Readers, WALT:</b> read simple phrases and sentences</p> <p><b>As Writers, WALT:</b> write short sentences</p>		<p>questions – then can we create a PMI on what we thought about her visit Managing distractions questioning</p> <p><b>As explorers, WALT:</b> describe what we can see Can we talk about Why things happen and talk about the changes of the beans (UW) Noticing</p> <p><b>As mathematicians, WALT:</b> use our noticing torch so that we can compare length/height Can we Measure the beans, have they grown? How much? Can you measure using the cubes? Using the language of measurement. Making links Noticing</p> <p><b>As artists, WALT:</b> use a range of artistic effects Can we create our own magic beans and beanstalk using a variety of materials, tools and techniques Noticing Making links Managing distractions</p> <p><b>Book in to have caterpillars in the unit for the children to explore the natural world</b></p>	
Homework	<b>Number bond or timetables practise:</b>	<b>Spellings:</b>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b>	
09.05.22 Week 3	<p><b>Area of learning:</b> White rose – first, then, now – Phase 8</p> <p><b>As mathematicians, WALT:</b> add more</p>	<p><b>Purpose:</b> This story encourages the children to have safe friendly debates on whether the magical witch is good or bad.</p> <p><b>Text type:</b> Meg and Mog</p>	As learners and listeners, can the children listen and take in their new sound of the week. 'AR'. Can they blend and segment the sound in words like 'car, farm, card'. Then	<p><b>Create Magical Role play</b></p> <p><b>Killer questions</b> Can you remember what our challenge is? What does magical mean to you? Why? What things are magical? What makes something magical? Which characters do you know is magical?</p>	<p><a href="#">Florence Nightingale's Birthday</a> (12 May)</p>

		<p>Knowledge and Skills:</p>  <p><b>As Readers, WALT:</b> read simple phrases and sentences</p> <p><b>As Writers, WALT:</b> write short sentences</p>	<p>move onto in a sentence.</p> <p>As learners and listeners, can the children listen and take in their new tricky word 'come' and 'do' – MTYT the tricky word and practice writing on a wipe board</p>	<p><b>As planners, WALT:</b> use new vocabulary in different contexts. Can we add to CAF created from new knowledge from M&amp;M. (CL, PSE) Blue hat Planning tool</p> <p>CL-PSE: journey...language to express opinions/ideas and interests. How and why?</p> <p><b>As artists, WALT:</b> use and refine a variety of artistic effects to express their feelings and ideas. Can we create a character from the story Meg and Mog using the top marks online game (EAD) Blue hat Planning Imagining Green hat</p> <p><b>As explorers, WALT:</b> combine different movements with ease and fluency. Can we explore the world outside whilst moving around like the characters in the story (PD) Noticing Managing distractions Making links</p>	
Homework:	<b>Number bond or timetables practise:</b>	<b>Spellings:</b>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b>	
16.05.22 Week 4	<b>As mathematicians, WALT: take away</b>	<p><b>Area of learning:</b> White rose – first, then, now – Phase 8</p> <p><b>As mathematicians, WALT:</b> take away</p>	<p><b>Purpose:</b> This story encourages the children to have safe friendly debates on whether the magical witch is good or bad.</p>	<p><b>Planning our Challenge Outcome</b></p> <p><b>Killer questions</b> What does magical mean to you? Why? What things are magical? What makes something magical? Which characters do you know is magical? How could we make outdoors magical? What could we make to make outdoors magical?</p>	<p><a href="#">International Day against Homophobia, Transphobia, and Biphobia</a> (17 May) <a href="#">International Museum Day</a> (18 May)</p>



**Text type:** Meg and Mog

**Knowledge and Skills:**

**As Readers, WALT:** read simple phrases and sentences

**As Writers, WALT:** write short sentences

As learners and listeners, can the children listen and take in their new sound of the week. 'Or'. Can they blend and segment the sound in words like 'for, corn, fork'. Then move onto in a sentence.

As learners and listeners, can the children listen and take in their new tricky word 'so...were' – MTYT the tricky word and practice writing on a wipe board.

Who could we share our outcome with?

**Hook – Trip**

Children will take a trip to Rays, farm/Sandwell valley/Lichfield Fairy Trail (17<sup>th</sup>)

**As planners, WALT:** articulate our ideas in well-formed sentences.

Revisit what our outcome is for this challenge and ask the children to use their blue hat to think of ideas to plan for our challenge outcome – allow them to snap in and snap out with their peers then feed back onto a CAF of childrens ideas (Pupil voice) linked to interests – we will be decorating our outdoor spaces (CL/PSE)

Blue hat

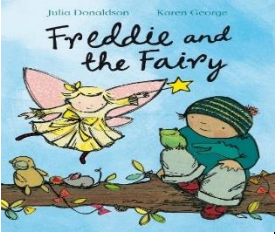
Planning tool

**As artists, WALT:** use and refine a variety of artistic effects to express our ideas and feelings. (EAD)

We are going to start to create children's ideas. Witches wands/broomsticks linked to EAD

Add in to planning what the children have thought of

Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	3TB Class assembly
23.05.22 Week 5	Assessment	Assessment	Assessment	<p><b>Killer questions</b>          What things are magical?          What makes something magical?          How could we make outdoors magical?          What could we make to make outdoors magical?          What do we need to make magical things?          Who could we share our outcome with?</p> <p><b>As planners, WALT:</b>          ask the children what resources we need to create their items – if we need scissors how do we use them?? (PD, CL)          Planning tool          Blue hat</p> <p><b>As creators, WALT:</b> develop our small motor skills to use tools competently.          We are going to be using the Children’s ideas gathered at the beginning to start creating their magical items for our challenge outcome. (EAD, PD)</p> <p><b>As listeners, WALT:</b> understand why listening is important. (CL, PSE)          Can they use their listening ears to follow instructions of how to make their own fairy wings</p> <p><b>As performers, WALT:</b> develop story lines in our pretend play. (EAD, CL, PSE)          Can they use what they have made, to act out a narrative</p> <p>Add in to planning what the children have thought of</p>	
	Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:

30.05.22				Half Term	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	
06.06.22 Week 1	<p><b>Area of learning:</b> White rose – find my pattern – Phase 9</p> <p><b>As mathematicians,</b> WALT: double</p> <p><b>As mathematicians,</b> WALT: share/group</p>	<p><b>Purpose:</b> This story has strong links to rhyming words and magical fairies/wishes.</p> <p><b>Text type:</b> Freddie and the Fairy</p>  <p><b>Knowledge and Skills:</b></p> <p><b>As Readers,</b> WALT: read simple phrases and sentences</p> <p><b>As Writers,</b> WALT: write short sentences</p>	<p>As learners and listeners, can the children listen and take in their new sound of the week. 'ur'. Can they blend and segment the sound in words like 'fur, lur, turn'. Then move onto in a sentence.</p> <p>As learners and listeners, can the children listen and take in their new tricky word 'have' – MTYT the tricky word and practice writing on a wipe board</p>	<p><b>Killer questions</b> What things are magical? What makes something magical? How could we make outdoors magical? What could we make to make outdoors magical? What do we need to make magical things? Who could we share our outcome with?</p> <p><b>As artists, WALT:</b> use and refine a variety of artistic effects to express our ideas.(EAD) We are going to be using the Children's ideas gathered at the beginning to start creating their magical items for our challenge outcome. (EAD, PD)</p> <p><b>As planners, WALT:</b> articulate our ideas in well-formed sentences. (CL)(PSE) Children's ideas making their own fairies/wings etc fairy doors</p> <p><b>As healthy humans, WALT:</b> develop the skills we need to manage our day successfully including personal hygiene. (PD) Children to try 'fairy food' – can they try different fruits vegetables etc and talk about how they will keep them healthy</p>	<p><a href="#">Anniversary of D-Day</a> (6 June) <a href="#">World Oceans Day</a> (8 June) <a href="#">Millicent Garrett Fawcett's birthday</a> (11 June)</p>
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	

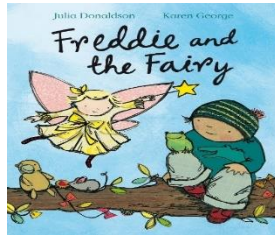


**Area of learning:**  
White rose – find my pattern – Phase 9

**As mathematicians,**  
WALT: know odd and even

**Purpose:** This story has strong links to rhyming words and magical fairies/wishes

**Text type:** Freddie and the Fairy



**Knowledge and Skills:**

**As Readers, WALT:**  
read simple phrases and sentences

**As Writers, WALT:**  
write short sentences

As learners and listeners, can the children listen and take in their new sound of the week. 'Ow'. Can they blend and segment the sound in words like 'cow, now, pow'. Then move onto in a sentence.

As learners and listeners, can the children listen and take in their new tricky word 'there...out' – MTYT the tricky word and practice writing on a wipe board

### Killer questions

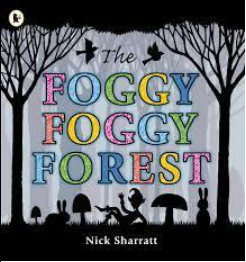
What things are magical?  
What makes something magical?  
How could we make outdoors magical?  
What could we make to make outdoors magical?  
How can we make magical noises?  
How can we make magical movements?  
**As active learners, WALT:** explore and engage in dance in groups or as a solo. (EAD)  
Can we dance to the song of the story in ways that the characters would dance -  
Dance/songs – PD: moving confidently. EAD: singing and dancing expressing through movement. For example, the ogre would dance by stomping around and potentially falling over. The fairy would dance all calm and wavy.  
Making links  
Absorption  
noticing

**As doers, WALT:** develop our small motor skills to use a range of tools competently. (PD)  
Can we hold tools effectively (a felt tip) and write Signs for our outdoors (PD)  
Noticing  
Managing distractions

**As musicians, WALT:** explore and engage in music making in a group or as a solo. (EAD)  
Can we use instruments to play alongside singing the story's song – if we are singing the fairy bit is the sound going to be loud and harsh? No, its going to be soft and quiet – loud and harsh (drum) for the Ogre  
Making links  
Absorption  
noticing

**As planners, WALT:** write short sentences with known letter sounds. (L)

[Father's Day](#) (19 June)

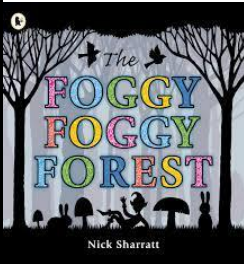
				Can we write an invitation to SLT asking them to have a look at our outdoor decorations that we have made  Can they decorate their invitations	
Homework	<b>Number bond or timetables practise:</b>	<b>Spellings:</b>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b>	<b>3JF Class assembly</b>
20.06.22 Week 3	<b>Area of learning:</b> White rose – on the move– Phase 10  <b>As mathematicians,</b> WALT: deepen our understanding	<b>Purpose:</b> This story has strong links to rhyming words and encourages children to use their imagination.  <b>Text type:</b> Foggy Forest    <b>Knowledge and Skills:</b>  <b>As Readers, WALT:</b> read simple phrases and sentences  <b>As Writers, WALT:</b> write short sentences	As learners and listeners, can the children listen and take in their new sound of the week. 'Oi'. Can they blend and segment the sound in words like 'point, coin, oil'. Then move onto in a sentence.  As learners and listeners, can the children listen and take in their new tricky words 'like...little'– MTYT the tricky word and practice writing on a wipe board	<b>Killer questions</b> What things are magical? What makes something magical? How could we make outdoors magical? What could we make to make outdoors magical? What do we need to make magical things? How can we create different shaped shadows?  <b>As listeners, WALT:</b> listen carefully to songs and rhymes, paying attention to how they sound. CAF rhyming words to make our own foggy foggy forest book.(EAD)  <b>As artists, WALT:</b> use and refine a variety of artistic effects. (EAD) Make their own version of foggy forest by drawing something with black crayon they might find in a forest and covering with white tissue paper. (Using their own names to make big class book)  <b>As explorers, WALT:</b> explore the natural world around us. (UW) Making shadow puppets to use outside and draw around shadows with chalk.	<a href="#">World Refugee Day</a> (20 June) <a href="#">Make Music Day</a> (21 June) <a href="#">Windrush Day</a> (22 June)
	<b>Number bond or timetables practise:</b>	<b>Spellings:</b>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b>	<b>2AP Class assembly</b>

**Area of learning:**  
White rose – on the move– Phase 10

**As mathematicians,**  
WALT: look at the relationship of patterns

**Purpose:** This story has strong links to rhyming words and encourages children to use their imagination.

**Text type:** Foggy Forest



**Knowledge and Skills:**

**As Readers, WALT:**  
read simple phrases and sentences

**As Writers, WALT:**  
write short sentences

As learners, can we revisit some of the sounds that we have found a little tricky

As learners and listeners, can the children listen and take in their new tricky word 'what' – MTYT the tricky word and practice writing on a wipe board.

### **Killer questions**

Did you make outdoors magical?  
How did you do it?  
How did you create magical items as a team?

**As curators, WALT:** create collaboratively sharing resources, ideas and skills.; (EAD) (PSE)  
Set up a gallery in forest school for children/teachers in other year groups to visit.

**As talkers, WALT:** use talk to work out problems and organise thinking and activities. (CL)(PSE)  
Gather thoughts from their audience on what they have done.

**As thinkers, WALT:** describe events in some details. (CL)  
Children to PMI.

**Number bond or timetables practise:**

**Spellings:**

**Reading book/ Reading Plus**

**Flipped homework:**

**2SP Class assembly**

**Summer Fair (Tues)**

Teachers to discuss the topic which the children have struggled with to cover this week

**Purpose:** Encourages the children to use their imagination.

**Text type:** The Tickle Tree


As learners, can we revisit some of the sounds that we have found a little tricky

As learners and listeners, can the children listen and take in their new tricky word 'when' –

### **Transition starts**

**Killer questions:**  
Where will you be in September?  
How do you feel about moving to a new year group?  
How do you feel about having a new teacher?  
How do you feel about leaving Reception?

[Eid ul-Adha](#) (begins 10 July)

		 <p><b>Knowledge and Skills:</b></p> <p><b>As Readers, WALT:</b> read simple phrases and sentences</p> <p><b>As Writers, WALT:</b> write short sentences</p>	<p>MTYT the tricky word and practice writing on a wipe board</p>	<p>Reception children to begin to talk about and visit the year 1 space</p> <p>Nursery to begin to talk about and visit the Reception classes</p>	
Homework	<p><b>Number bond or timetables practise:</b></p>	<p><b>Spellings:</b></p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b></p>	<p><b>2KK Class assembly</b></p> <p><b>Sports days</b></p>
11.07.22 Week 6	<p>Assessments</p>	<p>Assessments</p>	<p>Assessment</p>	<p><b>Transition</b></p> <p>Killer questions: Where will you be in September? How do you feel about moving to a new year group? How do you feel about having a new teacher? How do you feel about leaving Reception?</p> <p>Reception children to talk about and visit the year 1 class</p> <p>Nursery to talk about and visit the Reception classes</p> <p>End of year activities – plan with the children</p>	<p><a href="#">Emmeline Pankhurst's birthday</a> (14 July)</p>
Homework	<p><b>Number bond or timetables practise:</b></p>	<p><b>Spellings:</b></p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b></p>	<p><b>Leavers Production</b></p>

18.07.22 Week 7				<p><b>Transition</b></p> <p>Killer questions:          Where will you be in September?          How do you feel about moving to a new year group?          How do you feel about having a new teacher?          How do you feel about leaving Reception?</p> <p>Reception children to talk about and visit the year 1 class</p> <p>Nursery to talk about and visit the Reception classes</p> <p>End of year activities</p>	<p><a href="#">Mandela Day</a> (18 July)</p>
	Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:
					<p><a href="#">Birmingham Commonwealth Games</a> (28 July – 8 August)</p>