

Medium Term Plan

Summer 1

Topic Enchanted Stories

- Week 1 17.4.17 (4 days) Introduce Mr Benn and the dial of the different stories. Where will our story go today?
1. Chn recall important parts of the story watched – costume worn, souvenir gained, characters he meets, task he does.
 2. Chn come up with own adventure.

Maths Sharing between a number of people. **SMSC – social working together, moral is it fair**
Ordering numbers smallest to largest

Session 1 UTW
Chn pick a costume from a story and draw where they think he will end up.

Session 2 EAD
Painting themselves in their own costume for an adventure.
BLP – planning what to do.

Session 3 PD
Mr Benn as a clown.
Circus skills equipment.
BLP – keep trying at something even when hard.

Session 4 4 EAD
Mr Benn as a space man
Chn bubble print their own planet and describe what it is like.
SMSC – different places

Fancy dress shop
Own story writing

Week 2 24.4.17 Jack and the Beanstalk

- Lit: 1. If you could climb to the top of the beanstalk and it could take you anywhere what would you like to find? (e.g superhero land etc) What would it look like? Draw & describe. **BLP – making links**
2. Make up a new ending for the story. What if Jack didn't get the axe?/what if the giant got down the beanstalk?

- Maths:
1. Money – buying the cow/beans/food for jack's mum – recognition of money & paying in 1p, 2ps
 2. Money – sharing – Jack's mum wants to share out the money she got from selling all the giants things! She got 5p for harp & 10p for hen etc she would like to share the money with Jack! (1ps/5p(how can you share it?)) **SMSC - moral**
 3. Short session: number formation – drawing your own giant beanstalk & adding numbers to the leaves – chalk outside/ measuring chalk beanstalks with the giant's feet & our feet!/ counting money & recording how many – number formation!

Session 1
UtW – Do we think we could grow our own beanstalks?
(discuss what a bean will need to grow & follow instructions to plant one)



Session 2
UtW – We have planted our bean – what else could we grow?
Input :
Matching fruit & veg to their plants & then plant the garden tubs

Session 3
EAD/UtW – Can you design your own head (photo)
Make cress heads



SMSC – awe and wonder

Session 4
EAD: Can you make your own beanstalk & castle?/ class beanstalk



BLP – working together

Building a castle in the sky
(foam & megablocks)
Make your own beanstalk
(outdoor resources)

Week 3 1.5.17 Aladdin

Lit – what would your three wishes be?

Travelling on your magic carpet, describing what you would see.

Maths

Addition – adding items to flying carpets

Pattern – symmetrical patterns on carpets **BLP** – using what I already know in my learning

Session 1 EAD

Magic carpet line art
Chn make different types of lines and then fill in with colour



SMSC - cultural

Session 2 EAD

Paper lanterns like in the street markets

SMSC - cultural

Session 3 UW

Making and flying a kite. What do we need to make it fly well



BLP – planning and adapting

Session 4

Balancing items on a floating magic carpet. What will float what will make the carpet sink?

BLP – making links with what I know

Pattern tiles to make symmetrical patterns

Using sand to make pictures

Week 4 8.5.17 The Gingerbread man

Lit – 1. Read the beginning of the book to the children. Tell them we are going to write our own gingerbread recipe. What do we need in a recipe? What ingredients might be in gingerbread cookies? How should we write out ingredients? (list) 2. Read the book to the children up until the fox. Ask the children how the Gingerbread man might be feeling? Are the animals being kind to him? What do we do when we are unkind? Explain that the children are going to pretend to be one of the other characters in the book and write an apology to the Gingerbread man. 3. Have the children think of a new ending. How did you want the story to end? **SMSC** – Forgiveness

Maths – 1. Doubling gingerbread men – children given lines of gingerbread men and have to double them by drawing more. 2. Doubling buttons on gingerbread men. Children to be given gingerbread men with different buttons on them. They must match the gingerbread men with their doubled counterparts. 3 (short) Use Gingerbread men to have the children find one more using the appropriate mathematical vocabulary. **BLP** – Resilience, resourcefulness.

Session 1

Design a gingerbread man, when we make our own they must match our designs.
BLP – Reflectiveness (planning)

Session 2

Make gingerbread men based upon designs.
BLP – Resourcefulness and reflectiveness.

Session 3

Experiment with gingerbread men in different liquids. (water, oil, vinegar, juice.)
BLP – Resilience (noticing)

Session 4

Tell children they need to think of a way to help the gingerbread man across the river. (boat, bridge) Children to be given different materials in groups and build a bridge or boat to help. **SMSC** – Helping others. **BLP** – Resourcefulness

Bakery roleplay.

P.E. children act out the story as it is read aloud.

Music – children to think about what instruments and

Week 5 15.5.17 The Elves and the Shoemaker

Lit – 1. Watch up to when 2 pairs of shoes have magically appeared – make a prediction – how are the shoes getting there? Who is making them? Thought bubbles from the Shoemaker and his wife. 2. Write a letter to the elves to say thank you for making the shoes 3. What will the elves next adventure be? Who will they help next? **SMSC – Moral helping others**

Maths – 1. Using money to buy shoes from the shoemaker – recognising coins and paying in only 1ps, only 2ps or a combination 2. Subtraction using shoes- the elves make x amount of shoes the shoemaker sells x amount – how many are left? 3. (short) 1 less – children play the 1 less game in their groups – Roll the dice or 2 dice how many spots? What's one less? What method will you use to work this out? Counting back/numberline/objects **BLP – Resourcefulness and Resilience**

Session 1 EAD

Transform yourself into an elf by making an elf hat – what will you do to help someone?

SMSC – Moral helping others **Spiritual – how it makes you feel to help others**

Session 2 EAD

Wearing their elf hat the children design and make their own shoe – range of materials

BLP – Reflectiveness

Session 3 UTW

Matching different shoes/boots to different people talking about similarities/differences between shoes and why certain people wear certain shoes and when they would wear them. Draw favourite shoe and talk about why. **SMSC**

Session 4 UTW

Technology - Children use paint program on the laptops to design and decorate their own shoe. Looking at the role of a shoe maker.

Outdoor learning – wellie prints and wellie throwing

Shoemaker station
Shoe shop

Week 6 22.5.17 Where the Wild Things Are

Lit – What will your wild thing be like? Design and describe (what will it say – speech bubble) What will your wild thing eat? Design a dish and drink

Maths – (short) Using 3 different routes to the wild thing island children predict which one they will complete quickest and measure the time taken to complete – were predictions correct?

Time – sequence a day for the boy – what time does he do things?

Sharing – having a wild thing tea party and sharing food between the wild things **BLP – using what I already know in my learning**

Session 1 EAD/PD

The boy didn't eat his supper – link to the importance of a healthy diet and design a healthy food plate **SMSC - Cultural**

Session 2 EAD

Design and make a clay wild thing **BLP – planning and adapting**

Session 3 UTW

Comparing the different environments of where the boy lives to where the wild things live. **SMSC - Cultural**

Session 4 UTW

Programme beebots to travel to wild thing island **BLP - Resourcefulness**

P.E. travelling the route in different ways

Create own rumpus dance

Make a wild thing mud face