

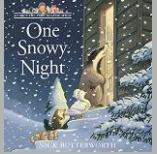
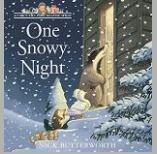
WRENS : Foundation Stage: Medium term planning 2026

First Half of Spring Term: PLODs (Possible Lines of Development)
 'What is Winter', 'What is Lunar New Year?' and 'What stories do we know?'

	Communication and Language (Prime)	Physical Development (Prime)	Personal, Social and Emotional Development (Prime)	Literacy (Specific)	Maths (Specific)	Understanding the World (Specific)	Expressive Arts and Design (Specific)	Technology opportunities
Week 1 5 th - 9 th January It's a New Year! Introducing 'What is winter?' Signs of winter Books:  	<p>Talk about new calendar. Months of the year. Days in each month. How we count the days.</p> <p>Reflecting on the past year and thinking forwards to the New Year – any changes in our lives?</p> <p>Circle time game: 'snowball fight' pass a snowball around the circle. (paper scrunched Up) When the adult rings a bell the child chooses to throw it to someone else in the circle.</p>	<p>Dance: BBC Let's Move: Winter Wonderland Session 1 https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-winter-wonderland/zdm3vk7</p>  <p>Fine motor: Daily 'Funky Fingers' Dough Disco</p> <p>Pencil grip and letter formation.</p> <p>PE lesson: PE Hub: Year 1 Gymnastics Unit 1: Lesson 1: We are learning: to perform 'like' actions in a sequence.</p>	<p>Jigsaw: Dreams and Goals: Challenge: Tricky tasks!</p> <p>Taking part in weekly rainbow challenges.</p>  <p>Focusing on this term's school value: Resilience</p> 	 <p>Phonics: RWI</p> <p>'All about New Year' Twinkl ppt.</p> <p>What is it and how do people celebrate?</p>  <p>Watch the short film of 'The Snowman' https://www.youtube.com/watch?v=nGmOiccZFIJM</p> <p>Writing a list of what you need to build a snowman.</p>	<p>White Rose: Alive in 5! (Week 1) One Less Zero Composition of 5 Comparing numbers to 5 Equal and unequal groups</p> <p>Maths stories:  <p>None the Number by Oliver Jeffers</p> <p>Zero is the Leaves on the Tree by Betsy Franco</p>  <p>Numberblocks: S3 Episode 5 (Zero) S3 Episode 1 (Once upon a Time) S3 Episode 2 (Blockzilla)</p> <p>NCETM: Mastering Number: Composition of number</p> </p>	<p>RE- Emmanuel Project- How can we help others when they need it? Lesson 1: Being a hero.</p> <p>How did we celebrate New Year? Watch the New Year fireworks in London on TV</p> <p>What are New Year resolutions?</p> <p>The four seasons – Winter.</p> <p>Go Learning: Weather dependent ideas: Den building Ice art pictures Bird feeders</p> <p>Painting in the snow</p> <p>Snow cookies – playdough cutters in the snow/ snowball cakes</p> <p>Winter walk checklist – signs of winter.</p>	<p>Music lesson: Use this BBC winter themed track to layer with our own choice of instruments: https://www.bbc.co.uk/teach/school-radio/articles/zn67s82</p> <p>Draw or paint a picture of a snowman.</p> <p>Salt-dough snowmen</p> <p>Making photo snow-globes:</p>  <p>Wax resist snowflakes</p>  <p>'Frozen' small world figures and 'snow'</p> <p>Snow puffy paint</p>	<p>Barefoot Computing: Winter Warmers: Bird Feeders Winter Warmers Feed The Birds Lesson plan ENG.pdf</p> <p>Or: Snowmen's scarves: Winter Warmers Scarves for Snowmen Lesson plan.pdf</p> <p>Snowy/ Winter story CDs at the listening station</p> <p>Finding 'Winter Facts' using Google.</p> <p>Watching 'The Snowman'</p>

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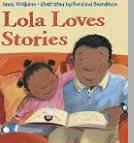
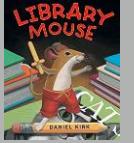
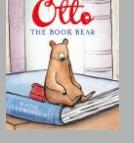
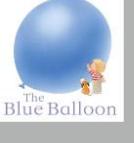
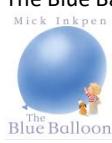
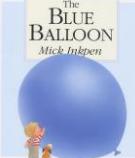
First Half of Spring Term: PLODs (Possible Lines of Development)
 'What is Winter', 'What is Lunar New Year?' and 'What stories do we know?'

	Communication and Language (Prime)	Physical Development (Prime)	Personal, Social and Emotional Development (Prime)	Literacy (Specific)	Maths (Specific)	Understanding the World (Specific)	Expressive Arts and Design (Specific)	Technology opportunities
<p>Week 2 12th 16th January</p> <p>What is Winter?</p> <p>How do we keep warm in winter?</p> <p>What is it like in places that are always cold?</p> <p>Books: </p> <p>Bananaman Ice Station Zero! </p> <p>Our challenge is to create a place that is warm and cosy.</p>	<p>Sorting summer and winter clothes and reasoning WHY. </p> <p>What is Winter?</p> <p>How do we keep warm in winter?</p> <p>What is it like in places that are always cold?</p> <p>Books: </p> <p>Bananaman Ice Station Zero! </p> <p>Our challenge is to create a place that is warm and cosy.</p>	<p>Dance: BBC Let's Move: 'Winter Wonderland' https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-winter-wonderland/zdm3vk7</p> <p>OR</p> <p>Winter dancing: 'Winter' from The Four Seasons by Vivaldi. </p> <p>Play 'FREEZE' tag.</p> <p>Fine motor: Daily 'Funky Fingers'</p> <p>Dough Disco</p> <p>Pencil grip and letter formation.</p> <p>PE lesson: PE Hub: Year 1 Gymnastics Unit 1: Lesson 2: We are learning: to carry and set up apparatus safely.</p>	<p>Jigsaw: Dreams and Goals: Never Giving Up: The Hare and the Tortoise</p> <p>Snowflakes: Look at pictures of snowflakes close up and talk about how they are all different – link with how we are all different. </p> <p>Emotions linked to how we feel when we're warm and snug/freezing.</p> <p>Taking part in weekly rainbow challenges. </p> <p>Focusing on this term's school value: Resilience </p>	<p></p> <p>Phonics RWI </p> <p>Bananaman Ice Station Zero! https://www.youtube.com/watch?v=onHTvVId-t4&t=250s</p>	<p>White Rose: Alive in 5! (Week 2)</p> <p>Composition of numbers to 5</p> <p>How many altogether?</p> <p>Composition of numbers – 3 groups</p> <p>How many are hiding? (animals)</p> <p>How many are hiding (cubes)</p> <p>Maths Stories: A Squash and a Squeeze by Julia Donaldson Room on the Broom by Julia Donaldson</p> <p>Numberblocks</p> <p>NCETM: Mastering Number: Counting, ordinality and cardinality</p>	<p>RE- Emmanuel Project- How can we help others when they need it?</p> <p>Lesson 2: Who do you talk to?</p> <p>Can we make ice? Let's make ice (lollies!)</p> <p>Let's melt ice! Ice balloons for the children to melt - rescuing toys trapped in the ice. </p> <p>Some places are always wintery – find out where these places are.</p> <p>Go Learning: Weather dependent ideas: Den building Ice art pictures Bird feeders Painting in the snow Snow cookies – playdough cutters in the snow/snowball cakes Winter walk checklist – signs of winter.</p>	<p>Music lesson: Use this song: 'When the cold wind blows' to inspire us to find instruments that make wintery sounds and a good 'backdrop' to the song. https://www.bbc.co.uk/teach/bring-the-noise/articles/zkw3f4j</p> <p>Which colours make you feel cold?</p> <p>Vincent Van Gogh: Foil paintings in the style of VVG </p> <p>Winter mitten collage: </p>	<p>Barefoot Computing: Winter Warmers: Igloos: Winter Warmers Lets Make an Igloo Lesson plan.pdf</p> <p>Snowy/ Winter story CDs at the listening station </p> <p>Maths game – helicopter rescue: https://www.topmarks.co.uk/learning-to-count/helicopter-rescue</p> <p>Using Google Earth to explore cold places.</p>

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<p>Week 3: 19th – 23rd January</p> <p>What is a story? Where can we find collections of stories?</p> <p>‘What Stories do we Know?’</p> <p>Library Visit</p> <p>Books:     </p>	<p>Read Write Inc. </p> <p>Favourite stories: invite a member of staff to read their favourite story each day throughout our enquiry.</p> <p></p> <p>Are all books stories? Non-fiction books - borrow a non-fiction book from the school library.</p> <p>Drawing Club:  The Blue Balloon  </p> <p>1. Stop the balloon bursting 2. Where will you fly? 3. Balloon Baddie wants to pop the balloon – draw the baddie</p>	<p>Using signing for different parts of a story – see Pie Corbett for inspiration: https://www.phoenixinfants.uk/attachments/download.asp?file=1394&type=pdf</p> <p>Engineers: Building a reading area – inside or outside (weather dependent).</p> <p>Large Apparatus: Following instructions/rules and being safe. A focus on: Jumping and Landing</p> <p>PE lesson: PE Hub: Year 1 Gymnastics Unit 1: Lesson 3: We are learning: to perform shapes on both large and small body parts</p>	<p>Jigsaw; Dreams and Goals: Setting a Goal: learning not to give up to enable reaching a goal.</p> <p>How do different stories and books make us feel?</p> <p>Considering what are our personal favourite stories and why. Understanding our friends may have other favourite stories to ourselves.</p> <p>Taking part in weekly rainbow challenges.  </p> <p>Focusing on this term's school value: Resilience  </p>	<p>Read Write Inc. </p> <p>Phonics: RWI</p> <p>Setting up a class book swap shelf – children to design posters etc and how this should work.  </p> <p>Themes: Children to build on the love and joy of story sharing; Children to grow in confidence to create stories of their own; Children to understand the key elements of a story – characters, setting, action etc; Children to have their repertoire of stories expanded and experience stories from other cultures and traditions.</p>	<p>White Rose: Alive in 5! (Week 3)</p> <p>Comparing mass – heavier and lighter than Balance scales Full and empty Measuring capacity How many can fit inside? Measuring ingredients</p> <p>Maths Stories:  </p> <p>The Blue Balloon - Mick Inkpen Balancing Act - Ellen Stoll Walsh Mary Poppins YouTube clip – emptying the carpet bag A Beach for Albert - Eleanor May</p> <p>NCETM: Mastering Number: Subitising  </p>	<p>RE- Emmanuel Project- How can we help others when they need it? Lesson 3: Jesus' teaching</p> <p>Historians: Staff to share favourite stories from their childhood.</p> <p>Geographers: Stories from around the world – ask families to share stories they know.</p> <p>Setting up a class book swap shelf – children to design posters etc and how this should work.</p> <p>GO Learning – session to begin with a ‘bookless story’: Hansel and Gretel. Let’s make a trail for a friend to follow.</p>	<p>Music lesson: Charanga: ‘Let’s Start Singing’ lesson – focusing on hearing and copying beats and singing a song to celebrate our names! https://www.dorsetandSomersetmusichub.org.uk/c/1398464-new-creative-music-scheme/1398662-year-1/1398664-let-s-start-singing</p> <p>Artists: Drawing elements of favourite stories: link to ‘Drawing Club’.  </p>	<p>Gingerbread Man maths game: https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game</p> <p>Make a Gingerbread man: https://www.purplemash.com/#app/pap/fairy_stories/gingerbreadman</p> <p>Curious George maths game about more/less: https://pbskids.org/curiousgeorge/busyday/hats/</p> <p>Using the CD player to listen to stories.</p> <p>Using the IWB to listen to radio stories on Cbeebies radio.</p> <p>Programming Beebots to move around a ‘library’.</p> <p>Old typewriters to write a story.</p>

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<p>Week 4: 26th – 30th January</p> <p>‘What Stories do we Know?’</p> <p>How can stories be told?</p> <p>Share ways of telling stories: books orally songs puppets theatre</p> <p>So many ways!</p> <p>Traditional stories – link to families: parent and grandparents.</p>	<p>Favourite stories: invite a member of staff to read their favourite story each day throughout our enquiry.</p> <p>Helicopter Stories.</p> 	<p>Using signing for different parts of a story – see Pie Corbett for inspiration: https://www.phoenixinfants.uk/attachments/download.asp?file=1394&type=pdf</p> <p>Engineers: Building a reading area – inside or outside (weather dependent).</p> <p>Large Apparatus: Following instructions/rules and being safe. A focus on: Balancing</p> <p>PE lesson: PE Hub: Year 1 Gymnastics Unit 1: Lesson 4: We are learning: to take off and land and use shape in our jumps</p>	<p>Jigsaw; Dreams and Goals: Obstacles and Support: Helping each other to achieve our goals.</p> <p>How do different stories and books make us feel?</p> <p>Talking about right and wrong in stories – and link to consequences.</p> <p>Taking part in weekly rainbow challenges.</p>  <p>Focusing on this term's school value: Resilience</p> 	 <p>Phonics: RWI</p> <p>Using story maps to scribe our own stories.</p> <p>Setting up a class book swap shelf – children to design posters etc and how this should work.</p>  <p>The Magic Porridge Pot</p> <p>Song/rhyme to accompany: https://www.bbc.co.uk/teach/school-radio/articles/zmsmd6f</p>	<p>White Rose: Growing 6, 7, 8. (Week 1)</p> <p>Representing 6</p> <p>Which show 6; composition of 6.</p> <p>Sorting 6, 7, 8</p> <p>Composition of 6, 7, 8</p> <p>Matching 6, 7, 8.</p> <p>One more and one less</p> <p>Stories that link with maths learning:</p>  <p>Six Dinner Sid - Inga Moore</p> <p>Kipper's Toybox - Mick Inkpen</p> <p>Sidney the Silly Only Eats Six - M W Penn</p> <p>Anno's Counting Book - Mitsumasa Anno</p> <p>'One is a snail – ten is a crab'</p> <p>NCETM: Mastering Number: Counting, ordinality and cardinality</p>	<p>RE- Emmanuel Project- How can we help others when they need it?</p> <p>Lesson 4: Asking God for help</p> <p>Historians: Staff to share favourite stories from their childhood.</p> <p>Geographers: Stories from around the world – ask families to share stories they know.</p> <p>Setting up a class book swap shelf – children to design posters etc and how this should work.</p> <p>GO Learning – session to begin with a ‘bookless story’: ‘Jack and the Beanstalk’ – use FXGuru App to engage.</p> <p>Act out or outdoor ‘Helicopter Stories’</p>	<p>Music lesson: Charanga: ‘Hey you!’ focusing on hearing the pulse and beat within music – and singing along. https://www.dorsetandSomersetMusicHub.org.uk/1398464-new-creative-music-scheme/1398662-year-1/1399944-exploring-rhythm-patterns/lessons/733689-weeks-1-2</p> <p>Artists: Drawing elements of favourite stories: link to ‘Drawing Club’.</p> 	<p>Hansel and Gretel sweet houses on Purple mash: </p> <p>Maths matching game – numbers to amounts: https://www.topmarks.co.uk/learning-to-count/ladybird-spots</p> <p>Use Tapestry for parents/ grandparents to share stories with us.</p>

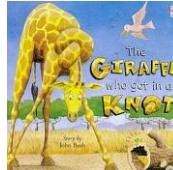
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<p>Week 5: ^{2nd 6th}</p> <p>February</p> <p>'What Stories do we Know?'</p> <p>How can we tell stories?</p> <p>How can we record stories for others to enjoy?</p> <p>Role play/ acting retells to share online.</p> <p>Acting out a traditional story: Billy Goats Gruff</p> <p>Our challenge is to have created our own 'book of stories' in the style of 'Helicopter stories' plus children's own stories.</p>	<p>Favourite stories: invite a member of staff to read their favourite story each day throughout our enquiry.</p> <p>Helicopter Stories.</p> 	<p>Using signing for different parts of a story – see Pie Corbett for inspiration: https://www.phoenixinfants.uk/attachments/download.asp?file=1394&type=pdf</p> <p>Engineers: Building a reading area – inside or outside (weather dependent).</p> <p>Large Apparatus: Following instructions/rules and being safe. A focus on: copying/following a friend.</p> <p>PE lesson: PE Hub: Year 1 Gymnastics Unit 1: Lesson 5: We are learning: to travel on our feet, showing good body tension</p>	<p>Jigsaws: Dreams and Goals: Flight to the Future – considering jobs of the future.</p> <p>How do different stories and books make us feel?</p> <p>Takes turns – organizes self and others (when acting out story).</p> <p>Taking part in weekly rainbow challenges.</p>  <p>Focusing on this term's school value: Resilience</p> 	 <p>Phonics: RWI</p> <p>Setting up a class book swap shelf – children to design posters etc and how this should work.</p>  <p>The Billy Goats Gruff</p> <p>Use BBC radio: https://www.bbc.co.uk/teach/school-radio/articles/zn9hvc</p>	<p>White Rose: Growing 6, 7, 8. (Week 2)</p> <p>Matching 6, 7, 8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p>Adding more</p> <p>Maths Stories:  Simon's Sock by Sue Hendra Noah's Ark</p> <p>NCETM: Mastering Number: Composition of numbers</p>	<p>RE- Emmanuel Project- How can we help others when they need it?</p> <p>Lesson 5: How do Christians choose to help?</p> <p>Historians: Staff to share favourite stories from their childhood.</p> <p>Geographers: Stories from around the world – ask families to share stories they know.</p> <p>GO Learning –</p>	<p>Music lesson: Using a mixture of Charanga and 'Music Express': To create a piece of music as a group.</p> <p>Artists: Drawing elements of favourite stories: link to 'Story Club'.</p> 	<p>Purple mash: Traditional tale jigsaws or 'pairs' games.</p> <p>'Let's Compare' maths game: https://www.topmarks.co.uk/early-years/lets-compare</p> <p>Using the iPad to record each other's stories.</p> <p>Listening to a retelling of 'Billy Goat's Gruff' and acting out as they listen.</p>

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<p>Week 6: 9th – 13th February (Lunar New Year is the 17th) (13th: INSET)</p> <p>Lunar New Year</p> <p>Year of the Horse</p> <p>Our challenge is an oracy based challenge linked to the Chinese New Year story. The children are to think of a different animal to cross the river and describe how they manage it.</p>	<p>Sharing and discussing the story of Lunar New Year.</p> <p>Chinese Whispers</p> <p>Listening and attention game- animals from the story in a tray – remove one – which is missing?</p> <p>Role Play – Chinese Restaurant.</p>	<p>BBC Let's Move: Lunar New Year: https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-chinese-new-year/zd6yf6t</p> <p>Dragon dance parachute game from (twinkl).</p> <p>Funky Fingers</p> <p>Dough Disco</p> <p>Paper fish flapping game</p> <p>Chinese writing is very different from our writing! Maybe you could try to copy some?</p> <p>Try using some chopsticks?</p> <p>PE lesson: PE Hub: Year 1 Gymnastics Unit 1: Lesson 6: We are learning: how we can create different levels in our performance</p>	<p>Jigsaw: Dreams and Goals: Flight to the Future ii: Considering jobs of the future – guess the job.</p> <p>Taking part in weekly rainbow challenges.</p> <p>Focusing on this term's school value: Resilience</p>	 <p>Phonics: RWI</p>  <p>Winnie and Wilbur's Chinese New Year or The Chinese New Year Story. https://www.topmarks.co.uk/ChineseNewYear/ZodiacStory.aspx</p> <p>Discuss the characters in the story. Talk about the way some characters helped each other. Also, talk about how the cat felt when it finished last and was too late to have a year in the calendar.</p>	<p>White Rose: Growing 6, 7, 8. (Week 3)</p> <p>Comparing height – taller and shorter</p> <p>Comparing length – longer and shorter</p> <p>Days of the week</p> <p>Measuring height</p> <p>Measuring time</p> <p>Maths stories that link:</p>  <p>The Giraffe who got a Knot - J. Bush</p> <p>Titch - Pat Hutchins</p> <p>Tall - Jez Alborough</p> <p>Jack and the Beanstalk</p> <p>Jasper's Beanstalk - Jim and the Beanstalk - R. Briggs</p> <p>Watch clips on Cbeebies to find out all about the Lunar New Year. How do people celebrate the Lunar New Year? https://www.bbc.co.uk/cbeebies/watch/chinese-new-year</p>	<p>RE- Emmanuel Project- How can we help others when they need it?</p> <p>Lesson 6: Evaluate</p> <p>Finding China on maps and globes.</p> <p>How they celebrate the New Year in China – use ppt.</p> <p>CD player with Chinese music playing in the 'restaurant'</p> <p>Fact finding about China</p> <p>Chinese food is delicious. Maybe you could try some?</p> <p>Noodles are VERY easy to cook and they are delicious!</p> <p>GO learning: Chinese dragon egg hunt!</p> 	<p>Music lesson: Use the BBC musical story of 'The Great Race': https://www.bbc.co.uk/teach/class-clips-video/articles/zcmbdn</p> <p>Chinese New Year crafts:</p> <p>Chinese lanterns</p> <p>Paper plate dragons</p> <p>Chinese fans</p> <p>Handprint dragons</p> <p>Lucky Fish activities</p> <p>Fire breathing dragons</p> <p>Gold, red and black materials for collage.</p> <p>Chinese New Year arts and crafts: https://www.activityvillage.co.uk/chinese-dragon-crafts</p>	<p>Purple mash - Decorate your own lantern: https://www.purplemash.com/#app/pap/celebrations/lantern</p> <p>Decorate a Chinese lion: https://www.purplemash.com/#app/pap/celebrations/chineselion</p> <p>Lunar New Year pairs: https://www.purplemash.com/#app/mini_mash/mm_fournpairs_Chinese_new_year1</p> <p>Lunar New Year Fireworks: https://www.purplemash.com/#app/pap/historypaint/fireworks</p> <p>Lunar New Year Maths Game: https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering</p> <p>Finding China on Google Earth.</p>