

Cycle 2: Summer Term 1 - Medium Term Plan: Who's Knocking at the Fairy-Tale Door?

AOL / Subject	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7
Question / thoughts/ theme	Is it ever okay to go into someone's house without being invited?	How could the goats cross the bridge safely?	What would you do if you found a house made of sweets?	Why is it important to work hard and prepare for the future?	How can we show kindness like the elves?	How can the little kids tell if someone is really who they say they are?	Can the wolf be trusted?
Possible theme/s	Respecting others' property / rules Making good choices Apologising and making things right Exploring size, comparison and opposites	Conflict resolution & problem-solving Courage and standing up to challenges Fairness and sharing spaces Overcoming obstacles	Stranger awareness & safety Working together as a team Making safe/unsafe choices Resilience and clever thinking	Teamwork and helping others Hard work vs. taking it easy Mini Beasts	Kindness & helping others quietly Gratitude and giving back Community and working together Hard work and perseverance	Trust and safety Recognising danger / stranger awareness Being cautious and asking for help Listening carefully & noticing clues	Staying safe and making sensible choices Trust and stranger danger Bravery and courage Listening to instructions
Book, Songs, Poems <i>Each Peach, Pear, Plum; Choose Your Own Tale, The Jolly Postman...</i>	Goldilocks	Three Billy Goats Gruff	Hansel and Gretel	The Ant and the Grasshopper The Ants Go Marching Incy Wincy Spider There's a Worm at the Bottom of the Garden (optional)	The Elves and the Shoemaker	The Wolf and the Seven Little Kids	Little Red Riding Hood

Curriculum Links	EYFS: PSED, UTW – Science (Materials), UTW – Geography, EAD/DT, CL	EYFS: PSED, UTW – Science (Materials), UTW – Geography, EAD/DT, CL	EYFS: PSED, UTW – Science (Materials), UTW – Geography, EAD/DT, CL	EYFS: PSED, UTW – Science (Mini beasts), UTW – Geography, EAD/DT, CL	EYFS: PSED, UTW – Science (Materials), UTW – Geography, EAD/DT, CL	EYFS: PSED, UTW – Science (Materials), UTW – Geography, EAD/DT, CL	EYFS: PSED, UTW – Science (Materials), UTW – Geography, EAD/DT, CL
<p>Nursery Identify simple feelings such as sad, cross or scared when discussing the bears. Explore oats and water, observing texture changes when adding more or less liquid. Make simple marks for a forest map showing where Goldilocks went. Create chairs or beds using simple materials, exploring concepts like big and small.</p> <p>Reception</p> <p>Discuss right and wrong behaviour and how Goldilocks might fix her mistakes. Compare cooked and uncooked oats and talk about changes using simple scientific language. Draw maps showing paths Goldilocks might take to get home safely. Design and build bear furniture focusing on strength, joining and purpose.</p>	<p>Nursery Explore bravery and problem-solving when the goats face the troll. Experiment with making simple bridges and explore what makes them fall or hold weight. Use small-world props to show “over the bridge” and “under the bridge.” Build simple bridges using blocks, sticks and recycled materials.</p> <p>Reception Discuss fairness and managing feelings such as fear and bravery. Investigate materials for bridge building and test strength and waterproofing. Create sequential maps showing the route from meadow to hillside. Plan and design bridges with a specific purpose, e.g., to hold goat figures.</p>	<p>Nursery Begin understanding safe and unsafe choices and awareness of strangers. Explore dough and baking, noticing how textures change when cooked. Create simple forest pathways using natural materials. Build sweet houses using collage and textured materials.</p> <p>Reception Talk about feelings such as fear and teamwork between siblings. Compare materials used for the sweet house and investigate melting or softening. Draw and sequence maps of the forest route and how the children find their way home. Create detailed 3D candy houses using chosen materials and purposeful joining.</p>	<p>Nursery Begin talking about feelings such as proud, busy, tired or carefree. Explore mini beasts using sensory play. Make simple marks or maps showing where ants or other insects might travel. Create simple models of ants or mini-beast homes using junk modelling.</p> <p>Reception Discuss right and wrong choices made by the characters and reasons why. Observe mini beasts closely and talk about their body parts and roles. Draw simple habitat maps showing where insects might live or store food. Design and construct anthills or mini-beast shelters using chosen materials.</p>	<p>Nursery Explore kindness and helping others without being asked. Feel and explore different fabrics and shoe materials. Look at pictures of different homes or workshops from around the world. Create simple shoes or clothes for elves using fabric and glue.</p> <p>Reception Discuss gratitude and how the shoemaker shows thanks to the elves. Compare and test the properties of materials used for shoes. Compare how people live or work in different countries. Design and create a shoe or outfit for an elf, choosing appropriate materials.</p>	<p>Nursery Learn about danger and asking for help when someone is not safe. Explore how materials such as flour or chalk change when used for disguise. Use toy maps to represent safe and unsafe areas around the house. Create masks for the kids or the wolf using collage materials.</p> <p>Reception Explore trust, deception and recognising when someone is not who they claim to be. Investigate how materials like flour or paint change when applied to surfaces. Create maps of the house showing entrances, hiding places and safe zones. Design a wolf-proof door or simple safety system using various materials.</p>	<p>Nursery Understand safe and unsafe choices and who can be trusted. Explore natural materials from the forest such as twigs, bark and leaves. Make simple marks or maps showing the path to Grandma’s house. Create forest scenes using natural materials and mixed media.</p> <p>Reception Talk about following instructions, making safe choices and being brave. Create detailed route maps and compare different paths or obstacles. Describe forest materials and discuss their properties. Design a basket or cloak considering purpose such as strength, warmth or flexibility.</p>	

<p>Key Knowledge- To...</p>	<p>Behaviour affects how others feel. Materials such as oats change when mixed or heated. Simple maps can show where a character has been or needs to go. Objects come in different sizes and can be compared. Models can be made stronger through chosen materials and joining techniques.</p>	<p>Bravery, fairness and problem-solving help characters overcome challenges. Different materials can make bridges stronger or weaker. Positional language helps describe where things are (over, under, next to). Maps can show routes from one place to another. Bridges can be built using different materials and design choices.</p>	<p>Safe and unsafe choices help keep people safe. Materials change when heated or cooled (e.g., dough becoming biscuit). Maps can show paths through a forest or to a destination. Different materials can be chosen to create textures and effects. Teamwork helps people solve problems together.</p>	<p>Fables teach an important lesson or moral about behaviour and choices. Ants work together as a team and prepare for the future. Grasshoppers do not store food, leading to difficulty later on. Mini beasts have different roles in nature (pollinators, decomposers, workers). Animals need food, shelter and suitable habitats to survive. Preparing and working hard can help us achieve goals.</p>	<p>Kindness, gratitude and helping others are important social behaviours. Fabrics and other materials have different properties (soft, strong, flexible). People around the world live and work in different ways. Clothes and shoes can be designed for a purpose using different materials. Joining techniques help materials stay together when making models.</p>	<p>Some situations can be unsafe and help is needed. Materials change when applied (e.g., flour on fur, paint on skin). Maps can show safe and unsafe areas around the home. Masks and props can be created using a range of materials. Clues help us decide whether someone is trustworthy.</p>	<p>Following instructions and making safe choices helps keep us protected. Natural materials have different textures and properties. Maps can show different routes and places where dangers might be. Items can be designed for a purpose (e.g., strong basket, warm cloak). Characters can show bravery and make choices to keep themselves safe.</p>
<p>Key Skills Children will learn to...</p>	<p>Discuss right/wrong behaviour and how to put things right. Compare cooked and uncooked oats and describe changes. Draw a simple safe route for Goldilocks to follow.</p>	<p>Discuss fairness and managing fear or challenge. Investigate materials to find which make strong bridges. Create a simple map showing the goats' route.</p>	<p>Discuss feelings such as fear, worry and teamwork. Test which materials melt, soften or dissolve. Draw and sequence a map of the forest route.</p>	<p>Explain right and wrong choices discuss teamwork and how the ants helped each other. Observe and describe mini beasts -scientific language. Sort and classify insects</p>	<p>Explain how characters show thanks and kindness. Test materials for strength or flexibility when designing shoes. Design and make simple outfits using chosen materials.</p>	<p>Discuss trust and clues that someone may not be who they say they are. Investigate how materials change when applied to surfaces. Draw maps showing safe zones and danger areas in the house.</p>	<p>Talk about following instructions and staying safe. Compare different routes and obstacles using map skills. Design an item (basket or cloak) that has a purpose.</p>
<p>Key Vocabulary</p>	<p>porridge, cottage, big/small, broken, feelings</p>	<p>bridge, troll, meadow, trip-trap, strong</p>	<p>forest, crumbs, candy, cottage, danger</p>	<p>ant, grasshopper, fable, prepare, hardworking, lazy, responsibility, mini beast, habitat, teamwork, consequences, gather, store, share</p>	<p>elf, shoemaker, leather, kindness, workshop</p>	<p>disguise, danger, safe, hide, knock</p>	<p>woods, basket, cloak, path, stranger</p>

Summer 1








Knowledge and Topics

Vocabulary/ additional information

Communication and language

Nursery Phonics

This half term we will continue to focus on 'Tuning into sounds' each day. Sessions are short and engaging.

Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)
	jam jug jellyfish	j-a-m j-u-g j-e-t j-ee-p
	volcano van vegetable	v-a-n v-e-t
	wave wig web	w-i-g w-e-b w-ai-v (wave)
	yellow yap (dog) yo-yo	y-a-p
	zebra zip zoo	z-i-p z-oo
	queen quack (duck) quick (action)	qu-ee-n qu-a-ck qu-i-ck
	cheese chick chips	ch-i-ck ch-i-n ch-o-p ch-i-p

Summer 1 Topic Specific Rhymes and Songs

<i>When Goldilocks Went to the House of the Bears</i>	<i>Who's Afraid of the Big Bad Wolf? (song)</i>	<i>Cobbler, Cobbler Mend My Shoe</i>
		

Children will also choose their favourite rhymes from the Autumn and Spring Term.



Reception Phonics (Little Wandle)

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Notes:

- Weekly sounds taught are highlighted in your child's reading record book.
- Reading books will be sent home every Thursday/Friday
- Tricky words added every Half Term
- Please read the school reading (phonics) book at least three times during the week.
- Reading for Pleasure (library books) will be changed every week.
- Please practice handwriting at home using the rhymes and formation sheets.

Handwriting
(Little Wandle)
Unit3: Long Letter
Family

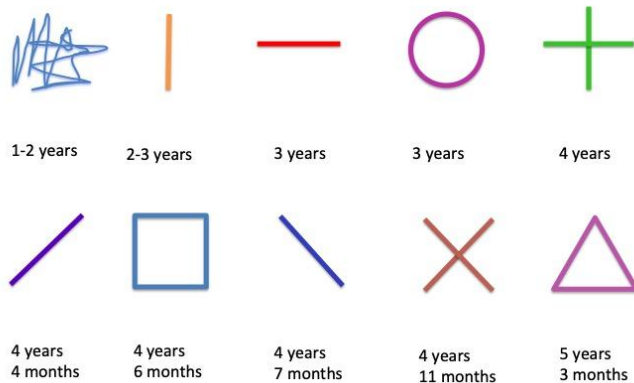
Nursery: Ducklings

Reception:

Revise Unit 2 Curly Letter Family: c, a, d, g, o, q, e, s, f












- Teach the lower-case letters in families
- Use Assessment for Learning to re-teach and review

Pre Writing Shapes



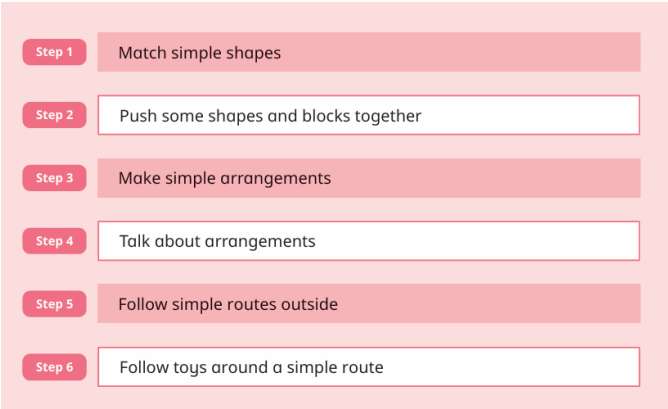
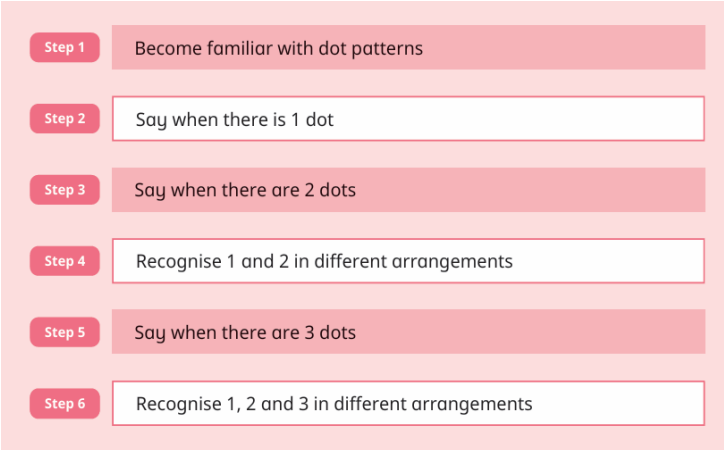

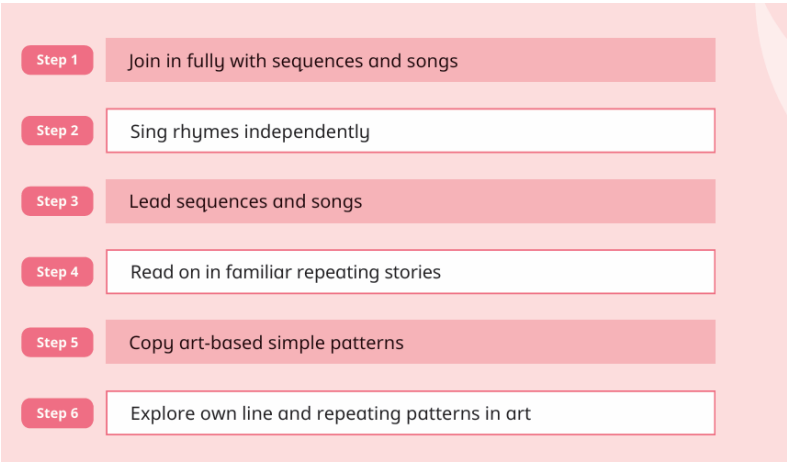
Unit 4: Bouncy Letter Family
Unit 5: Zig-zag letter family

Week 1: m, n
Week 2: r, b
Week 3: p, h
Week 4: v, w
Week 5: x, z
Week 6: k
Week 7: assessment

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Down, up and over the mouse's ears.		Down the bear's back, up and around its tummy.		Down to the bottom of the volcano and back up to the top.		Across the top of the zebra's head, zig-zag down its neck and along.
	Down, up and over the net.		Down the penguin's back, up and around its head.		Down and up and down and up the waves.		Down the kite, up to the top corner and down to the bottom corner.
	From the cloud to the ground and over the rainbow.		Down, up and over the helicopter.		From the top, across the box to the bottom. From the top again, across the box to the bottom.		

Literacy**Drawing Club Texts**

Story / Traditional Tale	Cartoon/ Animation	Vocabulary
Goldilocks and Just One Bear — Leigh Hodgkinson		unexpected, peculiar, bewildered, familiar, relieved
The Troll – Julia Donaldson		grumpy, treasure, gloomy, startled, mischievous
	Shrek (Fairy Tale Creatures Invade the Swamp” Scene (Shrek, 2001 – around 0:02–2:50)	ogre, swampy, courageous, misunderstood, heroic
The Ant and the Grasshopper – Fable		diligent, carefree, consequences, preparation, responsibility
The Smartest Giant in Town – Julie Donaldson		generous, enormous, ragged, delighted, grateful
The Three Billy Goats Fluff — Rachael Mortimer		timid, grumpy, gentle, considerate, determined
Honestly, Red Riding Hood Was Rotten!		suspicious, sly, dramatic, ravenous, imaginative

<p>Mathematics Nursery</p> <p>Block 14: Shape, space and measure 4 Match, talk, push and pull</p>	 <ul style="list-style-type: none"> Step 1 Match simple shapes Step 2 Push some shapes and blocks together Step 3 Make simple arrangements Step 4 Talk about arrangements Step 5 Follow simple routes outside Step 6 Follow toys around a simple route 	<p>Block 15: Subitising 3 Talk about dots</p>	 <ul style="list-style-type: none"> Step 1 Become familiar with dot patterns Step 2 Say when there is 1 dot Step 3 Say when there are 2 dots Step 4 Recognise 1 and 2 in different arrangements Step 5 Say when there are 3 dots Step 6 Recognise 1, 2 and 3 in different arrangements
<p>Block 16: Comparison 2 Compare and sort collections</p>	 <ul style="list-style-type: none"> Step 1 Notice when two collections are the same Step 2 Make collections of small objects the same Step 3 Make collections of large objects the same Step 4 Recognise two collections are the same using large and small objects Step 5 Make collections the same using large and small objects Step 6 Sort and talk about their own collections 	<p>Block 17: Pattern 4 Lead on own repeats</p>	 <ul style="list-style-type: none"> Step 1 Join in fully with sequences and songs Step 2 Sing rhymes independently Step 3 Lead sequences and songs Step 4 Read on in familiar repeating stories Step 5 Copy art-based simple patterns Step 6 Explore own line and repeating patterns in art

Mathematics
Reception
Block 6
Explore 3-D
shape

- Step 1 Recognise and name 3-D shapes
- Step 2 Find 2-D shapes within 3-D shapes
- Step 3 Use 3-D shapes for tasks
- Step 4 3-D shapes in the environment
- Step 5 Identify more complex patterns
- Step 6 Copy and continue patterns
- Step 7 Patterns in the environment

Summer Block
1 – To 20 and
beyond

- Step 1 Build numbers beyond 10 (10–13)
- Step 2 Continue patterns beyond 10 (10–13)
- Step 3 Build numbers beyond 10 (14–20)
- Step 4 Continue patterns beyond 10 (14–20)
- Step 5 Verbal counting beyond 20
- Step 6 Verbal counting patterns

Summer Block
2 – how many
now?

- Step 1 Add more
- Step 2 How many did I add?
- Step 3 Take away
- Step 4 How many did I take away?

Summer Block
3 – Manipulate,
compose and
decompose

- Step 1 Select shapes for a purpose
- Step 2 Rotate shapes
- Step 3 Manipulate shapes
- Step 4 Explain shape arrangements
- Step 5 Compose shapes
- Step 6 Decompose shapes
- Step 7 Copy 2-D shape pictures
- Step 8 Find 2-D shapes within 3-D shapes

Subject Specific Units

Personal, Social and Emotional Development

Self-regulation: Listening and following instructions

In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.



Personal, Social and Emotional Development:

ELG: Self-Regulation

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

ELG: Building Relationships

- Show sensitivity to their own and to others' needs.

Key vocabulary: clue, obstacle, team, honest

Physical Development

Gross Motor (Forest School):

****Please note, Forest School Days are Tuesdays this term.**

- Develop overall body strength, coordination and balance
- Move safely and confidently in different outdoor environments
- Negotiate space and obstacles safely
- Use core strength for stability and control
- Develop stamina through sustained outdoor movement

Fine Motor:

Letter formation (during phonics and separate HW lesson – see above):

- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Use hands with increasing precision
- Handle tools safely and with control (scissors, mallets, paintbrushes, sticks)
- Develop secure pincer grip through small object manipulation
- Make controlled marks using varied tools
- Strengthen hand and finger muscles through squeezing, pressing, pinching, threading

PSED – Managing Self

Children learn to:

- Manage their own personal needs independently,
- Including dressing and undressing (for PE),
- Showing independence, resilience and perseverance in the face of challenge.

Understanding the World

During Summer Term 1, children build their understanding of the natural world, maps, and different beliefs through hands-on exploration in continuous and enhanced provision. They develop curiosity, observation skills and early enquiry thinking across Science, Geography and RE.

Science (UTW) Kapow Animal Adventures

Animal adventures

Exploring animals big and small on the school grounds and further afield, identifying similarities and differences and sorting animals into groups.
(Farm animals Spring 2- Minibeasts Summer 1)



Lesson 1: Living and non-living

Recognising that living things move and grow; sorting objects into groups based on whether they are living or non-living.

Lesson 2: Describing minibeasts

Finding and describing minibeasts on the school grounds.

Key Skills:

- With support, asking questions about the natural world.
- Commenting on what they see and hear in the natural world.
- Drawing and labelling pictures of plants and animals.
- With support, grouping objects, plants and animals.

Key knowledge:

To know:

- The difference between things that are living and things that are non-living.
- Plants and animals live in a range of different places (land, sea, air).
- Some different places where animals live on the school site.

Key vocabulary:

Alive, compare, group, grow, home, minibeast, move, non-living, sort, woodland

Development matters

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

Early learning goals

ELG: Understanding the world – The natural world

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Geography (UTW)

Exploring maps

Exploring maps through discussion, story-telling, games and creative activity.



Activity 1: Fairytale map bingo

Locating and naming features on a map.

Activity 2: Our school from above

Choosing colours and shapes to create an aerial map of school.

Activity 3: Let's build a map!

Building a 3D map of a real or imaginary place.

Activity 5: Investigating maps

Exploring, comparing and asking questions about maps.

Key Knowledge

Children will learn:

- That usually water is represented in blue on a map or globe.
- To know the name of their school and the place where they live.
- To know that a map is a picture of a place.
- To know that a place and its features can be represented in a picture.

Key Skills

Children will learn to:

- Identify land and water on a map or globe.
- Make observations and comment on the features and characteristics of places.
- Ask and answer simple questions about the world around them.
- Represent features they notice in their school and local environment (e.g., simple drawings or maps).
- Begin to explore and talk about maps, recognising features and using simple directional vocabulary.

Development Matters

- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand that some places are special to members of their community.

Early learning goals

ELG: Understanding the World – People, Culture and Communities

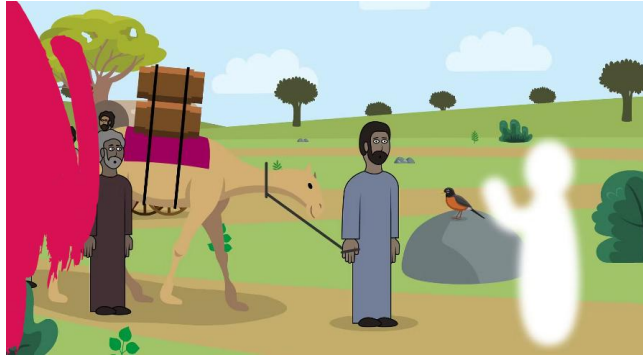
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: Understanding the World – The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Religious Education: Kapow Unit - What makes the world special?

Exploring what makes the world around the children special, learning why the world can be special to both themselves and others.



Lesson 1: What is special about our world?

Exploring the world around the children and considering why it is special.

Lesson 2: Where do some people believe the world came from?

Investigating where some people believe the world came from by listening to a creation story.

Lesson 3: Why should we look after our world?

Recognising the importance of looking after the world by listening to a religious story and building a habitat hotel or bird box.

Lesson 4: How can we care for the world?

Identifying ways the children and others can show they care for the world.

Key Skills:

- Asking questions about things they see, hear and experience
- Listening to and discussing simple religious or belief stories
- Talking about their own ideas, values and beliefs and listening to others
- Sequencing and retelling events from simple stories
- Sharing their thoughts and answering open questions in full sentences

• **Key knowledge:**

To know:

- People have different beliefs and ideas, and this is okay.
- Beliefs are things people think are true, and not everyone believes the same things.
- Stories can teach us lessons about behaviour and how to treat others.
- Talking to others and asking questions helps us learn about people's beliefs and what matters to them.
- It is important to respect others and not make fun of their beliefs or ideas.

Key vocabulary: belief, believe, respect, care, Christian, creation, Jewish, Muslim

Understanding the world

ELG: Past and present

- Children at the expected level of development will:
- Talk about the lives of the people around them and their roles in society.

ELG: People culture and communities

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Ideas for Home Learning

<p>Mini-Beast Hunt & Sketch Go on a simple garden or park <i>mini-beast hunt</i> together. Look under leaves, stones and logs (carefully!). Children can draw a picture of one creature they find and label its body parts (legs, wings, antennae).</p>	<p>Build a Fairy-Tale Map Together, create a simple map of a traditional tale (e.g., <i>Little Red Riding Hood</i> route to Grandma’s house). Use symbols for trees, houses, bridges, and paths.</p>	<p>Design a Mini-Beast Home Using natural and recycled materials (sticks, leaves, yogurt pots), help your child build a tiny shelter for a ladybird, ant or worm.</p>
<p>Three Billy Goats Trip-Trap Walk When out for a walk, encourage your child to walk “over”, “under”, “around” and “next to” things—just like the goats crossing the bridge.</p>		<p>Act Out a Fable Choose a favourite fable (e.g., <i>The Ant and the Grasshopper</i>) and act it out with simple props at home. Talk about what the characters can teach us.</p>
<p>“Safe or Unsafe?” Sorting Game Using picture cards from magazines or online (doors, strangers, home scenes), sort items into “safe” and “unsafe” choices.</p>	<p>Sweet Cottage Collage Create your own <i>Hansel and Gretel</i> sweet cottage using paper, wrappers, cotton wool, or textures. Encourage your child to comment on the materials and how they feel.</p>	<p>Traditional Tale STEM Challenge Pick a story and solve a problem at home, e.g.:</p> <ul style="list-style-type: none"> • Build a stronger chair for Baby Bear (from <i>Goldilocks</i>) • Build a bridge for the Billy Goats using LEGO, blocks or boxes

