
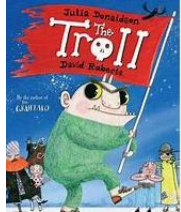


STANDHILL INFANTS MEDIUM TERM PLAN	YEAR GROUP: F2	SUMMER 1 2024
<p>TEXT FOCUS: Fiction - Author Study – Julia Donaldson</p> <p>KEY TEXT: TROLL</p> <p>SUPPLEMENTARY TEXTS: Room on The Broom, Billy Goats Gruff</p>	<p>THEME: Pirates, Witches and Trolls ... Oh My!</p> <hr/> <p>Music (Singup) Under The Sea It's Oh So Quiet</p>	<p>THE BIG QUESTION: Who is the best character and why? Are Trolls and witches always bad?</p> 
<p>SUPER STARTER AND WOW MOMENTS: Whole School author study share. Super starter –Treasure Hunt. Pirates dress up day. Standhill Bedtime stories (record and share – involve families) Manor Farm Visit –links with Pirates and goats from Troll F2 Recipe book (website) Role Play: Pirate ship</p> 	<p>WHITE ROSE: To 20 and Beyond First, then, now. (see White Rose unit progression)</p> <p>PHONICS: Bug Club – phase 3 practise and consolidation. Phase 4 adj. cons. clusters.</p>	<p>JIGSAW: Relationships</p> <p>RE: Discovery Theme: Stories Key Question: What Can We Learn From Stories? Religions: Christianity, Islam, Hinduism, Sikhism.</p>
<p>Ongoing Opportunities: Role Play: Pirate’s Ship – treasure maps, labels, lists for recipes, supplies, counting- gold coins and treasure. Outside Learning including – Café role play. Weekly Family Box Writing, reading, number area, Free paint, Easel, Active learn, Sand and water. Leap Into Life x1 weekly. Response and movement to music x 1 weekly. PE – x 1 weekly, Daily Mile, Daily Wake and shake. - Boogie beebies – Pirate dance. Julia Donaldson Treasury Of songs (poetry spine)</p>		
<p>Website Challenges: Recipe book Julia Donaldson Reading challenge and story characters challenge Make your own Pirate ship and map.</p>		

Can you take a photo of your Pirate Family?
 Make a tasty snack for the Troll/Pirates

KEY VOCABULARY: World, ocean, sea, Island, Troll, map, key, symbols, character, setting, deck, crow's nest, rigging, structure, floating, author, illustrator, history (past) fiction, non-fiction, map, atlas, compass, (N,S,E,W)

WEEK/SUBJECT	CLL	PSED	PHYSICAL (Fine motor)	PE Progression (Gross motor)	LITERACY	U.theW.	E. Arts and Design
<p>1 Intro – share the topic</p> <p>Treasure Hunt collecting JD characters.</p> <p>Message in a bottle – hunt for pirate books.</p>	<p>Talking about books we have enjoyed already by JD. Name the characters tell others why they enjoyed it.</p> <p>Talking about what we know about Pirates (baseline)</p>	<p>JIGSAW - Making Friends. Looking at what it means to be part of a family.</p> <p>Reminders of expectations,</p>	<p>Pegs and tweezers</p> <p>Cutting straight, wavy and zigzag lines.</p>	<p>Move slowly, showing strength and tension in muscles. (AM9)</p>	<p>Introduce author. What books have they already heard by JD? Share J.D. stories. Make a collection in cosy reading area – children create posters/labels.</p> <p>Match the JD characters to the books</p> <p>Introduce key text</p>	<p>Looking at our environment.</p> <p>What does it contain.</p> <p>Show on simple map (link with message on bottle)</p>	<p>Free Paint</p> <p>Movement to music.</p> <p>Drawing /painting favourite JD characters.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Seaside sounds with instruments - Video.</p> </div>
<p>2 Character – deep delve - Troll</p>	<p>Describing Trolls. Match the troll to the description. Re-telling story. TFW Links with other Troll stories.</p>	<p>JIGSAW - Making Friends- solving friendship problems.</p> <p>Is this Troll a baddie – reasoning about characters.</p>	<p>Tweezers and treasure.</p> <p>CLAY – create a Troll</p>	<p>Move with speed, show agility. (AM10)</p>	<p>Build familiarity with story from Troll's perspective.</p> <p>Captions about the Troll. He is....</p> <p>Begin TFW re-telling.</p>	<p>Use a range of construction kits to make a home for the troll.</p> <p>Outside – natural materials and shelters.</p> <p>If there was a troll hiding around school, where</p>	<p>Representing the Troll in a range of media.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Sing a song using a call-and-response structure. – Throw, Catch</p> </div>

						would he choose and why? (observe, describe, compare, justify) Opp. To re-visit environment, language, season	
3 Mon. Troll/bridges	Re-telling story TFW Troll's perspective Telling others about bridges. Clear explanations and answering Q.s	JIGSAW –Help others to feel part of the group.	Manipulating a range of resources and materials to construct bridges. Nuts, bolts etc fiddle and investigate.	Visually track a ball and prepare to catch. Trap it with hands. (MS5).	Designs with labels and captions for bridges. What is your bridge for? STORY MAP – whole class Unpick the parallel stories of the Troll and the pirates. Choose which to show on story map. Children create their own story maps.	Look at examples of bridges around the world. We live in Nottingham which is in England King Charles is the King of England (links with prev Queen's Jubilee) Designing, making and testing bridges. Look at different techniques to make structures more secure.	Pastel backgrounds and bridge silhouettes – Monet for kids. <div style="border: 1px solid black; padding: 5px;">Miroirs III - Une barque sur l'océan by Maurice Ravel Video of sea life swimming in an aquarium</div>
4 Pirates Characters Incl. flags and hats,	Describing the pirate characters – Ben Buckle, Hank chief, Percy Patch etc. Rehearsal of TFW from Pirate's perspective	JIGSAW- Treat others with respect. Co-operation – pirates and troll working together.	Folding skills to make a pirate hat. Tweezers and gems. Nuts, bolts etc fiddle and investigate.	Bend and stretch in a weight – bearing manner. (FM10)	Creating own Pirate persona. Name, labels and add some sentences.	Water tray, tubing and boats...how we can get the boat from one to the other? Floating and sinking exploration links with naming materials.	Designing and Making own Pirate flag. Learn some sea shanties. <div style="border: 1px solid black; padding: 5px;">Improvise music with different instruments –</div>

	Talking about the Kings Coronation						rep characters from story using instruments
5 Pirates Treasure Maps and boats.	Describing where the Treasure is hidden (Pin the tail on the donkey style treasure game) Links with map skills. Positional language Sharing creations with school. Innovation – sharing ideas.	JIGSAW – Know how to help themselves or others when hurt or upset.	Sieves, spades etc. – digging for treasure. Use outside resources to create big Pirate ship. Box model boats.	Rotate and twist the body to create shapes and movement. (FM11)	Create own treasure map, exploration of keys and symbols. (remember maps of our locality) Write clues to find the treasure. Whole class innovation of story. Opps for individual.	Look at globes and maps. Identify land, ocean, sea. Look for Islands. Maps and keys. Build on Simple map skill – align simple map (shapes) with copy on floor – stand on different parts highlighted on map. – hide things on school map and locate. Floating and sinking.	Paintings of Pirate boats, sea colours. Shell printing Creating boats Simple pirate dance. Music – It's Oh So Quiet Pass The Secret (dynamics)
6 Consolidation PIRATE PICNIC	Telling own Pirate story. Describing the pirate character, they have come as.	JIGSAW – Know and show what makes a good relationship. Recognising our own friendships.	Baking Sandwich making Pirate bunting.	Use a variety of techniques with accuracy when moving body and objects. e.g., rolling balls to a target. (MC6) Pirate Games	Telling their own independent Pirate stories – orally, visually, written. Sentences for Pirate book. Shopping List - features	Links with family events and celebrations e.g., clothes, food. Make alternatives for Pirates/Troll to eat to give them a change from fish. share with each other on Pirate Day)	Draw ourselves in costumes. Folded Pirate – head, body, legs. Decorations for Pirate Day Songs