

Vocab: cauldron, wailed, shrieked, fluttered, clutched, thundering, strode, muttered, bounded, bog, beast, dragon

Medium Term Planning

Stories: Room on the Broom, Meg & Mog, Winnie the Witch, Hansel & Gretel

Topics: Room on the Broom Reception W.B. 14.10.24 3-4 yrs & Reception Development Matters Statements

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Play with one or more other children, extending and elaborating play ideas. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Build constructive and respectful relationships. Think about the perspectives of others.</p> <p>Activities: Discuss ideas about what could go in the potion. Work as a group to act out the story of 'Room on the Broom' & develop other stories in the witch's house. -Children to come to school dressed in spooky clothes for a disco.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Use new vocabulary in different contexts. Listen to & talk about stories to build familiarity & understanding. Retell the story some as exact repetition & some in their own words. Learn new vocabulary. Use new vocabulary in different contexts.</p> <p>Activities: Talk about the potion: Which words can go into the pot? Introduce & use vocabulary related to witches and wizards potions, e.g. slimy, disgusting, rotten... Play games pretending to be witches and wizards making magic spells. Act out story & retell story using story maps of 'Room on the Broom' Act out stories in the witch's house.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Are increasingly able to use & remember sequences & patterns of music which are related to music & rhythm. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Revise & refine the fundamental movement skills they have already acquired e.g. running, skipping, hopping etc.</p> <p>Activities: Broom stick races around Butterfly Garden Fiddly fingers: rescue the spiders from the webs. Write a list of rhyming words for the potion. Cut out stick puppets Halloween Disco</p>

The Specific areas of learning

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Read individual letters by saying the sounds for them. Form lower case letters correctly. Spell words by identifying the sounds & then writing the sound with letters. Blend sounds into words.</p> <p>Activities Decide which items can go into the cauldron (CVC rhyming items) Write a list of objects which can go into the cauldron to cast a spell. Sequence pictures from story Read simple sentences to match the picture. Use mighty writer to retell story.</p>	<p>Recite numbers past 5. Show 'finger numbers' up to 5. Count objects, actions and sounds. Subitise Link the number symbol with its cardinal value. Compare numbers Compare length, weight, capacity.</p> <p>Activities Count out items to put in the potion. Match the correct numeral to the number of items in the recipe. Put number of spooky objects into correct numbered box. Count groups of spooky objects between 8 & 14 Order coloured potions by capacity Understand the 1 more/1 less relationship between consecutive numbers.</p>	<p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Activities Find out about Hallowe'en and talk about how they celebrate at home.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Develop storylines in their pretend play. Sing in a group or on their own increasingly matching the pitch & following the melody.</p> <p>Activities Create witch and wizard pictures. Make spider's web using string Cut out bats & attach string Act out 'Room on the Broom' story.</p>