



# St Raphael's Catholic Primary Half Term Overview EYFS

Year Group: Reception	Medium Term Plan Spring 1 2024			Topic: Who is afraid of the big bad troll?			Traditional Tales	
	WEEK 1 4 <sup>th</sup> Jan	WEEK 2 8 <sup>th</sup> Jan	WEEK 3 15 <sup>th</sup> Jan	WEEK 4 22 <sup>nd</sup> Jan	WEEK 5 29 <sup>th</sup> Jan	WEEK 6 5 <sup>th</sup> Feb		
<b>R.E.</b> <i>Getting to Know Jesus</i>	The Epiphany	Know about the loss and finding of Jesus in the Temple. Reflect on the meaning of this for Mary and Joseph.	Know that Jesus chose friends to help him. Be aware that Jesus wants us to help him.	Know that Jesus chose friends to help him. Be aware that Jesus wants us to help him.	Know that Jesus has great love for each one of us. Think of ways to show our love for Jesus.	Know that Jesus healed the man at the Pool of Bethesda. Reflect on how Jesus can help us.		
<b>Core Text</b>	The Three Billy Goats Gruff	The Three Billy Goats Gruff	The Three Billy Goats Gruff	Little Red Riding Hood	Little Red Riding Hood	Little Red Riding Hood		
<b>Other Possible Texts</b>	There's a Troll on My Toilet by Catherine Jacob The Troll by Julia Donaldson The Three Billy Goats Fluff by Rachel Mortimer Troll Swap by Leigh Hodgkinson How to make Troll Soup (Teacher made)			Information texts about wolves Red Riding Hood and the Sweet Little Wolf by Rachel Mortimer Who's Bad and Who's Good, Little Red Riding Hood? By Steve Smallman The Three Little Pigs by Mara Alperin				
<b>Literacy activities</b>	Reading and writing tricky words covered so far. Revising all Phase 2 graphemes. Continuing with Phase 3.	Drawing and labelling our own trolls. Writing postcards from the goats describing what it is like on the other side of the bridge. Recording inside speech bubbles.	Writing our own sentences from The Three Billy Goats Gruff using Talk for Writing to help with this. Writing our own instructions on how to make troll soup.	Writing facts about wolves e.g. what they look like, where they live, what they like to eat. Creating missing posters for the troll.	Writing letters to the goats from the troll apologising for trying to eat them. Writing some sentences from Little Red Riding Hood, using Talk for Writing again to help with this.	Designing and writing birthday invitations. Writing shopping lists for party foods.		
<b>Maths</b>	Alive in 5: Introducing zero, finding 0-5, subitising and representing 0-5, finding one more and one less.		Mass and Capacity: Comparing mass, finding a balance and exploring capacity	Growing 6, 7, 8: Finding and representing 6, 7 and 8, exploring the composition of 6, 7 and 8, making pairs odd and even, doubles to 8 and combining two groups.			Length: Exploring and comparing length	
<b>UW/PD/EAD/PSED</b> <i>(other curriculum areas)</i>	Exploring and looking at different types of bridges, discussing what makes a good strong bridge, designing and building bridges using a variety of materials e.g. lolly sticks, clothes pegs, pipe cleaners, junk modelling materials. Talking about alternative ways for the goats to get across the bridge and designing our own methods of transport e.g. raft building, boats etc. Exploring loud and quiet sounds using The Three Billy Goats Fluff for inspiration. Acting out the story in small groups and hot seating characters from the story.		Retelling the story of The Three Billy Goats Gruff using Talk for Writing. Creating our own stories about trolls. Discussing what different types of animals eat and what we think trolls might eat. Writing shopping lists for troll soup and normal soup ingredients. Searching for ingredients in our forest school area and making soup in large pots and pans outdoors. Preparing vegetable soup for snack by following a recipe. Talking about good hygiene practices when preparing food.	Talking about different places that the troll might like to re-locate to, using our experiences to help us think of ideas. Go on a woodland walk around our forest school/local area to collect sticks, leaves and bark to create our own indoor woodland artwork. Learning about stranger danger- what should Little Red Riding Hood have done? Finding out about wolves using information texts and age-appropriate search engines.	Comparing the meadow from the original story with the woods in Little Red Riding Hood. Learning that different animals are suited to living in different habitats. Learning about different plants and animals that live in a woodland habitat. Discussing what it means to be a good friend and how it makes us feel to have friends. Designing our own baskets using different materials to carry grandma's snacks and testing their strength using small weights.	Talking about birthday parties and what types of activities you might do at a party. Sharing our own experiences of attending birthday parties on Tapestry. Discussing how the troll and the wolf might be able to travel overseas to their friend's birthday party. Baking cakes for our own traditional tales tea party during the last week.		
<b>CL</b> <i>(Communication and Language)</i> *Key Vocabulary	Bare, hillside, meadow, bridge, troll, billy goat, horns, stream, trip-trap, greedy, grumpy, tasty, hungry, pushed, charged etc.			Wood, forest, cottage, woodcutter, stranger, grandmother, wolf, pack, carnivore etc.				
<b>Computing</b> <i>Programming</i>	Following instructions		Giving instructions	Dressing up instructions	Debugging instructions	Predictions		

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