

South Baddesley Medium Term Plan

<p>Topic: Rosie's Walk</p> 	<p>Class: 1</p> 	<p>Term: Summer 1 2016</p> 
<p>Hook</p> <p>Show children map of my journey to school - talk about what went I past , over, under, through and so on. Ask chn to think about something that they went past or went over or through on their way to school. Choose one child and draw their journey to school on IWB - ask chn to go and draw their own maps thinking carefully about the key places they past. If they are very close to school - can they draw a map to show the route they take from their house to our classroom.</p> <p>Read <i>Rosies Walk</i> by Pat Hutchins</p>		<p>Outcome:</p> <p>Children will become experts on the story of <i>Rosie's Walk</i> and <i>Where Oh Where is Rosie's Chick?</i> In the process they will develop their imaginations, Language and Communication & Literacy skills as well as developing their understanding and use of positional language.</p> <p>Children will develop talk for writing through use of these stories.</p>
<p>Opportunities for Outdoor Learning:</p> <p>Talk about their experiences in the outdoor environment</p> <p>Talk about features of the outdoor environment; in particular in and around Lymington</p> <p>Set up Farm area outside to encourage</p>	<p>Opportunities for Mathematics:</p> <p>Counting footsteps to 20 and beyond and back again - developing touch counting</p> <p>Counting footsteps in twos</p> <p>Sorting hens by colour / size / type</p> <p>Ordering hens by size / height</p> <p>Matching hens to eggs to make number bonds</p>	<p>Opportunities for Communication & Language & Literacy</p> <p>Use word cards to help children to write a sentence about Rosie's walk.</p> <p>Provide some thought/speech bubbles with cut outs from the story for children to put Rosie's or the fox's thoughts on</p>

<p>retelling of the story and for chn to invent their own versions</p> <p>Make food for the animals in the mud kitchen</p> <p>Set up obstacle courses for chn to complete</p> <p>Go for walks in local area and around school - make maps of our routes</p> <p>Make straw or hay pictures in big art outside and add straw to the mud kitchen resources.</p> <p>Make a model of the farm using construction materials and act out Rosie's walk using toy animals.</p>	<p>to 5 6 10 and 20</p> <p>Measuring foxes - length and height</p> <p>Measure out how long each child's foot or footprint is and record the measurements</p> <p>Look at the patterns in the illustrations. Can you make your own repeating patterns?</p> <p>Follow and give oral directions based on everyday language of position and movements</p>	<p>Use paper or normal straws to make letter shapes on the floor, pretend they are hay from the farmyard.</p> <p>Make a sound bag, including sounds from the story. Ask the children what should go in.</p> <p>Use cuddly toys to work on prepositional language, also use posters to reinforce the idea. • Read the traditional tale, 'The Fox and the Hen'</p> <p>Use story sequencing cards.</p> <p>Provide posters and Small World toys for children to experiment with.</p> <p>Provide lots of different vehicles and people for playing out experiences</p> <p>Put a storyboard outside, use story cut outs for children to make up their own story.</p> <p>Use the characters or retell 'Rosie's Walk' Look at the use of prepositions in the story, e.g. across, around, over. Can you find any more prepositions?</p>
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Can you write your own sentences which include prepositions?
Write some speech / thought bubbles for the animals in the story
As you read the story for the first time, try and predict what might happen to the fox each time?
Write your own story about a chicken and a fox
Create a new page for Rosie's walk. Where could she go? How might the fox try to catch her? How will Rosie be saved?
Choose a page from the story and write a description of what is happening? How are the characters feeling? What are they doing? What might happen next?
Write a description of Rosie. What does she look like? How does she behave? Write another description of the fox.
Write a review of the story. What do you like about it? Are there any parts that you don't like?

Understanding the World	Expressive Arts & Design	Physical Development	Personal Social Emotional
<p>Play 'What am I?' animal game. Make a collective fact list about hens by asking the children questions? Provide farm animals and stables for Small World play and story recreation Make some safety posters for the outdoor play area with the children. Talk about how the fox didn't look where he was going Draw a map of the farm that Rosie walks around. Draw your own maps</p>	<p>Make hen pictures using feathers. Make straw or hay pictures in big art outside and add straw to the mud kitchen resources. Draw your own pictures of the animals found in the story. Look at the use of colour in the illustrations. What colours can you see? How many different shades of each colour are there? Can you try to make similar colours / shades by mixing paint?</p>	<p>Go for a local walk with the children, encourage them to look for hazards, things that might become dangerous. Farm yard play dough mats, for making animals Role play masks used with an obstacle race Make a model of the farm using construction materials and act out Rosie's walk using toy animals.</p>	<p>Discuss journeys 'Where do you walk to?', 'Where do you go in a car?' 'How else can you travel?', 'Who do you travel with?' Provide books about friends in the book corner and books about travel. Make a vet's station to look after the poorly fox, after his injuries! Look at the expressions on the animals faces throughout the story. How are they feeling? What might they be thinking?</p>

Home learning link

At the weekend make a map to show a journey to take often. It might be from your house to Grannys house, or from school to Lymington. Draw the roads and all the important things you go past, over, under, through, across and so on. Bring it to school to share with the class.

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