



Cramlington Village Primary School

Medium Term Planning – Autumn 1st Half Term 2016/17

Topic: The Three Little Pigs

Key learning questions

Week 1: What do we know about the materials?

Which material would be most suitable to protect the three little pigs from the big bad wolf?

Week 2: Can the three little pigs survive the seasons?

Week 3: Can we make a strong structure from straw?

Week 4: What is the story from the wolf's point of view?

Week 5: Which other story has 3 characters?

Week 6: How do you know that the seasons are changing?

Year 1		
Literacy	Speaking and Listening	Mathematics
<p>Rehearsing a story about The Three Little Pigs. Innovating the story Pie Corbett style.</p> <p>Create story maps to retell the story.</p> <p>Use adjectives to describe objects</p> <p>Sequencing events in stories (using story path on large wallpaper)</p> <p>Lists, labels and captions.</p> <p>Recounts - trip, weekend, forest school.</p> <p>Newspaper article.</p> <p>Character profiles.</p> <p>Letters of the alphabet.</p> <p>Writing full names with letters formed correctly.</p> <p>Writing invitations for a puppet show,</p> <p>Writing a letter or diary entry in role</p> <p>Write a play script as a class.</p> <p>Book review for a child in reception.</p> <p>Letter to the pigs from the wolf - saying sorry.</p> <p>Wanted poster for the wolf.</p> <p>If I was a pig for a day . . .</p> <p>Key Texts</p> <p>The Three Little Pigs.</p> <p>The True story of The Three Little Pigs.</p> <p>Goldilocks and the three bears.</p> <p>Discussing what happened before and after the story started/ended.</p> <p>Handwriting - forming letters correctly using RWI mnemonics.</p>	<p>Discuss stories with sets of three: The Three Bears, The Three Billy Goats Gruff, Three Blind Mice. Sort objects into threes and discuss words such as triplet, trio, tricycle.</p> <p>Drama - using freeze frames to share the story and suggest something the character might say.</p> <p>Acting out story of the three little pigs.</p> <p>Hot seating the wolf.</p> <p>Discussing what happened before and after the story started/ended.</p> <p>Rhyming words with pig, stick, pot, straw.</p> <p>Learning The Three Pigs Rap.</p> <p>Creating puppet show of the three little pigs.</p> <p>Stranger Danger - Goldilocks.</p> <p>What do we already know about pigs?</p> <p>Story basket - 3 pigs and wolf on wooden spoons with spaghetti, twigs and stones.</p> <p>Show and tell</p> <p>SPAG</p> <p>Use phoneme frames to segment and blend words into the correct box.</p> <p>Holding and writing sentences.</p> <p>Innovating sentences to improve them</p> <p>Spotting mistakes and common spelling errors in sentences.</p> <p>Adjectives, verbs, adverbs, noun – what do they mean and how can we use them?</p> <p>Full stops and capital letters.</p> <p>Finger spaces.</p>	<p>Place value</p> <p>Number line and 100 square - missing numbers.</p> <p>One more and one less.</p> <p>Making numbers up to 100 with deigns cubes.</p> <p>To represent numbers using objects.</p> <p>Matching numbers in words to numerals.</p> <p>Finding numbers between two given numbers.</p> <p>Number bonds</p> <p>Addition and subtraction</p> <p>Number of the day (group 2)</p> <p>Recognising numerals</p> <p>Counting out lego bricks to match the number.</p> <p>Singing number rhymes to support 1 more than/ 1 less than.</p> <p>Practising forming different numerals.</p> <p>Identify more and fewer towers of bricks.</p> <p>Number of the day (group 1)</p> <p>Recognising numerals</p> <p>Doubling</p> <p>Halving</p> <p>Counting to that number - forwards and backwards. Number formation.</p> <p>Counting in 2s, 5s and 10s.</p>

Physical Education and Forest School	PSHE	Geography, ICT, History, Science	Art, Music, DT, Cooking
<p>PE - Games - Moving in different ways. Bean Game. Traffic lights. Cat and Mouse.</p> <p>Skipping - Practising skills to support skipping</p> <p>Forest school - exploring straw, sticks and bricks. Look at seasonal changes within our Forest School environment</p> <p>Shape space and measure maths through forest school</p> <p>Making clay pigs and building structures.</p>	<p>RE - The Creation story - sequence events, making booklets.</p> <p>Thinking of things that we should be thankful for.</p> <p>PSHE - SEAL unit - New beginnings - focusing on: Recognising what they like and dislike, what is fair and unfair, and what is right and wrong; recognising, naming and dealing with their feelings in a positive way; recognising choices they can make, and the difference between right and wrong.</p>	<p>Science - Identify materials. Material hunt.</p> <p>Which material would be most suitable to protect the three little pigs from the big bad wolf?</p> <p>How are bricks joined together?</p> <p>How can we make very strong structures from straw?</p> <p>How can the three little pigs houses survive the four seasons?</p> <p>Seasonal Changes.</p> <p>ICT - Tux paint - designing a new house for the three little pigs to live in.</p> <p>Using Microspeak to record messages to the wolf</p> <p>Finding out about pigs on google search.</p> <p>Using face changer to make own photo into a pig.</p> <p>Using Adobe Spark to make a presnetation.</p>	<p>Art - Where do the leaves go in autumn/winter?</p> <p>Create autumn pictures.</p> <p>Making egg carton pigs. Explore making different shades of pink.</p> <p>DT- Making houses out of cereal boxes.</p> <p>Adding stones, sticks and hay to clay – making three pigs' houses.</p> <p>Music - weekly music sessions with Jenny.</p> <p>Cooking - Porridge for Goldilocks</p> <p>Making ice cream - looking at how materials change when they are heated or cooled.</p> <p>Making sausage rolls.</p>