

**Medium Term Plan**

**Overall outcome**

* Children will be able to discuss what happens in the story and why the mouse lied.
* Children give their own opinions and listen to those of others (Some children will be able to justify their choices).
* Begin to develop an understanding of natural environments.

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| **Curriculum areas that will be covered in stand-alone units during this topic-**  Understanding the World- Christmas- celebrations, bonfire night, children in need day |

**Inquiry Question:**

**Is it ok to lie?**

**Global goal:**

**15:life on land, 16: peace, justice & strong institutions**

**Key Vocabulary: stroll, rumble, bursting, frightfully,environment,habitat, forest, rhyming**

Meander

Reservoir

Pure

Water cycle

Water vapour

Basin

Body of water

Brook

Canal

Condensation

Evaporation

Depth

Children will be able to:-

* Follow school rules and expectations of behaviour inside and outside the class and outside of school during visit to Delamere.
* To recognise and discuss features of the environment looking at similarities and differences.
* Justify their actions and choices.
* Know information about a famous authorJulia Donaldson

**Significant individuals**

Julia Donaldson- Children’s poet Laureate

The Gruffalo!

**Resources**

* Gruffalo hunt clues, apple crumbles
* Sticks, leaves, branches, Gruffalo toys
* Whole day visit to Delamere forest including a Gruffalo treasure hunt and guided activities by park ranger.
* Looking at forest sustainability and our role in looking after the environment. (Link to our own school grounds-similarities and differences.

Prior Learning:

* Children know the story of the Gruffalo
* Children have learnt school rules and expectations during induction
* Children have previously learnt a song using Makaton

Future Learning:

* Y1 science habitats and local environments

**Connections**

*What are the connections to our curriculum past and present?*

* Role play Gruffalo story using puppets
* Create animal habitats using natural materials.
* Singing learn the Gruffalo song using Makaton actions& rhyme of the week.
* Use natural materials found in the local environment in creative ways.
* Scope to further explore creatively through child initiated activities.

**Curriculum**

*What will we learn?*

* Taking responsibility for our own behaviour and actions.
* Accepting and celebrating similarities and differences.
* Looking after our local environment- school grounds and linking and our learning to other environments.

**Texts:‘***The Gruffalo’ by Julia Donaldson, ‘How to trap a Gruffalo’ written by SG based on Pie Corbetts‘How to catch a dragon’.*

**Hook: -**

A Gruffalo hunt in school grounds- resulting in the children finding a ‘Gruffalo crumble’

**Community**

*What links can we develop ‘Near and far’?*

**Compassion**

*What feelings to we wish to evoke?*

**Creativity:**

*How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

**Areas of learning (theme/subject)**

**All areas seven areas of learning.**