

Medium Term plans Autumn 1 and 2

Peace at Last

Hickory Dickory Dock

14 weeks 05/09/2023- 15/12 /2023

The heart of this project is the aspiration to use great books and familiar rhymes to nurture a love of STEM, and STEM topics to nurture a love of reading. The Peace at Last book was chosen to complement our Hickory Dickory Dock rhyme because children were showing a sustained interest in the story and as a team we wished to add a new dimension to their awe and wonder. We have introduced a nursery rhyme this academic term to promote vocabulary, play with alliteration and explore rhyme to engage our youngest service users.

**Our STEM project this term focuses on the story of Peace at Last and the nursery rhyme Hickory Dickory Dock.**

- This project will provide children with an opportunity to better understand the world around them and relate to it through kinaesthetic (hands on) learning experiences. Research suggests that the 3 Hs hands-on (active engagement), heads-on (inquiry based) and hearts-on (interest based) create a playful context in which children can be actively and happily engaged in STEM related inquiry (HZ Inan and T Inan, 2015).
- It will foster a love of stories; encouraging children to memorise retell and act out familiar and traditional stories.
- It may also help children to develop early mathematic and scientific skills, such as asking questions making predictions, testing ideas and making observations.
- It will hopefully nurture problem solving, critical thinking, creativity, curiosity, decision making, leadership, acceptance of failure, and provide opportunities for children to improvise, collaborate, interact and engage in sustained thinking. This project affords time, space and opportunities to revisit and reflect on experiences. "Appreciating diversity and multiple perspectives enriches ways of thinking, being and understanding" Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage, 2021 p.45.



<p><b>In Personal, Social and Emotional Development children will have an opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Begin to develop an awareness of emotional literacy through exploring the feelings and emotions of the different characters in the story through visuals and discussion. Practitioners offering vocabulary to describe and label feelings.</li> <li>• Develop listening, turn taking, respectfulness and to develop a sense of having and giving others a fair hearing.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Go on an environmental sound walk in the local community</li> <li>• Use a Dictaphone to record sounds and create their own sound lotto board.</li> <li>• Develop confidence and self-assurance through participating in small group collaborative activities.</li> <li>• Listen to the story with peers in the black out tent with a torch, leading to discussions about the dark and what children like and dislike about it.</li> </ul>	<p><b>In literacy children will have an opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Explore rhyme and rhythm in repeated refrains; to hear the sounds in individual words</li> <li>• Retell the story of Peace at last through props, mark making, acting and story mapping.</li> <li>• Engage in extended conversations about the story and its characters.</li> <li>• Nurture a love of books and rhymes and to observe practitioners model the importance of handling books with care.</li> <li>• Choose their own story book to share with their family in their home setting through our library book scheme.</li> <li>• Create helicopter stories centred on new adventures for mouse as it climbs the clock.</li> <li>• Investigate props linked to the story in sensory tuff trays to promote hands on retelling and improvisations of Peace at Last and Hickory Dickory Dock.</li> <li>• Play Peace at Last rhyming bingo; make “Silly Soup” using Hickory Dickory Dock rhymes for example clock/frock, ran/pan, mouse/house</li> <li>• Play I know a word. “I know a word that rhymes with mouse. You might live in one and it’s called a ...”</li> </ul>
<p><b>In Communication and Language children will have an opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Listen to the story of Peace at last and understand what is happening through the help of illustrations and props.</li> <li>• Be empowered to ask questions of “why” or “how” or “what if”</li> <li>• Engage in experiences which will help to facilitate their language development and exposure to ambitious vocabulary.</li> <li>• Develop descriptive language. For example describing and comparing the different textures of the Bears’ pyjamas “fluffy”; “soft”; “stretchy”; “tickly” or natural resources “rough”; “spiky”; “soft”; “smooth”; “knobbly”; “Gnarled”.</li> <li>• Clap out the syllables in the repeated refrains and to hear patterns and rhythm in the spoken word.</li> <li>• Use longer sentences and vocabulary and narratives linked to stories.</li> <li>• Recall the sequence of making play dough during the frequent opportunities they are afforded to make it. Sequencing is a vital ingredient both in mathematics and in story telling as simple stories are made up of a beginning a middle and an end.</li> <li>• Engage with Hickory Dickory Dock and other nursery rhymes. Nursery rhymes are important for language acquisition and helps with speech development. They help children develop auditory skills such as discriminating between sounds; because verses are made up of patterns, they are easily memorised. Repetition of rhymes and stories is good for the brain, teaching how language works and building memory capabilities. Nursery rhymes also develop inference skills, both with encountering new words and in reading comprehension.</li> <li>• Articulate words and modulate voices (practicing pitch, volume and inflection).</li> <li>• Develop mouth and tongue muscles as they recite the rhymes.</li> </ul>	<p><b>In Understanding the world children will have an opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Grow and care for cress seeds in bear head craft pots.</li> <li>• Harvest our home-grown leeks, potatoes and beans in the outdoor planters to make nutritious Leek and potato soup to eat at snack with home-made bread.</li> <li>• Observe the nuts growing on the hazel trees in the forest area and to use them for nature inspired crafts.</li> <li>• Learn about the lifecycle of our stick insects through the exploring non- fiction books, photographs, and through observation.</li> <li>• Learn about simple food chains and introduce vocabulary of predator and prey.</li> <li>• Learn about camouflage and design a camouflaged outfit for the mouse to travel around the Bears’ house without being seen. What colours, shapes, and patterns will they use?</li> <li>• Explore habitats and learn about the different habitats of bears in their natural environments considering why the spectacled bear and the sun bear get their names.</li> <li>• Engage in barefoot walks as the story of Peace at Last is brought to life as children wade through the water left by the dripping tap, the grass from the Bears’ garden, fur from the wailing cats etc.</li> <li>• Create shadow puppets and explore light</li> <li>• Learn about and sort the nocturnal and diurnal characters in Peace at Last.</li> <li>• Learn about day and night and sort resources linked to these cycles.</li> <li>• Engage in fun Halloween crafts and activities for example carving bear pumpkins.</li> <li>• Work collaboratively with one other peer to follow instructions and problem-solve how to put together simple clock workings.</li> <li>• Test a variety of materials for their sound proofing properties e.g. immersing a ringing alarm</li> </ul>

<ul style="list-style-type: none"> <li>• Develop listening comprehension. Familiarity with nursery rhymes promotes reading acquisition skills; helping children to detect the phonetic segments of words.</li> <li>• Investigate and effectively engage with our ICT coloured telephone resource to promote opportunities for speech.</li> </ul>	<p>clock into a container of differing dry materials to investigate the impact on the loudness of the alarm.</p> <ul style="list-style-type: none"> <li>• Explore sound vibration using polystyrene balls, stretchy fabric and noise emitting items.</li> <li>• Participate in the experiment: “ wash day in Baby Bears house” as children make predictions about, then test different methods of drying bear’s wet clothes to find the best method.</li> </ul>
<p><b>In Physical Development children will have an opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Move like the characters in the story for example creating their own representations of how a mouse might scamper, a bear might plod, and a bird soar etc.</li> <li>• To develop pencil control as they map out stories and create story boards</li> <li>• Develop finger dexterity, hand arch development, fine motor and hand-eye-coordination through piping different coloured icing onto bear biscuits to enjoy for snack.</li> <li>• Learn to handle tools safely.</li> <li>• Create tactile foot prints for a sensory barefoot walk and gross motor activity which builds motor planning, directionality and tactile discrimination skills.</li> <li>• Participate in an action story of Peace at Last</li> <li>• Act out their helicopter stories</li> <li>• Talk about healthy and unhealthy food as we plan our recipes for snack; leek and potato soup, bear biscuits etc.</li> <li>• Participate in a bear sewing activity.</li> <li>• Create their own edible mice with soft cheese triangles, round crackers, slices of apple and raisins at snack.</li> </ul>	<p><b>In Expressive Arts and Design children will have an opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Design a mini marshmallow and cocktail stick grandfather clock, can it hold a sugar mouse? Creativity is key to STEM</li> <li>• Use their imaginations to adapt the story, create new endings or introduce new characters to the Peace at Last.</li> <li>• Explore and create using an array of materials including up-cycled materials, construction sets, textiles and ingredients which foster imagination, curiosity, creativity, cognition, critical thinking and experimentation.</li> <li>• Up-cycle materials to create a character from the story</li> <li>• Reflect on the process they have used in their designs with practitioner support.</li> <li>• To create bear masks</li> <li>• To share the story sack of Goldilocks and the Three Bears: who is asleep in this story?</li> <li>• Tie dying baby grows to design sleep wear for baby bear.</li> <li>• Create their own representation of the snail in Peace at Last using clay and an array of loose parts</li> <li>• To create autumnal snuffle hedgehogs using a variety of leaves and conkers.</li> <li>• Explore instruments and to discuss which instruments would suit the different characters and sounds in the book and why. For example which instruments to snuffle like a hedgehog or snore like Mummy Bear? Would the triangles be a good choice to represent the dripping tap?</li> <li>• Create hand/finger puppet mice; combine flour and paint to make our own finger paint; add food essences such as rosewater and vanilla to fragrance the paints.</li> <li>• Design their own Peace at Last café then source resources and set it up</li> <li>• To design and decorate Hickory Dickory Dock masks which value children’s agency.</li> <li>• Create a forest scene by printing leaf shapes with sand filled socks and green paint (younger children).</li> <li>• To create a Peace at Last wall display this will encompass the celebration of the season of autumn.</li> <li>• Learn about the important role sleep and rest has on our bodies; and how sleep can keep us healthy and help us to grow.</li> </ul>

<p><b>In Mathematics children will have an opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Sort and classify a range of different coloured/shaped nuts for mouse.</li> <li>• To order mice and clock faces by size.</li> <li>• Draw the Bears' footprints. How many Bears will fit in the outdoor area? Who can find things that are longer than the Bears' footprints? What things are shorter? How many children can stand on the Bears' foot prints at once?</li> <li>• Compare their height with the heights of different species of bear.</li> <li>• Explore rudimentary concepts of symmetry and reflection through creating Kaleidoscope-like patterns using natural resources found in wooded areas such as bark, conkers, twigs, lichen, pine cones etc. alongside mirrors and reflective materials.</li> <li>• To weigh ingredients to make Baby Bear chocolate cakes..</li> <li>• To create salt dough mice using a range of tools and resources to effect change and create patterns and tessellations.</li> <li>• Compare two sets of objects. Baby Bear has two pots of conkers. He wishes for example, to give half of his conkers to Daddy Bear. Can the children help to make two sets of conkers and say when they have the same number in each set?</li> <li>• Create their own watches, experiment with mark-making numerals.</li> <li>• Play what's the time Mr Bear using a clock face.</li> <li>• Explore numerals 1-5. Can they work together to match the correct numeral to the correct set of conkers.</li> <li>• Design their own Hickory Dickory Dock mouse to display using shapes, clocks and transparent adhesive plastic to secure their arrangement.</li> <li>• Compare bear mathematical activities and games.</li> <li>• Look closely at clocks and their numerals, including Roman numerals.</li> <li>• Create a visual timeline of our preschool day.</li> </ul>	<p><b>How to support your child's learning with this project:</b></p> <ul style="list-style-type: none"> <li>• Read stories to your children to foster a love of books and of learning.</li> <li>• Create your own sound walks inside as well as outside.</li> </ul>
---	--

Medium Term plans Autumn Term 1 and 2  
 Peace at Last  
 14 weeks 05/09/2023- 15/12/2023

**References:**

3Hs Education: Examining hands-on, Heads-on and hearts-on early childhood science education. HZ Inan and T Inan, pp 1974-1991 published online:02 Jul 2015, <https://doi.org/10.1080/09500693.2015.1060369>