



Bumblebees Medium Term Plan - Spring 1 2026



Once Upon a Fairytale

SKILLS FOCUS	Week 1 W.B 5.01.2026 Once upon a Fairy tale	Week 2 W.B – 12.01.26 Ugly Duckling	Week 3 W.B – 19.01.26 The Gingerbread Man	Week 4 W.B - 26.1.26 Goldilocks and the 3 bears	Week 5 W.B – 02.02.26 The Tortoise and the Hare.	Week 6 W.B - 09.2.26 Jack and the beanstalk
Personal, Social and Emotional Development	<p>I am becoming more outgoing with unfamiliar people in the safe context of my setting.</p> <p>Adults to welcome children back from the Christmas break and introduce new children. Encourage children to take turns when talking about their Christmas celebrations. Adults to model phrases and sentences which can be used.</p>	<p>I can play with one or more children, extending and elaborating play ideas.</p> <p>Ugly Duckling themed small world tray. Adults to model to the children how we can re-tell our focus story and create our own stories too. Remind children of turn-taking and friendly behaviour.</p>	<p>I can play with one or more children, extending and elaborating play ideas.</p> <p>Gingerbread man themed small world tray. Adults to model to the children how we can re-tell our focus story and create our own stories too. Remind children of turn-taking and friendly behaviour.</p>	<p>I can show more confidence in new situations.</p> <p>Introduce roles within the setting e.g. tuck monitor, line leader, ensuring all drinks are given out etc.</p>	<p>I can play with one or more children, extending and elaborating play ideas.</p> <p>Create a Tortoise and the Hare themed story tray. Encourage children to play co-operatively to remember and act out key parts of the story.</p>	<p>I can show more confidence in new situations.</p> <p>Continue to provide children with roles within the classroom. Have a circle time to find out if there are any other jobs the children feel need to be allocated.</p>
Communication and Language	<p>I can use a wider range of vocabulary.</p> <p>During carpet time, put photos from home on the board. Ask children to talk about their photos, encouraging other children to ask questions when appropriate.</p>	<p>I know many rhymes, am able to talk about familiar books and can tell a long story.</p> <p>Introduce the story of the Ugly Duckling. Use pictures from the story to encourage children to remember and talk about key parts.</p>	<p>I can use a wider range of vocabulary.</p> <p>Gingerbread man cutting and sticking activity. Encourage the children to talk about the pictures and relate to the story using appropriate vocabulary.</p>	<p>I know many rhymes, am able to talk about familiar books and can tell a long story.</p> <p>Focus on using song spoons during carpet time, encouraging the children to model how we use them to the new children.</p>	<p>I may have some problems saying some sounds e.g. r, j ,th, ch and sh</p> <p>During story time, ask children questions about the book. Take note of those who are not clear to see if the sounds they struggle with are developmentally appropriate.</p>	<p>I know many rhymes and be able to talk about familiar books.</p> <p>Think about what songs are similar to the story we have been focussing on. Can the children think of any? Sing them together as a class.</p>
WellComm Key vocab	<p>6A .Attending to an adult-led activity for longer</p> <p>Your turn, my turn, sharing, share</p>	<p>6B Remembering three and then four items</p> <p>List, what do you need? Instruction.</p>	<p>6C Understanding and using 'where', 'who' and 'what' questions</p> <p>Who, what, where, I am..., I went...</p>	<p>7.1 Role play</p> <p>Role, character, idea, together</p>	<p>7.2 Understanding many and few</p> <p>Many, few, more, less, lots, fewer</p>	Assesment week
Scarf	Keeping Safe	Keeping Safe	Keeping safe	Keeping safe	Keeping Safe	Keeping Safe
Physical Development	<p>I can use a comfortable grip with good control when using pens and pencils.</p> <p>Ensure high expectations of children writing their name at self-registration on return after Christmas.</p>	<p>I can use a comfortable grip with good control when using pens and pencils.</p> <p>Provide resources for children to practice writing their names in a variety of ways e.g.</p>	<p>I can match my developing physical skills to tasks and activities. E.g. deciding whether to walk, crawl or run across a plank.</p> <p>Gingerbread man themed playdough resources. Encourage</p>	<p>I can match my developing physical skills to tasks and activities.</p> <p>Obstacle courses outdoors which require a range of movements. Healthy Movers sessions with benches and other small climbing equipment.</p>	<p>I can use a comfortable grip with good control when using pens and pencils.</p> <p>WOW Write. Whilst completing their WOW write, ensure children are holding the pencil using a comfortable grip. Remind children to use</p>	<p>I can use a comfortable grip with good control when using pens and pencils.</p> <p>Encourage children to draw pictures of the beanstalk, ensuring they are using a comfortable pencil grip.</p>



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		glitter, gloop, paint, chalks.	children to carefully use rolling pins and cutters to make their own Gingerbread men. Model how children could pinch and roll small pieces of playdough to create buttons.		'pinchy fingers' when necessary.	
Healthy Movers	Pick up packets - see Healthy Movers sheet.	Hide and seek – see Healthy Movers sheet.	Simple obstacle courses requiring children to balance, walk, crawl, climb etc.	Simple obstacle courses requiring children to balance, walk, crawl, climb etc.	Link to learning of the Tortoise and the Hare story. Play games which allow children to develop understanding of the concepts fast and slow, while moving.	Whatever the weather - see Healthy Movers sheet.
Fine motor	Use tweezers to place the gems on the crown.	Duckling pegs. Pinch the pegs to feed the ducks.	Use tweezers to place the buttons on the Gingerbread Man.	Latch board and clothing board.	Pegboards and small pegs	Pop-it toys.
Early Phonics	Alliteration	Alliteration	Alliteration	Voice Sounds	Voice sounds	Voice Sounds
Literacy	<p>I can write some or all of my name.</p> <p>All children who will be starting school in September are to write their name in their name writing books. New starters to practice hand writing patterns.</p>	<p>I can write some or all of my name.</p> <p>Name writing practise with trays of flour/glitter/fine brushes. Younger children/lower ability to focus on pencil control and hand writing patterns.</p>	<p>Develop the phonological awareness to count or clap syllables in words.</p> <p>When on the carpet, clap children's names to encourage them to listen to the syllables.</p>	<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>Encourage children to use their knowledge of the story to help them sequence the story using pictures to prompt.</p>	<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>WOW write. Children to draw a picture of their favourite fairytale that features in our Once Upon a Fairytale story. Adults to encourage children to talk about the story and scribe what they say.</p>	<p>Develop the phonological awareness to count or clap syllables in words.</p> <p>When on the carpet, clap children's names to encourage them to listen to the syllables.</p>
Literacy Rhyme	Wheels on the bus	When Goldilocks went to the house of the bears	Humpty Dumpty	Head shoulders knees and toes	I'm a little teapot	Old Macdonald
Mathematics	<p>I can develop fast recognition of up to 3 objects without having to count them individually.</p> <p>I can show finger numbers up to 5.</p> <p>Children to learn to subitize 3 without counting. Children to learn to recognise 3 dots like on a dice, 3 objects in different arrangements</p>	<p>I can say one number for each item in total.</p> <p>I can talk about and explore 2D and 3D shapes.</p> <p>Learning about number 3. Focus on counting 3 objects, recognising numeral 3, understanding the composition of 3 and recognising triangles by their 3 sides.</p>	<p>I know that the last number reached when counting tells me how many there are in total.</p> <p>I can talk about and explore 2D and 3D shapes.</p> <p>Learning about number 4. Focus on counting 4 objects, recognising numeral 4, matching 4 objects to the numeral 4 and recognising</p>	<p>I can link numerals and amounts for example showing 4 objects to match the numeral 4.</p> <p>I can experiment with my own symbols and marks as well as numerals.</p> <p>Learning about the composition of 4 and understanding that numbers are composed of smaller numbers.</p>	<p>I know that the last number reached when counting tells me how many there are in total.</p> <p>I can talk about and explore 2D and 3D shapes.</p> <p>I can link numerals and amounts for example showing 4 objects to match the numeral 4.</p> <p>I can experiment with my own symbols and marks as well as numerals.</p>	



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	and 3 objects even if they are different sizes.		squares and rectangles by their 4 sides.		and rectangles by their 4 sides.	Re-cap the learning of the half term so far.
Maths Rhyme:	Three blind mice	Three little kittens	5 Snowmen	4 Teddy bears	5 fingers	Re-cap the songs.
Understanding the World	<p>I can talk about what I see, using a wide range of vocabulary.</p> <p>Sensory tray full of materials with different textures. Encourage the children to talk about what material they would make dresses out of and why. Model vocabulary such as soft, scratchy, crispy, smooth. Provide barbies for children to try the dresses on.</p>	<p>I can show an interest in different occupations.</p> <p>Dress up outfits representing a variety of occupation available to the children e.g. fire fighter, doctor, police man, builder. Encourage children to complete actions that would be suitable for that role.</p>	<p>I can show an interest in different occupations.</p> <p>Create a bakery in the shop resource. Provide a selection of toy/pictures of different baked goods, with a till and pretend money. Encourage the children to take turns being shop keepers and customers.</p>	<p>I am beginning to make sense of my own life story and family history.</p> <p>Ask parents to send in photos of the children when they were babies/younger. Explain to the children that we all looked different when we were babies. Place them on the table and ask children to guess who is who.</p>	<p>I can talk about what I see, using a wide range of vocabulary.</p> <p>Have a visit from a real tortoise and its owner. Children to listen carefully to information given and discuss what they can see e.g. hard shell, patterns on the shell, moving slowly.</p>	<p>I can use my senses in hands on exploration of materials.</p> <p>Gloop in the outdoor tray. Encourage children to talk about how it feels, looks and smells.</p> <p>Scented playdough indoors.</p>
Expressive Arts and Design	<p>I can draw with increasing complexity and detail such as representing a face with a circle and details.</p> <p>Children to draw/paint their favourite memories from the Christmas break. Encourage them to think carefully about the shapes they are making for each object. Adults to discuss their choices/pictures with them as they paint.</p>	<p>I can draw with increasing complexity and detail such as representing a face with a circle and details.</p> <p>Children to draw/paint their favourite characters or features from the story. Photocopies from the story can be used to support this.</p>	<p>Explore colour and colour mixing.</p> <p>Children to design their own gingerbread men pictures, choosing what colours to create the buttons and paint the gingerbread mans body. Allow children to mix colours and explore what happens. Discuss what colours they like best.</p>	<p>Show different emotions in their drawings and paintings like happiness, sadness, fear etc.</p> <p>After looking at baby photos, encourage children to paint their own pictures of themselves as babies and themselves now. Encourage them to think about how they would be feeling and how they can show that.</p>	<p>Explore colour and colour mixing.</p> <p>Paint pictures of the Tortoise and the Hare. Provide incorrect colour paints e.g. yellow and blue paint and ask the children if this is suitable. If they say no, ask them what we could do, encouraging them to mix the colours together and explore what happens. Keep mixing until the children are happy with the colour.</p>	<p>Begin to develop complex stories using small world equipment.</p> <p>Jack and the Beanstalk themed story telling tray. Encourage children to use a storyboard to help them re-tell the story with friends.</p>
RE	<p>How do people celebrate? Celebrating new year.</p>	<p>How do people celebrate? Chinese new year.</p>	<p>How do people celebrate? Chinese new year.</p>	<p>How do people celebrate? Persian new year</p>	<p>How do people celebrate? Persian new year</p>	Re-cap.
CoEL	Playing and exploring	Active learning	Creating and thinking critically	Playing and exploring	Active learning	Creating and thinking critically
Educational Visits/Visitors/Special Events	Decorating our own Gingerbread men				Visit from a real tortoise.	