Barleyhurst Park Primary School

Foundation stage long term plan: First half term: Spring

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|  | **CLL** | **PD** | **PSED** | **MD** | **Literacy** | **Creative arts** | | **Understanding of the world** | |
| Week  1  Goldilocks and the three bears | Talk partners  Discussing the features of the story and retelling the story though role play. | Games with CW  Gym: MK curriculum  Outdoor area | ASPIRE  Learning and life skills | Length  *Which object is the longest? Shortest? How do you know?* | Sentence writing  Children to record a sentence focusing on making porridge or if the child liked it. | When Goldilocks went to the house of the bears  Song, with musical instrument. | | | Porridge making  Children to make porridge focusing on the state of change. |
| Week  2  Brown bears | Talk partners  Children to think about what they already know about brown bears.  What they know afterwards. | Games with CW  Gym: MK curriculum  Outdoor area | ASPIRE  Learning and life skills | Positional language  *Where is the bear? Next to the chair or on top?* | Story writing: Brown bear, brown bear what do you see?  Using the story language, children to write own page. | Painting  Children to use different paints to draw a picture of a brown bear which reflects a true fact. | | | True or false  Children to use fact books and computers to find out facts about brown bears and record a sentence. |
| Week  3  Polar bears | Talk partners  Children to think about where they live and the features of it, compared to the habitat of a polar bear | Games with CW  Gym: MK curriculum  Outdoor area | ASPIRE  Learning and life skills | Practical addition  *How many do you have altogether?*  *How many are in that group? What about the next?* | Story writing: Polar bear, Polar bear what do you hear?  Using the story language, children to film their own sentence with talk partner | College polar bears  Children to use different college materials to create a polar bear. | | Comparing environments  Children to compare their own living environment to that of a Polar bear. | |
| Week  4  Old bears | *How do we know something is old?*  Children to sort objects, focusing on language which expresses this. | Games with CW  Gym: MK curriculum  Outdoor area | ASPIRE  Learning and life skills | Practical addition  *How many do you have altogether? Objects and picture drawing* | Old and new  Children to label bears highlighting why the bear is old/new.  Describing words | Thread bears  Children to sew two pieces of felt together to create their own bear. | | Time line  Children to make an observational drawing of an old bear. | |
| Week  5  Our teddy bears | Our teddy bears  Children to talk about their own teddy bear and why they are important. | Games with CW  Gym: MK curriculum  Outdoor area | ASPIRE  Learning and life skills | Addition  *How many do you have altogether? Can you write that as a number sentence?* | Labelling  Children to label the photograph of their teddy bear. | Making teddy bear  Children to sew two pieces of felt together to create their own bear. | | Photograph  Children to take a photograph of own teddy bear. | |
| Week  6  Chinese New year | Chinese New Year  Children to discuss and look at different images showing Chinese New Year.  Listen to our special visitor | Games with CW  Gym: MK curriculum  Outdoor area | ASPIRE  Learning and life skills | Chinese number writing  *Which number are you going to write? Could you count out that amount?* | Chinese new year facts  Children to write true fact about how Chinese New Year is celebrated across the world. | Masks, lantern and dragon  Children to create their own dancing dragon, lantern and new year mask using different tools and resources | Celebrating  Children to listen to how a Chinese person celebrates their New Year. | | |