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** |
| Week1Goldilocks and the three bears | Talk partnersDiscussing the features of the story and retelling the story though role play. | Games with CWGym: MK curriculumOutdoor area | ASPIRELearning and life skills | Length*Which object is the longest? Shortest? How do you know?* | Sentence writingChildren to record a sentence focusing on making porridge or if the child liked it.  | When Goldilocks went to the house of the bearsSong, with musical instrument.  | Porridge makingChildren to make porridge focusing on the state of change. |
| Week2Brown bears | Talk partnersChildren to think about what they already know about brown bears.What they know afterwards. | Games with CWGym: MK curriculumOutdoor area | ASPIRELearning 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. | PaintingChildren to use different paints to draw a picture of a brown bear which reflects a true fact. | True or falseChildren to use fact books and computers to find out facts about brown bears and record a sentence. |
| Week3Polar bears | Talk partnersChildren to think about where they live and the features of it, compared to the habitat of a polar bear | Games with CWGym: MK curriculumOutdoor area | ASPIRELearning 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 bearsChildren to use different college materials to create a polar bear. | Comparing environmentsChildren to compare their own living environment to that of a Polar bear. |
| Week4Old bears | *How do we know something is old?*Children to sort objects, focusing on language which expresses this. | Games with CWGym: MK curriculumOutdoor area | ASPIRELearning and life skills | Practical addition*How many do you have altogether? Objects and picture drawing* | Old and newChildren to label bears highlighting why the bear is old/new.Describing words | Thread bearsChildren to sew two pieces of felt together to create their own bear. | Time lineChildren to make an observational drawing of an old bear. |
| Week5Our teddy bears | Our teddy bearsChildren to talk about their own teddy bear and why they are important.  | Games with CWGym: MK curriculumOutdoor area | ASPIRELearning and life skills | Addition*How many do you have altogether? Can you write that as a number sentence?* | LabellingChildren to label the photograph of their teddy bear. | Making teddy bearChildren to sew two pieces of felt together to create their own bear. | PhotographChildren to take a photograph of own teddy bear. |
| Week6Chinese New year | Chinese New YearChildren to discuss and look at different images showing Chinese New Year.Listen to our special visitor  | Games with CWGym: MK curriculumOutdoor area | ASPIRELearning and life skills | Chinese number writing*Which number are you going to write? Could you count out that amount?* | Chinese new year factsChildren to write true fact about how Chinese New Year is celebrated across the world. | Masks, lantern and dragonChildren to create their own dancing dragon, lantern and new year mask using different tools and resources | CelebratingChildren to listen to how a Chinese person celebrates their New Year. |