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Description automatically generatedBarleyhurst Park Primary**

**Medium term planning: Term………Spring 1**

**Week 1: Goldilocks and the three bears; Week 2: Goldilocks/Brown Bears ; Week 3 Polar bears; Week 4:Our own teddy bears/Old bears; Week 5: Chinese New Year; Wk 6: Specialist week**

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| **Communication and Language** | | | **Physical Development** | | |
| **Listening, attention and Language** | **Speaking** | | **Gross motor skills** | | **Fine motor skills/mark making area** |
| **Week 2: BROWN BEARS: Engage in non-fiction books (Focus: Polar bear fact; learn new vocabulary); Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary**  **Week 3: POLAR BEARS: Engage in non-fiction books (Focus: Polar bear fact; learn new vocabulary); Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary** | **Week 1-2 GOLDILOCKS (Talk for writing): Retell the story, once they have developed familiarity with the text, some as exact repetition and some in their own words**  **(Focus: sequencing )**  **Week 3: POLAR BEARS: Speak in well-formed sentences, learn new vocabulary Ask questions to find out more; use new vocabulary through the day; (Focus: Polar bear, Polar bear, what do you hear)**  **Week 4: OLD BEARS/OUR OWN TEDDY BEARS: Connect one idea or action to another using a range of connectives (Focus: say/write sentence about old/new bear Focus2 : write a bear fact);**  **Articulate their ideas and thoughts in well-formed sentences**  **Week 5: CHINESE NEW YEAR: Describe events in some detail**  **Week 6: Specialist week** | | **\*Daily use of Football net, Hula hoops, Bats and balls, climbing frame, mud kitchen, large wooden blocks, balancing beams**  **P.E. lessons:**  **‘Bare necessities’ dance: show expressions and actions; link stationary and active movements on signal; remember a sequence of movements**  **Fitness Indoor: follow and copy partner’s actions; skip with control; perform exercises with control and continuously and safely for 3 min** | | **\*Sand tray – sand moulds, loose parts**  **\*Small construction blocks**  **\*Water tray/water wall to reflect the weekly theme.**  **-Practise letter formation on lines**  **-Chinese numbers**  **-Recently learnt phonemes**  **-HFW**  **-Goldilocks story writing**  **-Writing captions/labelling a brown/polar bear photo- emergent writing**  **FINGER GYM:**  **Week 1: Stacking chairs and small figures to balance**  **Week 2: Goldilocks hair to sort -long/short**  **Week 3: Small fish, ice cubes, tea strainers**  **Week 4:Marbles on bath mat**  **Week 5: Chinese decorations, washing line and pegs**  **Week 6: Cotton reels and pipe cleaners** |
| **Personal, Social, Emotional Development** | | | | | |
| **Self regulation** | | **Managing self** | | **Building Relationships** | |
| **Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week.**  **Children know and follow the behavioural expectations of the school.**  **Listening skills: Talk partners**  **-Carpet spaces**  **-Building self-confidence: reward stickers, positive feedback, Star reader and writer rewards, reward wall (yellow achievement stars from home)**  **- Mental Health Week: Mood Monsters: recognize and control a range of emotions**  **-Managing feelings and emotions (circle times)** | | **Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements.**  **Independence skills:. Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time.**  **-Snack and lunch routines**  **-Putting on and taking coat off, doing zips**  **-Personal hygiene** | | **Children have friendships and may have a special friend. They play with these children in and out of the classroom.**  **-Building up different friendship groups**  **-Expressing their own and responding to others’ feelings**  **- Emotions stones in classroom** | |

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| **Maths** | | | |
| **Number** | | **Numerical Patterns** | **Shape and Measure** |
| **Week 2: Writing numbers to 10; Recognising numbers 10-20**  **(FOCUS TASK: missing number patterns)**  **Week 3: 1 more/1 less; composition of numbers to 5; subitizing to 5**  **(FOCUS TASK: number stories – 1more/1 less)**  **Week 4:Composition of 6,7,8**  **Week 5: Odd and even; Doubles to 8** | | **Week 2: Recognise number patterns**  **(FOCUS TASK: missing number patterns)** | **Week 1: LENGTH: To compare length and height and use comparative language**  **Week 6: Mass and capacity** |
| **Literacy** | | | |
| **Comprehension** | **Word Reading** | | **Emergent Writing/Talk for writing (see also mark making AREA)** |
| **-Hold and turn pages of their reading book**  **-Describe events, characters, problem in their reading book**  **-Relate stories to their own experiences**  **-Sequence stories and understand ‘beginning’ ‘middle’ ‘end**  **- Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary** | **Monster phonics:**  **Week 1: revision + short ‘oo’; HFW: look,now,down**  **Week 2: ow; HFW:look, now, then**  **Week 3: ee; HFW:see,going,just,have**  **Week 4: ur;HFW:see,going,just,then**  **Week 5: ai;HFW:it’s,do,so**  **Week 6: or + assessment 3;HFW:it’s,do,so**  **Chn heard reading 3 times per week in Guided Reading sessions.** | | **Week 1: Writing a sentence about porridge making;-recount of how to make porridge**  **Week 2: Goldilocks retelling (Talk for writing)**  **Week 3: Polar Bear, polar bear , what do you hear – repetitive sentence; Polar bear or Brown bear fact**  **Week 4: Label own teddy bear-initial/middle/end sound**  **Week 5: Fact about Chinese new year** |

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| **Understanding of the world** | | | |
| **Past and Present** | **People, Culture and Communication** | | **The Natural world** |
| **Week 4: OLD BEARS: develop understanding of the past and present by looking at objects** | **Week 5: CHINESE NEW YEAR: recognize some similarities and differences between life in this country and life in other countries;**  **recognize that people have different beliefs/customs and celebrate special times in different ways.**  **Children to taste a selection of Chinese food.**  **\*Children listen to and ask question of a Chinese visitor to school who celebrates Chinese new year.**   * **Bridgebuilder assemblies** | | **Week 2: BROWN BEAR FACT:**  **: recognize that some environments are different from the one in which they live**  **Week 3: POLAR BEARS: recognize that some environments are different from the one in which they live** |
| **Expressive Arts and Design** | | | |
| **Creating with materials** | | **Being imaginative and Expressive** | |
| **Week 2: Brown bear/Polar bear mask collages: choose and combine different materials and media**  **Week 3: Cotton wool polar bears; Collage igloos: choose and combine different materials and media; cutting and sticking, using a glue dabber**  **Week 4: Teddy bear biscuits-listening to instructions so ingredients can be mixed, stirred and rolled.** | | **Week 1: Painting of Goldilocks and three bears-using different paint mediums and practice brush strokes.**  **Week 4: Observational drawings of own teddies: use shapes and enclosed lines to make picture**  **Week 5: Chinese calligraphy; lanterns; decorative rabbits: use different media and tools; use different joining techniques**  **Week 6: Linking hands: decorate your hand print: combine different media**   * **When Goldilocks went to the House of the Bears song: join in with singing, start to sing tunefully and at correct pace/tempo** * **Composer of the month: Antonio Vivaldi: listen to Four Seasons and create art based on Archimboldo heads** | |