**Logo

Description automatically generatedBarleyhurst Park Primary**

**Medium term planning: Term………SUMMER 1 2023: TRANSPORT**

**Week 1 : Trains; Week 2: Bikes and scooters ; Week 3 (4 days inc Coronation Day): Space; Week 4 (4 days): Space, Week 5: Boats/Pirates; Week 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 1 - 6: TRANSPORT : (Focus: learn new vocabulary; listen to a familiar story, learn word by word and use own words to retell; Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary** | **Week 1: TRAINS: Retell the story, once they have developed familiarity with the text, some as exact repetition and some in their own words**  **(Focus: writing your own version)**  **Week 2: BIKES: Speak in well-formed sentences, Ask questions to find out more; use new vocabulary through the day; (Focus: labeling your own bike)**  **Week 3 -4: SPACE: Connect one idea or action to another using a range of connectives (Focus: retell ‘Whatever next’))**  **Week 5: BOATS/PIRATES**  **Articulate their ideas and thoughts in well-formed sentences (Focus: write a recount of visit to Pirate Golf)**  **Week 5: SPECIALIST WEEK: learn new vocabulary** | | **Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing**  **Ball games: Throw and catch a ball; roll a a ball; hit a target; work with a partner; use bats; complete a circuit**  **Football net, bikes and scooters, sandpit, climbing frame, sports equipment: move with control changing speed and direction; use tools safely; climb up stairs; kick and throw a ball** | | **Confidently using scissors and small tools. Using a tripod grip to draw and write mostly accurately**  **Using writing frames to complete sentences**  **Recently learnt digraphs and trigraphs**  **Copying HFW**  **CVCC, CCVC and CCVCC words**  **Capital letters**  **Labelling modes of transport**  **Writing a sentence about their own bike**  **Writing their own versions of familiar stories (Talk for Writing)** |
| **Personal, Social, Emotional Development** | | | | | |
| **Self regulation** | | **Managing self** | | **Building Relationships** | |
| **Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidently or make someone else upset**  **Children will without question follows instructions from their teachers or school adults.**  **Developing resilience: not giving up, finishing work without reminders; keep on trying** | | **Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school**  **Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves** | | **Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.**  **Engage in more complex imaginative play with changing roles**  **Takes another child’s feeling into account**  **Making new friends**  **Playing with older children, sharing the playground**  **Managing negative emotions**  **Praising and celebrating others’ achievements**  **Talk about the perspectives of others** | |

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| **Maths** | | | |
| **Number** | | **Numerical Patterns** | **Shape and Measure** |
| **Wk 2: Solve addition problems by counting on (using a numberline/mentally)**  **Wk 4: Solve subtraction problems by counting back (using a numberline /mentally)**  **Wk 5: Know subtraction facts within 5 automatically**  **Wk 6: Know addition facts within 5 and beyond automatically** | | **Wk 1: Odd and Even numbers: recognize and sort numbers into odds and evens (up to 20)** | **Wk 3: 2D and 3D shapes: describe properties and recognize in different rotations** |
| **Literacy** | | | |
| **Comprehension** | **Word Reading** | | **Emergent Writing/talk for writing (see also mark making AREA)** |
| **Describe events, characters, problem in their reading book**  **Relate stories to their own experiences**  **Sequence stories and understand ‘beginning’ ‘middle’ ‘end’**  **Share non-fiction books and learn new vocabulary to be used throughout the day** | **Know learnt HFW and focus words from Monster Phonics; Recognise all learnt graphemes**  **Week 1: CVCC words**  **Week 2: CCVC words**  **Week 3:CVC +**  **Week 4: CVC +**  **Week 5: CCVCC words**  **Week 6: CCVCC words**  **HFW: wk 3-4: your,here,saw; Wk 5-6: time, out, house, about** | | **Write all learnt graphemes inc digraphs and trigraphs**  **Attempt to write words with known digraphs and trigraphs with support**  **Week 1: The Train Ride: write own version – change 1 element**  **Week 2: Labelling your own bike; Independent writing: describe your bike: why do you like it?**  **Week 3: Whatever Next story writing: Talk for writing**  **Week 4: Whatever Next own version: change 1 element**  **Week 5: Treasure map labelling** |

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| **Understanding of the world** | | | |
| **Past and Present** | **People, Culture and Communication** | | **The Natural world** |
| **Children recount an event that has happened.**  **Wk 1-5: comment on familiar situations in the past, compare similarities and differences ( modes of transport – changes over time;:**  **Week 1: Old and new trains**  **Week 2: Old and new bikes (Penny Farthing)**  **Week 3:Space travel Now and Then; King’s coronation- compare to the past**  **Week 5: Pirates (inc Trip to Pirate Golf)**  **;** | **Wk 1 -5: Name and describe people who are familiar to them (transport – train drivers, truck drivers, pilots, sailors, astronauts);**  **Children talk about roles people have in society (both in the present and past). Children understand he need for these roles.** | | **Wks 1- 6: Explore the natural world around them : Understand the effect of changing seasons on the natural world around them”**  **Wk 1: ‘The Train Ride’ walk around the grounds**  **Wk 2: Zoo lab visit to the school**  **Wk 3: Planting seeds; Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.**  **Wk 5: Draw information from a simple map (pirate maps); Children can create own maps using grid paper and symbols (x marks the spot treasure maps)**  **Wk 6: Nature walk/scavenger hunt; Children can draw information from a simple map and identify landmarks of our local area walk.** |
| **Expressive Arts and Design** | | | |
| **Creating with materials** | | **Being imaginative and Expressive** | |
| **Week 1: Junk model trains: join materials; Shape picture trains/boats: select appropriate shapes and rotate**  **Week 2: ; Coronation crowns: select and combine different materials**  **Week 3: Milk bottle space rocket: select and combine different materials; use different joining tecniquesevaluate design**  **Week 4: Foil Pirate ships; Treasure maps: use different media**  **Week 6: Challenge week: Plan and create a salad from surprise ingredients** | | Singing a range of familiar nursery rhymes and songs – singing sometimes in tune.  Talk about how music makes me feel.  Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.  **Role-play corner and small world:Engage in imaginative role-play, extend vocabulary, share resources**  **Week 1: Train station; Wooden train set; Eurostar set**  **Week 2: Bikes ‘shed’/repairs; Remote control cars; Observational drawing of your own bike/scooter**  **Week 3: Whatever Next props; Space station**  **Week 4: Pirate ship; Pirate stories and songs listening corner**  **Week 5: Tangrams** | |