**Barleyhurst Park Primary**

**Medium term planning: Term………Spring 1 2023**

**Week 1 (3 days): 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-Well being 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: 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 fact)****Week 4: OLD 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)****Week 4: OUR OWN TEDDY BEARS:****Articulate their ideas and thoughts in well-formed sentences****Week 5: CHINESE NEW YEAR: Describe events in some detail** | **\*Daily use of Football net, Hula hoops, Bats and balls, climbing frame, mud kitchen, large wooden blocks, balancing beams****We’re Going on a bear hunt dance****Fitness Indoor** | **\*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** |
| **Personal, Social, Emotional Development** |
| **Self regulation** | **Managing self** | **Building Relationships**  |
| **-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)****-Managing feelings and emotions (circle times)** | **-Snack and lunch routines****-Putting on and taking coat off, doing zips** **-Personal hygiene** | **-Building up different friendship groups****-Expressing their own and responding to others’ feelings** |

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| **Maths** |
| **Number** | **Numerical Patterns**  | **Shape and Measure** |
| **Week 2: Explore composition of numbers 1- 5: count on from given number , introduce ‘add’****(FOCUS TASK: whole/part model using dots and numerals)****Week 3: Addition by combining two groups, addition sentences and symbols****(FOCUS TASK: addition sentences)****Week 4: Count and recognise numbers beyond ten;** **Week 6: Link the numeral with its cardinal number value (FOCUS TASK: Count 1p coins)** | **Week 5: Recognise number patterns** **(FOCUS TASK: missing number patterns)** | **Week 1: LENGTH: To compare length and use comparative language** |
| **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’** | **Monster phonics:****Week 1: revision + short ‘oo’****Week 2: ow****Week 3: ee****Week 4: ur****Week 5: ai****Week 6: or + assessment 3****Chn heard reading 3 times per week in Guided Reading sessions.****HFW learnt as part of Monster Phonics lessons.** | **Week 1: Writing a sentence about porridge making;-recount of how to make porridge** **Week 2: Goldilocks retelling- emergent writing****Week 3: Speaking focus: Continue rhyme string****Week 4: Polar bear or Brown bear fact/Old/new bear explanation sentence-finger spaces/emergent writing****Week 5: Label own teddy bear-initial/middle/end sound****Week 6: Fact about Chinese new year- emergent writing** |

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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.** | **Week 3: POLAR BEARS: recognize that some environments are different from the one in which they live****Week 2: BROWN BEAR FACT:** **: recognize that some environments are different from the one in which they live** |
| **Expressive Arts and Design** |
| **Creating with materials**  | **Being imaginative and Expressive**  |
| **Collage polar bear masks- using different mediums and tools effectively.** **Collage igloos- cutting and sticking-using a glue dabber****Teddy bear biscuits-listening to instructions so ingredients can be mixed, stirred and rolled.** | **Painting of Goldilocks and three bears-using different paint mediums and practice brush strokes.****Observational drawing of own bear- using shapes and enclosed lines to make a picture.****Observational drawing of old bear-using shapes and enclosed lines to make a picture.****Painting of a tiger (Chinese New** **When Goldilocks went to the House of the Bears song** |