**Logo

Description automatically generatedBarleyhurst 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** | |