**Logo

Description automatically generatedBarleyhurst Park Primary**

**Medium term planning: Term………Spring 2 2023: BUILDINGS**

**Week 1 : The three Little Pigs; Week 2: The three Little Pigs ; Week 3: Shops/Mother’s Day; Week 4: Post Office/Mother’s Day; Week 5: Places of worship; Week 6: Easter/Spring/Assessments**

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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: BUILDINGS : (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 1-2:The Three Little Pigs: 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: SHOPS/MOTHER’S DAY: Speak in well-formed sentences, Ask questions to find out more; use new vocabulary through the day; (Focus: shopping list)**  **Week 4: POST OFFICE/MOTHER’S DAY**  **Connect one idea or action to another using a range of connectives (Focus: write cards )**  **Week 5: PLACES OF WORSHIP: recount visit; remember some detail; sequence events**  **(focus: label church/recount visit)**  **Week 6: SPRING/EASTER: write a patterned spring poem; know some detail of Easter story** | | **\*Daily use of Football net, Hula hoops, Bats and balls, climbing frame, mud kitchen, large wooden blocks, balancing beams**  **P.E lessons:**  **Net Wall games: control a ball, bounce and catch a ball, hand hit and with racket, complete a circuit**  **Athletics:**  **Run at different speeds, change direction, perform different jumps, throw underarm** | | **\*Sand tray – sand moulds, loose parts**  **\*Small construction blocks**  **\*Water tray/water wall to reflect the weekly theme**   * **Three Little Pigs speech bubbles** * **Recently learnt digraphs and trigraphs** * **Making shop signs for different types of buildings (felt tips and glitter pens)** * **Writing words and sentences with alphabet Lego** * **Copying keywords** * **Capital letters**   **FINGER GYM:**  **Week 1: lollisticks and pipe cleaners**  **Week 2:threading through beads**  **Week 3: Form capital letters onto a base**  **Week 4: Make a rainbow with coloured cubes**  **Week 5: Loose parts church/building**  **Week 6: Animal hospital: wrap bandage around small toy animals** |
| **Personal, Social, Emotional Development** | | | | | |
| **Self regulation** | | **Managing self** | | **Building Relationships** | |
| **Listening skills: Talk partners**  **Carpet spaces**  **Building independence: making decisions more independently, finding resources**  **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**  **Children to celebrate their Mum (or significant females) with an afternoon tea and celebration assembly.** | | **Sharing our best friends with everyone**  **Expressing their own and responding to others’ feelings** | |

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| **Maths** | | | |
| **Number** | | **Numerical Patterns** | **Shape and Measure** |
| **Week 1: Addition: solve by drawing; write an addition sentence; automatically recall number bonds up to 5**  **Week 2: Subtraction: solve by counting how many left with objects and visual representation**  **Week 3: Subtraction: solve by drawing; subtraction facts up to 5; write subtraction sentences**  **Week 6: Learn doubles of numbers up to 5+5** | |  | **Week 4: WEIGHT: compare weight of parcels and different objects using balancing scales using correct vocabulary**  **Week 5: SHAPES: recognize 2D and 3D shapes in different rotations; describe shapes using correct mathematical vocabulary** |
| **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** | **HAP group**  **Week 1: oa; HFW: come,some,were,one**  **Week 2: er;HFW:come,some,were,one**  **Week 3:igh;HFW:like,by,when,little,what**  **Week 4: air;HFW:like,by,when,little,what**  **Week 5: oi;HFW:day,away,play,children**  **Week 6:ear, ure; assessments;HFW:day,away,play,children**  **LAP group**  **Week1 : revise ck, ff. ll. ss**  **Week 2: revise u, l. o. h**  **Week 3: use s, m, n, t for CVC words**  **Week 4: use a, i, p, g, h for CVC words**  **Week 5:use e, k, c, r for CVC words**  **Week 6: use d, o, u, ck in CVC words**  **Guided Reading 3 times a week.** | | **Week 1: The Three Little Pigs sequencing: order pictures and retell the story using story language and own expressions**  **Week 2: The Three Little Pigs story writing (Talk for writing): write in sequence; write complete sentences; start to use capital letters and full stops**  **Week 3: Shopping lists for Melrose visit: know how to write for different purposes**  **Week 4: Mother’s Day cards; writing post cards and envelopes: know how to write for different purposes**  **Week 5: Labelling church using learnt digraphs/trigraphs**  **Week 6: Spring poems: extend vocabulary; write a patterned poem** |

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| **Understanding of the world** | | | |
| **Past and Present** | **People, Culture and Communication** | | **The Natural world** |
| **Wk 4: comment on familiar situations in the past, compare similarities and differences ( methods of communication – postcards/ letters and e-mail/texting)** | **Wk 5: Visit to St. Mary’s church: Understand that some places are special to members of their community (Places of worship)**  **Wk 3: Walk to Melrose shops: Know features of their local community; Learn how to behave in different situations**  **Mother’s Day: recognize that people celebrate special times in different ways; talk about members of their immediate family**  **Wk 6: Name and describe people who are familiar to them (hospital/vets role-play)**  **Children to celebrate their Mum (or significant females) with an afternoon tea and celebration assembly.** | | **Wk 6: Explore the natural world around them (spring); understand the effect of changing seasons on the natural world around them.** |
| **Expressive Arts and Design** | | | |
| **Creating with materials** | | **Being imaginative and Expressive** | |
| **Week 1: The Three Little Pigs houses in groups: select and join different materials**  **Week 3: Making Mother’s day presents (plant pots): select and join materials**  **Week 4: Mother’s day cards: select and join materials**  **Week 5: Observational drawings and Junk model churches: observe features of a familiar building; select materials inc boxes , paint, paper to create a building**  **Stained glass windows: use scissors**  **Week 6: Easter cards and decorations: select and join different materials (ribbon/feather/glitter for collage)** | | **Learning 3 new songs for Mother’s Day assembly**  **Role-play corner and small world:**  **Week 1: Construction site (large wooden blocks); city centre buildings**  **Week 2: see above**  **Week 3: Mother’s Day gift shop; Police station**  **Week 4: Post Office**  **Week 5:Hospital; Airport; helicopter pad**  **Week 6: Vets; car roads** | |