



West End First School **Apple Class Medium Term Planning Spring A 2020-2021**

	Themes/Areas of Interest		Celebrations/Events/Visits/Visitors		Class Environment/Learning Areas/Display		
	Goldilocks – wks 1-4 Chinese New Year –5-6 We're making porridge nice to eat We'll cook it in a pot.. We'll stir in lots of silly rhymes And cook it 'til it's hot		Chinese New Year – Friday 12 th Feb		Goldilocks Cottage Finger gym – threading bears Story stones/tuff spot Area with bears/beds/chairs/bowls Chinese restaurant Finger gym - wok Craft dragons		
	Key Experiences each week						
	PSED	CAL	PD	LIT	MATHS	UW	EAD
Week 1 Jan 5th – 8th Monday training day	Support children to leave carers/parents happily. Support children to remember and follow classroom rules and routines. Support and remind children about the boundaries of the setting. Support and remind children to share and turn take when using resources.	Listen and respond to stories. Listen and respond to questions. Follow simple instructions. Provide opportunities for children to use talk to explain their ideas recall and relive their past experiences. (Holiday News) Voice sounds (letters and sounds phase 1 phonics)	Provide opportunities for children to record holiday news/or events important to them. Model/support using correct pencil grip. Gross motor- Big Toys Correct pencil grip Malleable materials – play dough	Read and listen to familiar stories, support/model to children joining in with repeated phrases and refrains. Read familiar texts support children to listen for rhyme and rhythm in texts and songs. Recognising name card and clapping patterns for names	Model reciting numbers to 10 and beyond. Model counting 1:1 to 5 and beyond. Introduce Numicon as a way to choose areas Looking at Numicon 5	Provide opportunities to share/talk about own experiences during holidays and share experiences of own interests/activities at home. Provide opportunities to talk about experiences of winter	General Provide opportunities to represent holidays/own interests/experiences, through painting, model making, cutting and sticking.
Assessments for data entry Start assessments for Early Talkboost							
Week 2 Jan 11th - 15th Goldilocks	Follow classroom routines. Show awareness of the boundaries of the setting. Share and turn take when using resources. Adults to work in areas to establish firm boundaries and learning intentions. Discussing whether Goldilocks was right to go into the bear's cottage	Follow instructions to tidy up and work in each area Introduce and build vocabulary linked to areas. Listen to and respond to story of Goldilocks Retell the story using wooden characters Role play area as bears cottage Introduce/model using story stones to join in with repeated refrains and key events from Goldilocks	Establish safe and appropriate use of equipment and areas. Provide black/brown play-dough to cut out a bear Add eyes and features. Oat play dough Scooping oats Building beds for Bears	Provide visual instructions relating to rules of areas. Provide written vocabulary linked to areas and Goldilocks topic Introduce/model using story telling stones to retell Goldilocks story Introduce/model puppets to retell/extend/repeat phrases from Goldilocks story.	Counting Scoops 1:1. Introduce vocabulary small, medium, large Sort items by size 1to 1 correspondence - give each bear a bowl and a spoon and a chair	ICT - Beebots. Finding information about Bears Use computer to find information about Bears	Provide small world resources linked to Goldilocks to encourage retelling of story/extending story. Provide opportunities to paint/create own representation of bears and characters from story.

Introduce groupings for maths – am maths input
 Fantastic Frogs - 1:1 touch counting to 5 then 10
 Brilliant Bears – Recognising 1-5
 Amazing Alligators – Using numbers to 5 – making sets, ordering to 5/from 5, missing numbers within 5

Week 3	Follow classroom routines.	Follow instructions to tidy up and work in each area	Establishing safe use of equipment.	Discuss favourite characters from story.	Introduce Numicon into all areas.	Beebot following path of Goldilocks	Provide small world resources linked to Goldilocks to encourage retelling of story/extending story
Jan 18th - 22nd	Show awareness of the boundaries of the setting.	Introduce and build vocabulary linked to areas.	Stirring/mixing oats + Water	Provide speech bubbles and character pictures to annotate with refrains/phrases from Goldilocks story	Discuss more, less, most and language of size.	Computer games – dress the bear	
Goldilocks	Share and turn take when using resources.	Retell story of Goldilocks	Folding blankets	(Assessment opportunity)	Weighing ingredients, timing cooking,	Photographs of Bears	Provide opportunities to learn/listen to songs about Goldilocks – when Goldilocks went to the house of the bears
	Adults to work in areas to establish firm boundaries and learning intentions.	Reinforce/model using story telling stones/puppets to tell stories/repeat refrains from Goldilocks	Making a new chairs/bed (construction)	Joining in repeated refrains, telling the story with puppets	Counting scoops	Photographs of chairs/beds	Provide opportunities to use collage resources to create representations of the characters
	Discussing whether Goldilocks was right to go into the bear's cottage	Talking about characters from Goldilocks.	Outdoor and indoor	Sequence Story	Sizes – small medium large	Making Porridge – talking about changes	Goldilocks cottage Role play
		Discuss favourite characters from story.		Non-fiction – Books about Bears		Tasting toppings	Textured paint to paint a bear
		Role-play area as bear's cottage		Phonics listening for sounds (s,a,t,i ,p, n)			
	Sequence Story Book						

Introduce groupings for phonics – am phonics input
 Fantastic Frogs – Environmental Sounds/silly soup – s at the start of words/clapping names
 Brilliant Bears – sorting words starting with s, a.
 Amazing Alligators – oral blending cvc/recognise the letters s, a,t,

Week 4	Follow classroom routines.	Follow instructions to tidy up and work in each area	Establishing safe use of equipment.	Provide speech bubbles and character pictures to annotate with refrains/phrases from Goldilocks story	Introduce Numicon into all areas	Investigating floating and sinking using items linked to the story.	Provide opportunities to create representations of bears
Jan 25th – 29th	Show awareness of the boundaries of the setting.	Introduce and build vocabulary linked to areas.	Stirring/mixing oats + Water	Mark make scene/characters from story	Sizes – small medium large	Exploring changes in oats – cooking, mixing, separating from sand,	Drama of story
Goldilocks	Share and turn take when using resources.	Retell story of Goldilocks	Folding blankets	3D story map	Record choice of porridge topping in picture form.	Making porridge and selecting topping	Making paper plate bears
	Adults to work in areas to establish firm boundaries and learning intentions.	Reinforce/model using story telling stones/puppets to tell stories/repeat refrains from Goldilocks	Making a new chairs/bed (construction)	Early writing/scribed	Count and sort pictogram		Exploring the sound of instruments tapping name
	Discussing whether Goldilocks was right to go into the bear's cottage	Talking about characters from Goldilocks.	Outdoor and indoor	Making porridge rhyme (with sounds)			Sing – when Goldilocks went to the house of the bears
	Right and wrong! Philosophy style Was goldilocks naughty? What would you have done?	Discuss favourite characters from story.					
		Role-play area as bear's cottage					
		Sequence Story Book					

Maths group input – am
 Fantastic Frogs - 1:1 touch counting to 5 then 10

Brilliant Bears – Recognising 1-5 Amazing Alligators – Using numbers to 5 – making sets, ordering to 5/from 5, missing numbers within 5							
Week 5 Feb 1st – 5th Chinese New Year	Follow classroom routines. Show awareness of the boundaries of the setting. Share and turn take when using resources. Adults to work in areas to establish firm boundaries and learning intentions. Children to decide on the star of the week – Talking about what makes us/others special and what we like about other people	Follow instructions to tidy up and work in each area Introduce and build vocabulary linked to areas. Listen and respond to the story of Chinese New Year (ppt) Talk about the animals Look at Chinese New Year celebrations Story stones	Provide opportunity to discuss hand hygiene when cooking – Chinese food Cutting veg for stir fry Ox to colour Finger gym chopsticks and wok	Provide mark making opportunities for children write Chinese letters Story of Chinese New Year Understanding different cultures Phonics – initial sounds in animal names Phonics listening for sounds (s,a,t,i ,p, n)	Comparing sticks – heaviest/lightest Longest/shortest Widest/narrowest	Through making chocolate nests provide opportunities to discuss observations of objects/ingredients/ liquids/ changes Through making chocolate nests provide opportunity to discuss hand hygiene and germs. Provide opportunities to discuss healthy choices and how chocolate is treat food.	Making Chinese lanterns Making a big Chinese dragon Chinese restaurant role-play
Phonics group input am Fantastic Frogs – Environmental Sounds/silly soup – s at the start of words/clapping names Brilliant Bears – sorting words starting with s, a. Amazing Alligators – oral blending cvc from pictures/recognise the letters s, a,t,							
Week 6 Feb 8th – 12th Chinese New Year	Follow classroom routines. Show awareness of the boundaries of the setting. Share and turn take when using resources. Adults to work in areas to establish firm boundaries and learning intentions. Children to decide on the star of the week – Talking about what makes us/others special and what we like about other people	Follow instructions to tidy up and work in each area Introduce and build vocabulary linked to areas. Listen and respond to the story of Chinese New Year (ppt) Talk about the animals Look at Chinese New Year celebrations Story stones	Cut and fold own red envelope Cutting veg for stir fry Ox to colour Working together to perform a dragon dance	Provide opportunity for children to listen to the CNY story and anticipate key events Provide children with opportunity to use small world resources to re-enact the story Provide menus for mark Story of CNY – retell/order	Counting animals Ordinal numbers - 1 st , 2 nd , 3 rd etc. Counting how many 1ps Matching to a price label Looking at coins – 1p,2p,5p Sorting coins	Understanding different cultures Knowing the Chinese believe in lucky red envelopes Cut and fold own red envelope Cooking and tasting food from another country Knowing which animal they are	Making Chinese lanterns Making a big Chinese dragon Watching Videos of the Chinese dragon dancers Dragon music and dances Chinese Restaurant
Maths group input – am Fantastic Frogs - 1:1 touch counting to 5 then 10 Brilliant Bears – Recognising 1-5 Amazing Alligators – Using numbers to 5 – making sets, ordering to 5/from 5, missing numbers within 5							