

<u>West End First School</u> <u>Apple Class Medium Term Planning</u> Spring A 2020-2021



	Themes/Areas of Interes	t	Celebrations/Events/Vis	sits/Visitors		Class Enviror	nment/Learnin	g Areas/D	isplay
	Goldilocks – wks 1-4 Chinese New Year –5-6 We're making porridge nice to 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 1	2 th Feb		Goldilocks Cotta Finger gym – thr Story stones/tuff Area with bears/beds/chair. Chinese restaura Finger gym - wo Craft dragons	reading bears spot s/bowls nt		
	Key Experiences e	ach week							
	PSED	CAL	PD	LIT	MA	ATHS	UW		EAD
Week 1 Jan 5 th - 8 th 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	numł beyo Mod to 5 Intro as a areas	el counting 1:1 and beyond. oduce Numicon way to choose	Provide opportu share/talk abou experiences duri and share exper own interests/au home. Provide opportu talk about expe winter	t own ng holidays iences of ctivities at nities to	General Provide opportunities to represent holidays/own interests/experiences, through painting, model making, cutting and sticking.
Assessments for Start assessment	data entry ts for Early Talkboost								
Week 2 Jan 11 ^{th.} - 15 th 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	I 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.	1:1. Intro voca medi Sort 1to corre give bowl	oduce bulary small, ium, large items by size	ICT - Beebots. Finding informa Bears Use computer to information abo	o find	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.

	Recognising 1-5						
Amazing Alligat		aking 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	Introduce Numicon into all areas.	Beebot following path of Goldilocks	Provide small world resources linked to
Jan 18 th - 22 nd	Show awareness of the boundaries of the setting.	Introduce and build vocabulary	Stirring/mixing oats +	story.	Discuss more, less,	Computer games — dress	Goldilocks to encourage retelling of story/extendin
	Share and turn take when	linked to areas.	Water	Provide speech bubbles and	most and language of size.	the bear	story
Goldilocks	using resources.	Retell story of Goldilocks	Folding blankets	character pictures to annotate with	Weighing	Photographs of Bears	Provide opportunities to learn/listen to songs abou
	Adults to work in areas to establish firm boundaries and	Reinforce/model using story telling stones/puppets to tell	Making a new chairs/bed (construction)	refrains/phrases from Goldilocks	ingredients, timing cooking,	Photographs of chairs/beds	Goldilocks – when Goldilocks went to the
	learning intentions.	stories/repeat refrains from Goldilocks	Outdoor and indoor	story	Counting scoops	Making Porridge – talking about changes	house of the bears
	Discussing whether Goldilocks was right to go	Talking about characters from		(Assessment opportunity)	Sizes – small	Tasting toppings	Provide opportunities to use collage resources to
	into the bear's cottage	Goldilocks.		Joining in repeated	medium large		create representations of the characters
		Discuss favourite characters from story.		refrains, telling the story with puppets			Goldilocks cottage Role
		Role-play area as bear's cottage		Sequence Story			play
		Sequence Story Book		Non-fiction – Books			Textured paint to paint a bear
				about Bears			
				Phonics listening for sounds (s,a,t,i ,p, n)			
Fantastic Frogs Brilliant Bears – Amazing Alligat	sorting words starting with s ors – oral blending cvc/recogn	soup – s at the start of words/cla , a. ise the letters s, a,t,					
Week 4	Follow classroom routines.	Follow instructions to tidy up and	Establishing safe use of	Provide speech	Introduce Numicon	Investigating floating and	Provide opportunities to
		work in each area	equipment.	bubbles and	into all areas	sinking using items linked	create representations of
Tau OFth Ooth	Show awareness of the						hoars
Jan 25 th - 29 th	Show awareness of the boundaries of the setting.	Introduce and build vocabularu	Stirrina/mixina oats +	character pictures to	Sizes — small	to the story.	bears
	Show awareness of the boundaries of the setting. Share and turn take when	Introduce and build vocabulary linked to areas.	Stirring/mixing oats + Water	character pictures to annotate with refrains/phrases	Sizes — small medium large	Exploring changes in oats	bears Drama of story
	boundaries of the setting.	5	5 5	character pictures to annotate with	medium large Record choice of	-	Drama of story
	boundaries of the setting. Share and turn take when using resources. Adults to work in areas to	linked to areas. Retell story of Goldilocks Reinforce/model using story	Water Folding blankets Making a new	character pictures to annotate with refrains/phrases from Goldilocks story Mark make	medium large	Exploring changes in oats — cooking, mixing, separating from sand, Making porridge and	Drama of story Making paper plate bears Exploring the sound of
	boundaries of the setting. Share and turn take when using resources.	linked to areas. Retell story of Goldilocks	Water Folding blankets	character pictures to annotate with refrains/phrases from Goldilocks story	medium large Record choice of porridge topping in picture form. Count and sort	Exploring changes in oats — cooking, mixing, separating from sand,	Drama of story Making paper plate bears Exploring the sound of
	boundaries of the setting. Share and turn take when using resources. Adults to work in areas to establish firm boundaries and	linked to areas. Retell story of Goldilocks Reinforce/model using story telling stones/puppets to tell stories/repeat refrains from	Water Folding blankets Making a new chairs/bed (construction)	character pictures to annotate with refrains/phrases from Goldilocks story Mark make scene/characters	medium large Record choice of porridge topping in picture form.	Exploring changes in oats — cooking, mixing, separating from sand, Making porridge and	Drama of story Making paper plate bears Exploring the sound of instruments tapping name
	 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 	linked to areas. Retell story of Goldilocks Reinforce/model using story telling stones/puppets to tell stories/repeat refrains from Goldilocks	Water Folding blankets Making a new chairs/bed (construction)	character pictures to annotate with refrains/phrases from Goldilocks story Mark make scene/characters from story	medium large Record choice of porridge topping in picture form. Count and sort	Exploring changes in oats — cooking, mixing, separating from sand, Making porridge and	Drama of story Making paper plate bears Exploring the sound of instruments tapping name Sing – when Goldilocks went to the house of the
Jan 25 th – 29 th Goldilocks	 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 Right and wrong! Philosophy style 	linked to areas. Retell story of Goldilocks Reinforce/model using story telling stones/puppets to tell stories/repeat refrains from Goldilocks Talking about characters from	Water Folding blankets Making a new chairs/bed (construction)	character pictures to annotate with refrains/phrases from Goldilocks story Mark make scene/characters from story 3D story map	medium large Record choice of porridge topping in picture form. Count and sort	Exploring changes in oats — cooking, mixing, separating from sand, Making porridge and	Drama of story Making paper plate bears Exploring the sound of instruments tapping name Sing – when Goldilocks went to the house of the
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Week 5	Follow classroom routines.	Follow instructions to tidy up and	Provide opportunity to	Provide mark	Comparing sticks –	Through making chocolate	Making Chinese lanterns
		work in each area	discuss hand hygiene	making	heaviest/lightest	nests provide opportunities	
eb 1 st – 5 th	Show awareness of the	T . 1 11 11 1 1	when cooking – Chinese	opportunities for		to discuss observations of	Making a big Chinese
	boundaries of the setting.	Introduce and build vocabulary	food	children write	Longest/shortest	objects/ingredients/	dragon
Chinese New	Shawa and turns takes where	linked to areas.	Cutting and a family from	Chinese letters		liquids/ changes	
lear	Share and turn take when	line and accorded to the strength	Cutting veg for stir fry	Shaws of Chinasa	Widest/narrowest	Thursda an abia a sha salata	Chinese restaurant role-
	using resources.	Listen and respond to the story of Chinese New Year	Ox to colour	Story of Chinese New Year		Through making chocolate nests provide opportunity	play
	Adults to work in areas to	(ppt)		Understanding		to discuss hand hygiene	
	establish firm boundaries and	Talk about the animals	Finger gym chopsticks	different cultures		and germs.	
	learning intentions.	Tak about the unimals	and wok	Phonics – initial		unu gernis.	
	teanning intertitoris.	Look at Chinese New Year		sounds in animal		Provide opportunities to	
	Children to decide on the	celebrations		names		discuss healthy choices and	
	star of the week –	celebrations		numes		how chocolate is treat	
	Talking about what makes	Story stones		Phonics listening for		food.	
	us/others special and what			sounds (s,a,t,i ,p, n)		J	
	we like about other people			••••••••••••••••••••••••••••••••••••••			
Fantastic Frogs Brilliant Bears Amazing Alliga	- Environmental Sounds/silly - sorting words starting with s tors - oral blending cvc from p	oictures/recognise the letters s, a,	t,	Provide opportunity	Counting gnimals	Inductor dina different	Mahing Chinasa lantara
Brilliant Bears -	- Environmental Sounds/silly : - sorting words starting with s	s, a.					
Fantastic Frogs Brilliant Bears Amazing Alliga	- Environmental Sounds/silly - sorting words starting with s tors - oral blending cvc from p	s, a. bictures/recognise the letters s, a,	t,	Provide opportunitu	Counting animals	Understanding different	Makina Chinese lanterns
Fantastic Frogs Brilliant Bears Amazing Alliga	- Environmental Sounds/silly : - sorting words starting with s	s, a.	t, Cut and fold own red	Provide opportunity for children to listen	Counting animals Ordinal numbers -	Understanding different cultures	Making Chinese lanterns
Fantastic Frogs Brilliant Bears -	- Environmental Sounds/silly - sorting words starting with s tors - oral blending cvc from p	s, a. sictures/recognise the letters s, a, Follow instructions to tidy up and	t,	Provide opportunity for children to listen to the CNY story		5 55	Making Chinese lanterns Making a big Chinese
Fantastic Frogs Brilliant Bears Amazing Alliga Week 6	- Environmental Sounds/silly - sorting words starting with s tors - oral blending cvc from p Follow classroom routines.	s, a. sictures/recognise the letters s, a, Follow instructions to tidy up and	t, Cut and fold own red	for children to listen	Ordinal numbers -	cultures Knowing the Chinese	Making Chinese lanterns Making a big Chinese dragon
Fantastic Frogs Brilliant Bears Amazing Alliga Week 6 Feb 8 th - 12 th	- Environmental Sounds/silly - sorting words starting with s tors - oral blending cvc from p Follow classroom routines. Show awareness of the boundaries of the setting.	s, a. sictures/recognise the letters s, a, Follow instructions to tidy up and work in each area	cut and fold own red envelope Cutting veg for stir fry	for children to listen to the CNY story	Ordinal numbers - 1 st , 2 nd , 3 rd etc. Counting how many	cultures Knowing the Chinese believe in lucky red	Making a big Chinese dragon
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