



# West End Primary School

## Beech Class Medium Term Planning Spring A 2023 - 2024



| Themes/Areas of Interest | Key Vocabulary  | Celebrations/Events/Visits/Visitors   | Favourite Five Books |
|--------------------------|---|---|----------------------|
| Winter<br>Crime Scene    | <p>Winter Key Vocab: Seasons, Winter, cold, melting, frozen, slippery</p> <p>Fairy tales Key Vocab: Once upon a time/ They all lived happily ever after, evil, baddy, fiction, setting,</p> <p>PSED Key Vocab: hygiene, self-care, stranger, safe</p> | <p>Visitors - police / dentist</p> <p>Valentine day</p> <p>Shrove Tuesday - making pancakes</p> |                      |
|                          | <b>Implementation</b>   |   |                      |

### New Year Resolutions / Winter

|  | PSED  | CAL  | PD  | LIT   | MATHS   | UW   | EAD  |
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| <b>Week 1</b><br><b>8<sup>th</sup> – 12<sup>th</sup></b> | <p><b>Self-Regulation</b><br/>Share feelings – feelings time</p> <p><b>Building Relationships</b><br/>Working in teams to build an igloo from the story Big Fuzzy</p> <p><b>Managing Self</b><br/>Managing Feelings/ Settling back in from Christmas</p> <p><b>SCARF</b><br/>Listening to my feelings</p> | <p><b>Listening, Attention and Understanding</b><br/>Understand time and sequence concepts – first, then, next</p> <p><b>Story focus – Speaking</b><br/>Listen to Snow Angel and make comments about Winter</p> <p>Big Fuzzy – Make comments on the characters feelings</p> <p>Follow more complicated instructions containing 3 parts</p> | <p><b>PE</b><br/>SSP – MR Brown<br/>Gymnastics</p> <p><b>Outdoor Area</b></p> <p><b>Fine Motor</b><br/>Threading activities<br/>Building an igloo from Big Fuzzy story</p> <p><b>Handwriting</b><br/>Retrace a vertical line in a handwriting pattern</p> | <p><b>Comprehension</b><br/>Little Wandle reading</p> <p><b>Little Wandle Word Reading Word Families</b><br/>Read/Spell - the put pull</p> <p>Read/Spell – rain, wait, coat, boast, night, right, see, feet</p> <p><b>Little Wandle Phase 3 sounds:</b> ai ee igh oa</p> <p><b>Writing</b> – name focus</p> | <p><b>Number /Numerical Patterns</b><br/>counting -20 forwards and backwards</p> <p><b>Subitising</b><br/>Use subitising in a range of situations</p> <p><b>WR – Alive in 5</b><br/>Zero<br/>0-5<br/>Subitise 0-5<br/>Represent 0-5</p> | <p><b>Past &amp; Present</b></p> <p><b>People &amp; Communities</b><br/>Family Traditions - Christmas/winter Holidays</p> <p>Discuss New Year's Resolution</p> <p><b>The Natural World</b><br/>Make observations in garden</p> | <p><b>Creating with Materials</b><br/>Building igloos with lego</p> <p>Building snowmen in workshop</p> <p><b>Being Imaginative &amp; Expressive</b><br/><br/>Snowman collages</p> |

### Are You Afraid Of The Big Bad Wolf

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| <b>Week 2</b><br><b>15<sup>th</sup> – 19<sup>th</sup></b><br><b>Crime Scene</b> | <p><b>Self-Regulation</b><br/>How are the characters feeling in different parts of the story? Philosophy</p> | <p><b>Listening, Attention and Understanding</b><br/>Philosophy - Were the pigs right at the end of the story to not let the wolf back into their story?</p> | <p><b>PE</b><br/>SSP – MR Brown<br/>Gymnastics<br/>mat work - travelling</p> <p><b>Outdoor Area</b><br/>Use a hammer</p> | <p><b>Comprehension</b><br/>Little Wandle reading<br/>Three Little Pigs</p> <p><b>Little Wandle Word Reading Word Families</b></p> | <p><b>Number /Numerical Patterns</b><br/>Counting beyond 20</p> <p><b>Shape &amp; Space</b><br/>What's the time Mr Wolf?</p> | <p><b>People &amp; Communities</b><br/>STEM Challenge: Wolf - Huff and Puff<br/>-What would give the wolf his huff and puff?</p> | <p><b>Creating With Materials</b><br/>Split pin wolf</p> <p>Three Little Pig paper plate</p> |
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|  | <p><b>Building Relationships</b><br/>Share feelings – feelings time</p> <p>Working in teams – STEM challenge</p> <p><b>Managing Self</b></p> <p>Whiffy Wilson Story focus</p> <p><b>SCARF</b><br/>Keeping safe<br/>'What's safe to go in my body'</p>  | <p>Discuss fairytales<br/>Language - Once upon a time/ They all lived happily ever after</p> <p><b>Story focus – Three Little Pigs</b><br/>Whiffy Wilson</p> <p><b>Speaking</b><br/>Asking and answering question about the 'crime scene'</p> <p>Hot seat - police officer - think of questions to interview Mr Dodds</p>   | <p><b>Fine Motor</b><br/>Threading</p> <p><b>Handwriting</b><br/>Handwriting Focus - Curly Caterpillars c, o</p> <p>Retrace a vertical line in a handwriting pattern</p>  | <p>Read/Spell - was you they</p> <p>Read/Spell – food, cool, look, book, for, dark</p> <p><b>Little Wandle Phase 3 sounds:</b> oo/OO ar or</p> <p><b>Writing</b> - Wanted Poster - introducing basic adjectives</p>   | <p>basic time/day ordering -time</p> <p><b>WR – Alive in 5</b><br/>1 more<br/>1 less<br/>Composition<br/>Conceptual subitise 5</p>   | <p><b>The Natural World</b><br/>Make observations in garden</p> <p>Winter hunt</p>   | <p><b>Being Imaginative &amp; Expressive</b><br/>I'm a little snowman</p>  |
| <p><b>Week 3</b><br/><b>22<sup>nd</sup> – 26<sup>th</sup></b><br/><b>Little Red Riding Hood</b><br/><b>T4W</b></p> | <p><b>Self-Regulation Building</b><br/>To discuss and share what we are going to do.</p> <p>Share feelings – feelings time<br/>How is Little Red Riding Hood feeling?</p> <p><b>Relationships</b><br/><b>Managing Self</b><br/>Learning to be teamwork tigers by creating plans</p> <p>Confident to speak to others about own interest, opinions in order to make an effective plan</p> <p><b>SCARF</b><br/>Keeping safe<br/>'Safe indoors and outdoors'</p> | <p><b>Listening, Attention and Understanding</b><br/>Listen and Re-tell the story of Little Red Riding Hood</p> <p><b>Story focus – T4W</b><br/><b>Speaking</b><br/>Little Red Riding Hood Mixed up Fairytale</p> <p>Retell the story- Explain how Little Red Riding Hood is feeling</p> <p><b>Key Vocabulary</b><br/>Once upon a time/ They all lived happily ever after<br/><br/>evil, baddy,</p> | <p><b>PE</b><br/>SSP – MR Brown<br/>Gymnastics mat work - travelling</p> <p><b>Outdoor Area</b><br/>Use a hammer to attach two pieces of wood together</p> <p><b>Fine Motor</b><br/>Threading</p> <p><b>Handwriting</b><br/>Handwriting Focus – a, d<br/>Retrace a vertical line in a handwriting pattern</p> | <p><b>Comprehension</b><br/>Little Wandle reading<br/>Little Red Riding Hood<br/>Mixed up Fairytale</p> <p><b>Little Wandle Word Reading</b><br/><b>Word Families</b><br/>Read/Spell - my by all</p> <p>Read/Spell – hurt, turn, down, now, join, boil, hear, near</p> <p><b>Little Wandle Phase 3 sounds:</b> ur ow oi ear</p> <p><b>Writing</b> -Story Map - in groups on big scale<br/>A list for red riding hood<br/><b>Continue a rhyming string</b></p> | <p><b>Number /Numerical Patterns</b><br/>Counting beyond 20</p> <p>Number: Concept of sharing</p> <p>Sharing items from Little Red's basket</p> <p><b>WR – Mass and capacity</b><br/>Compare mass<br/>Find a balance<br/>Explore capacity<br/>Compare capacity</p> | <p><b>Past &amp; Present</b><br/>Who help us now?</p> <p><b>People &amp; Communities</b><br/>Who lives in our Community</p> <p>People Who Help us and how we help others - link to story<br/>-Send and act of kindness within the community</p> <p>STEM Challenge: Wolf - Huff and Puff<br/>-What would give the wolf his huff and puff?</p> <p><b>The Natural World</b><br/>Make observations in garden</p> <p>Observation drawing – winter</p> | <p><b>Creating with Materials</b><br/>Puppet Theatre - Plan</p> <p>Split pin wolf</p> <p><b>Being Imaginative &amp; Expressive</b><br/>Songs for the community</p> |
| <p><b>Week 4</b><br/><b>29<sup>th</sup> – 2<sup>nd</sup></b><br/><b>Little Red Riding Hood</b><br/><b>T4W</b></p>  | <p><b>Self-Regulation Building</b><br/>To manage feeling when working towards a planned activity</p>   | <p><b>Listening, Attention and Understanding</b><br/>Listen and Re-tell the story of Little Red Riding Hood</p>   | <p><b>PE</b><br/>SSP – MR Brown<br/>Gymnastics Benches - travelling and balances</p> <p><b>Outdoor Area</b></p>   | <p><b>Comprehension</b><br/>Little Wandle reading<br/>Little Red Riding Hood</p> <p><b>Little Wandle Word Reading</b></p>   | <p><b>Number /Numerical Patterns</b><br/>Counting in 10s<br/>Counting beyond 20</p> <p>Missing numbers</p>   | <p><b>Past &amp; Present</b><br/>People who helped in the past ?</p> <p><b>People &amp; Communities</b></p>  | <p><b>Creating with Materials</b><br/>Exploring texture and materials Muddled up fairy tale scene - characters</p>   |

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|  | <p><b>Relationships Managing Self</b><br/>Confident to speak to others about own needs and wants in order to select the tools and materials</p> <p><b>SCARF</b><br/>Keeping safe<br/>Lesson 3</p>   | <p><b>Story focus – T4W Speaking</b><br/><br/>Act out the story of little Red Riding Hood</p> <p><b>Fine Motor</b><br/>Selecting and using tools effectively<br/><b>Handwriting</b><br/>Handwriting Focus - g, q</p> | <p>Use a hammer and nails to join two pieces together</p> <p><b>Fine Motor</b><br/>Selecting and using tools effectively<br/><b>Handwriting</b><br/>Handwriting Focus - g, q</p>   | <p><b>Word Families</b><br/>Read/Spell - are sure pure</p> <p>Read/Spell – chair fair letter hammer bigger rabbit hidden kitten</p> <p><b>Little Wandle Phase 3 sounds:</b> air er double letters bb rr gg pp ff tt</p> <p><b>Writing</b> –simple sentences</p>   | <p><b>Growing 6 7 8</b><br/>Representing 6<br/>Making 7<br/>Making 8<br/>Matching 6,7,8.<br/>One more and one less</p>   | <p>Making community links with the community<br/>Discussing Different Families</p> <p><b>The Natural World</b><br/><br/>Observational drawings</p>   | <p><b>Being Imaginative &amp; Expressive</b><br/><br/>Learn Little Red Riding Hood Songs</p>  |
| <p><b>Week 5</b><br/><b>5<sup>th</sup> – 9<sup>th</sup></b></p> <p><b>Little Red Riding Hood T4W</b></p> | <p><b>Self-Regulation Building</b><br/>To discuss and share what we are going to do.<br/>To review our work<br/><br/>To think about feelings of others – past and present</p> <p><b>Relationships Managing Self</b><br/>Conflict Resolution-Being able to negotiate and solve problems without aggression: How to make decisions so everyone is happy by deciding on a character each.</p> <p><b>SCARF</b><br/>Keeping safe<br/>'People who keep me safe'</p> | <p><b>Listening, Attention and Understanding</b><br/><br/><b>Story focus – T4W Speaking</b><br/>Re-tell the story of Little Red Riding Hood with a twist - Revolting Rhymes</p>                                      | <p><b>PE</b><br/>SSP – MR Brown<br/>Gymnastics benches and stools - travelling, balances, jumps</p> <p><b>Outdoor Area</b><br/>Use a hammer and nails to join two pieces together</p> <p><b>Fine Motor</b><br/>Selecting and using tools effectively</p> <p><b>Handwriting</b><br/>Handwriting Focus- e, s</p> | <p><b>Comprehension</b><br/>Little Wandle reading<br/>Little Red Riding Hood</p> <p><b>Little Wandle Word Reading Word Families</b><br/>Read/Spell - she me of push</p> <p>Read/Spell – laptop lemon rocket chicken carpark bedroom carpark market</p> <p><b>Little Wandle Phase 3 sounds:</b> longer words</p> <p><b>Writing</b> –simple sentences</p> | <p><b>Number /Numerical Patterns</b><br/>Counting in 10s<br/>Counting beyond 20</p> <p><b>Shape &amp; Space</b><br/>SSM: Problem Solving - Length</p> <p><b>Growing 6 7 8</b><br/>Matching 6, 7 8<br/>Making pairs<br/>Combining 2 groups<br/>Combining 2 groups<br/>Adding more</p> | <p><b>Past &amp; Present</b><br/>Compare past and present community help?</p> <p><b>People &amp; Communities</b> Making community links with community<br/>Staying Safe in the community - stranger danger</p> <p><b>The Natural World</b></p> | <p><b>Creating with Materials</b><br/>Puppet Theatre: Make the setting</p> <p>Puppet Theatre: Make the Characters</p> <p><b>Being Imaginative &amp; Expressive</b><br/>Using Instruments exploring volume and tempo</p> |

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| <p><b>Week 6</b><br/><b>12<sup>th</sup> – 16<sup>th</sup></b></p> <p><b>Our Community</b><br/><b>The Big Bad Wolf/Wolves</b><br/><b>Around the World</b></p> | <p><b>Self-Regulation Building</b></p> <p>To identify what has worked well and how we can improve our work</p> <p><b>Relationships Managing Self</b><br/>Taking on a positive approach to cooking</p> <p>Sharing their thoughts and opinions on the outcome of the theatre.</p> <p><b>SCARF</b><br/>Keeping safe<br/>'Safe online'</p> | <p><b>Listening, Attention and Understanding</b><br/><b>Story focus – Speaking</b></p> <p>Listen to the story of Mr Wolf's Pancakes<br/>Following instructions<br/>Philosophy: Was the wolf right to eat the characters?</p> | <p><b>PE</b><br/>SSP – MR Brown<br/>Gymnastics sequence<br/><b>Outdoor Area</b><br/><b>Outdoor Area</b><br/>Use scissors effectively<br/>cut a square</p> <p>Selecting and using tools effectively<br/>Handling cutlery correctly</p> <p><b>Handwriting</b><br/>Handwriting Focus – f</p> | <p><b>Comprehension</b><br/>Little Wandle reading<br/>Mr Wolf's Pancakes</p> <p><b>Little Wandle</b><br/><b>Word Reading</b><br/><b>Word Families</b><br/>Review and revisit</p> <p><b>Little Wandle Phase 3 sounds:</b> Assessment week</p> <p><b>Writing</b> –simple sentences</p> | <p><b>Number /Numerical Patterns</b> Counting in 10s<br/>Counting beyond 20</p> <p><b>Shape &amp; Space</b><br/>SSM: Little Red Riding Hood Problem Solving</p> <p>Ordinal Numbers with instructions</p> <p><b>Growing 6 7 8</b><br/>Comparing height<br/>Comparing length<br/>Days of the week<br/>Measuring height<br/>Measuring time</p> | <p><b>People &amp; Communities</b><br/>The World: Finding Facts about the Wolf</p> <p><b>The Natural World</b></p> <p>Looking at change over a short period of time - cooking pancakes</p> <p>Using senses to describe the process of cooking</p> | <p><b>Creating with Materials</b><br/>Evaluate theatres</p> <p>Puppet Theatre: Re-tell the story</p> <p><b>Being Imaginative &amp; Expressive</b><br/>Using Instruments exploring volume and tempo</p> |
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