





West End Primary School

Apple Class Medium Term Planning Spring A 2021 - 2022



| Key Books | Themes/Areas of Interest | | Celebrations/Events/Visits/Visitors | | Class Environment/Learning Areas/Display | | |
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|   | Week 1 - Winter Weeks 2-5 Goldilocks & The Three Bears Week 6&7 Chinese New Year <ul style="list-style-type: none">WinterRhymes : 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 hotPorridgeBearsTraditional TalesStory Book LanguageTalk 4 Writing | | <ul style="list-style-type: none">Chinese New Year – 1st – 15th FebruaryYear of the Tiger | | <div>Water</div> <div>Craft</div> <div>Malleable</div> <div>Construction</div> <div>Painting</div> <div>Finger gym</div> <div>Small world</div> <div>Listening centre</div> <div>Maths</div> <div>Writing/mark making</div> <div>Role play</div> <div>Model/workshop</div> <div>Quiet reading</div> <div>Investigating/exploring</div> <div>Technology</div> <div>Sand</div> <div>Small world</div> <div>Transient art</div> | | |
| | Implementation | | | | | | |
| | PSED | CAL | PD | LIT | MATHS | UW | EAD |
| Week 1 4th – 7th January Winter (3 days) | Self-Regulation <i>Planning ahead</i> <i>*Choose what I want to do there and find the resources I need</i> Extend area pictures at snack time from selecting a first activity to saying what they will do there <i>Feelings</i> <i>*Know the names of feelings – excited, angry, worried</i> Look at pictures of emotions – excited/angry/worried Talk about the things which might make us feel excited/angry/worried Talk about how they feel during snack time <i>*Know how to return the resources correctly</i> Staff to move around the areas teaching children to | Listening, Attention & Understanding <i>* Listen to longer stories and can remember much of what has happened, with the help of the pictures</i> <i>*Comment on what they hear</i> Adults telling stories about Winter Asking the children simple questions containing 'what' ... <i>*Listen and respond to questions</i> Asking the children questions about the stories using 'how and 'why', 'who' and 'what Asking children how/why/who/what questions about what they are doing | Gross Motor <i>Outdoors</i> <i>*Move long drain pipes with a friend and safely</i> <i>*Balance on a beam</i> Adults working with the children to model making an obstacle course. Encourage the children to put out arms to support balance Encourage those children who are not usually engaged with the activity Adults to model and support moving the long channelling <i>*Run, jump, hop and skip</i> <i>*Be aware of others and space</i> Playing games with rules outdoors <i>Indoors</i> <i>*Move with confidence on the indoor mat</i> | Comprehension <i>Stories</i> <i>*Actively listen and respond to stories by answering simple questions</i> <i>*Talk about key features of a familiar story</i> <i>*Say who was in the story (character)</i> <i>*Say where they were (setting)</i> Listen and respond to the winter stories <i>*Hold a book correctly, handle with care and turn pages from front to back</i> Access to the book area daily <i>*Discrimination between general environmental sounds</i> Playing 'If your name | Number <i>Numbers Recognition</i> <i>*Recognise numerals 0-5</i> <i>*Talk about what they are doing as they do it</i> <i>Explain, Reason and Justify</i> Daily number stick work Introduce before, after and because with snowmen To continue throughout the term <i>Using Numbers</i> <i>*Match the Numicon tile to the number to 5</i> <i>*Make a set to match a numeral within 5</i> <i>*Identify a missing number within 5</i> <i>*Order Numbers to 5/from 5</i> Count out the correct number of snowmen Matching the Numicon tiles to the number | Past & Present <i>*Talk about the past</i> Talking about what they did during the holidays <i>My History & Significant events</i> <i>*Talk about past experiences</i> Talk about past experiences of Christmas | Creating With Materials DT Joining <i>*Know how to use a stapler</i> <i>*Recap other methods of joining</i> <i>*Know how to use a hole punch</i> Teach children to use stapler/hole punch and re-cap masking tape, sellotape and various glues <i>*Remind children how to put on an apron</i> Teach the children how to put on aprons and help each other fasten them Colour <i>*Mix primary colours to create secondary colours (poster paint)</i> <i>*Wash and return palettes, brushes etc</i> |

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| | match and sort (all term) | *Able to follow directions with 3 parts Giving increasingly longer instructions – all term | Access to the mats and writing ribbons (all term) | starts with...' | | | Painting *Use paint palettes *Explore colours Mixing blue and yellow to make green Painting leaves |
| | Managing Self Rules & Routines *Follow daily routines with some independence Support children to remember and follow classroom rules, boundaries and routines. Health & Wellbeing *Put on a coat independently Practise putting on and zipping coats/waterproofs up independently for outdoor play daily *Washing hands independently Washing hands before cooking Discussing hygiene *Goes to the toilet Regular toileting with adult support where necessary *Can pour a drink *Can drink from a cup (one handed) Daily pouring a drink for lunch/snack into a cup Our place *looking after the 2 year olds Children to set a good example and support the younger children (all term) | Speaking *Learn vocabulary linked to Winter Learn vocabulary – winter, season, frost, snow etc. *Respond to a question *Recount an event *Be able to talk about weekend/holiday news *Use various tenses Talk about their holidays when asked, recounting an event Using the past tense | Fine Motor Manipulative *Build 3 steps with 6 cubes Staff model how to build steps Children to build steps with cubes, crates etc. Mark Making *Trace wavy patterns Handwriting pattern sheets Encourage appropriate pressure | Word Reading *Recognise own name Finding their own water bottle Selecting their name from a selection Making their name to match a card *Know what sound name starts with Playing 'If your name starts with... Standing up for the toilet/home by first letter | Shape & Space 3D shapes *Use these appropriately in construction Construction area Staff to use correct names at tidy time Introduce names – cuboid, cone Add 3D shapes to into the maths area | People & Communities Our Community *Know about some cultural traditions – Talking about our Christmas experiences Discuss how we may do different things to celebrate | Being Imaginative & Expressive *Respond to music Pen Disco *Textiles - Large scale weaving Re-cap how to weave outdoors |

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| | Building Relationships <i>*Actively seeks out others for play</i> Adults to support those children who have yet to establish relationships <i>*Initiate and join in play</i> Support the children to ask another child to play where needed Ask them who they would like to work with | | Visual Discrimination <i>*Match a familiar item to its shadow at tidy time</i> Staff to encourage children to match back toys at tidy time | Writing Letter Formation <i>*Tracing patterns</i> Tracing winter patterns Phonics Phase 1 Phonics Focus Aspects 3-4 <i>*Develop understanding of rhythm and rhyme</i> Rhyming Books Learning Rhymes & Songs Listen to The Beat Rhyming Soup Rhyming Bingo Rhyming Pairs | Numerical Patterns Counting <i>*Count objects, actions, sounds with 1:1 correspondence within 5</i> <i>*Know different things can be counted</i> Counting out the correct number of bears Counting Apples daily Counting children daily <i>*Count by rote within 10</i> Daily counting the children in the nursery Counting songs ‘1,2,3,4,5 ...’ Patterns <i>*Continue/ make an AAB pattern using colour/shape</i> <i>*Learn the vocabulary of pattern</i> Making threaded bead patterns - AAB | The Natural World <i>*Talking about what they see</i> <i>*Talk about differences they see in materials as they change</i> Looking at ice and working out how to melt it to free the animals Seasons <i>*Observe the changes in the garden and local area in winter</i> <i>*Listen and comment on stories about winter</i> Power points about winter E book –Look for signs of winter | |
| Start assessments for Early Talkboost | | | | | | | |
| Week 2 10th – 14th January Goldilocks – The Story | Self-Regulation <i>*Choose where to work from a choice</i> Daily choosing a first activity Encouraging trying something new Independence <i>*Source/request resources to follow their plans</i> Encourage children to plan ahead when they access an area Encourage them to look in the area for resources Encourage them to ask if what they need is not there <i>*Can tidy away resources</i> | Listening, Attention & Understanding <i>*Listen to longer stories and can remember much of what has happened, with the help of the pictures</i> <i>*Comment on what they hear</i> Adults telling the story of Goldilocks & the Three Bears Asking the children simple questions containing ‘what’, ‘how’ and ‘why’ ... Throughout the term <i>*Listen and respond to questions</i> Asking the children questions about the story Asking the children simple | Gross Motor Outdoors <i>*Traverse the climbing wall</i> Children to cross the climbing wall outside Repeat hanging from the frame for a count <i>*Climb steps with alternate feet</i> Access to the A frame to practise hanging from it <i>*Using a range of large construction outdoors</i> making beds/chairs etc. for Baby Bear Indoors <i>*Hold a body</i> | Comprehension <i>*Listen and respond to stories by answering simple questions</i> <i>*Listen to a full story and answer questions</i> <i>*Talk about key features of a familiar story</i> <i>*Say who was in the story (character)</i> <i>*Say where they were (setting)</i> <i>*Say what they did</i> Listen and respond to the Goldilocks story and other traditional tales Answer simple questions at the end Retaining the story <i>*Can retell familiar</i> | Number Numbers Recognition <i>*Recognise numerals 0-5</i> <i>*Talk about what they are doing as they do it</i> Explain, Reason and Justify Daily number stick work Introduce before, after and because with bears To continue throughout the term Using Numbers <i>*Match the Numicon tile to the number to 5</i> <i>*Make a set to match a numeral within 5</i> <i>*Identify a missing number within 5</i> <i>*Order Numbers to 5/from 5</i> | Past & Present | Creating With Materials Drawing <i>*Explore pastels as a mark making implement</i> <i>*Draw with texture (Bear)</i> Colour <i>*Select paper for the task – colour, size</i> <i>*Use a colour for a purpose</i> Using pastels to create a textured bear <i>*Draw a house</i> Model drawing the 3 bears house and a bear Children try <i>*Use the tools</i> Teach how to use a saw |

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| | <p>Staff to support sorting of items at tidy time.</p> <p>*Know the names of feelings –worried, angry, excited Look at pictures of emotions – worried/excited/angry Talk about the things which make us feel worried/excited/angry Talk about how they feel during snack time</p> <p>*Identify other's feelings in stories Talk about how the characters felt in Goldilocks Why did they feel like that?</p> | <p>questions containing 'what', 'how' and 'why'... Throughout the term</p> <p>*Listen and follow instructions to tidy up and work in each area Introduce and build vocabulary linked to areas.</p> | <p>shape/position in yoga Going on a bear Hunt Yoga</p> <p>*Construct with large construction *Use large construction blocks with safety Build a chair/bed for Baby Bear</p> <p>*To use malleable materials to ball – making bears Using cutters and decoration to make bears</p> <p>*playing games with rules Playing simple games with rules in the hall – Beans on Toast</p> <p>(all term)</p> | <p>stories(goldilocks) Talk for Writing Role Play Puppets</p> <p>(all term)</p> | <p>Count out the correct number of bears Matching the Numicon tiles to the number</p> | | <p>Imaginary Play *Use available role play resources to recreate experiences Use spoon puppets and hand puppets to act out the story Use story stones to sequence the story</p> <p>*Using costumes to support role play of stories Using Goldilocks and bear costumes to act out the story in the 3 bears cottage and kitchen</p> |
| | <p>Managing Self</p> <p>*Know Growth Mindset (COETL) characters – Choosing Chimp, Creative Chameleon Introduce the wooden spoon puppets and use the language in the daily life of nursery</p> <p>*keep to the nursery boundaries, rules, with some independence Implementing rewards, sanctions, rewards and routines</p> | <p>Speaking</p> <p>*Learn book vocabulary Words, pages, illustrations, story , Author, Illustrator</p> <p>*Develop story vocabulary Linked to Traditional Tales – Once Upon a Time, happily ever after etc.</p> <p>*Join in with repeated refrains in a story Talk 4 Writing - Goldilocks</p> | <p>Fine Motor</p> <p>Manipulative</p> <p>*Thread beads Making AB patterns</p> <p>*Use large tweezers to pick up small items *finger skills Using tweezers to pick items from the oats</p> <p>*Roll dough into a ball Provide play-dough to make representations of bears Add features –eyes etc.</p> <p>Mark Making *Show a preference for a dominant hand Model pencil hold</p> <p>*Copy first letter of name Copy/write first letter with adult modelling</p> <p>(all term)</p> | <p>Word Reading</p> <p>*Fill in missing phrases and words in known stories Joining in with repeated refrains Adults to stop and let the children continue with the refrain</p> <p>*Clap name syllables Clapping name for the register Circle clapping games</p> <p>*See letters from name in other words Adults point out their letters</p> <p>*Orally blend 3 syllable words (E-le-phant) Staff modelling oral blending syllables</p> | <p>Shape & Space</p> <p>*Chooses the right shape for a task Using 3D construction shapes Matching Numicon tiles to picture boards</p> <p>*Combine 2D /3D shapes to make new ones Tap a shape game Shape picture games Construction area</p> <p>*Introduce vocabulary small, medium, large Sort bears, dishes, spoons etc. by size</p> <p>*1to 1 correspondence - give each bear a bowl and a spoon and a chair Setting the dining table</p> | <p>People & Communities</p> | <p>Being Imaginative & Expressive</p> <p>*Respond to music Pen Disco</p> <p>Music *Tap name syllables Clap name/character syllables</p> <p>Imaginary Play *Use available role play resources to recreate experiences *Give puppets and characters a voice Use spoon puppets and hand puppets to act out the story Use story stones to sequence the story</p> <p>*Using costumes to support role play of stories *Begin to develop storylines with adult support</p> |

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| | | | | | | | <p>*Play alongside others involved in the same theme Using Goldilocks and bear costumes to act out the story in the 3 bears cottage and kitchen</p> <p>*Retell a familiar simple story T4W - Goldilocks</p> |
| | <p>Building Relationships</p> <p>*Engage in pretend play *Keep play going by responding to what others are doing Adults using puppets to retell the story of Goldilocks Supporting children to respond</p> <p>*Form Relationships with others Adults to support children to develop relationships</p> | | <p>Visual Discrimination</p> <p>*Match a familiar item to its shadow at tidy time Staff to encourage children to match back toys at tidy time</p> | <p>Writing Copy/write first letter with adult modelling Anti-clockwise circles Pen disco – vertical /horizontal lines</p> <p>Phase 1 Phonics Focus Aspects 5-6 *Develop understanding of alliteration Bear based alliteration – B Goldilocks based alliteration - G *Make various sounds with the voice Making character sounds from stories</p> | <p>Numerical Patterns</p> <p>Counting *Count objects, actions, sounds with 1:1 correspondence within 5 *Know different things can be counted Counting Apples daily Counting children daily</p> <p>*Copying and AB pattern Using coloured figures complete and copy an AB pattern</p> <p>*Counting a regular arrangement up to 3 Regular counting Know that the last number is 'how many'</p> | The Natural World | |

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

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| <p>Week 3 17th – 21st January</p> <p>Goldilocks - Porridge</p> | <p>Self-Regulation</p> <p>*Tolerates delay when needs not met immediately Playing turn taking games</p> <p>Taking turns to say how we feel and to choose a first activity</p> <p>*Listening to what our friends are saying they will do during activity choices</p> | <p>Listening, Attention & Understanding</p> <p>* Listen to simple stories and understand what is happening, with the help of the pictures Adults telling different versions of Goldilocks Adults telling different bear stories</p> <p>*Comment on what they hear Asking the children simple</p> | <p>Gross Motor</p> <p>As Above</p> <p>* Use large muscle movements to wave flags and streamers, paint and make marks Access to the writing shed Water buckets and brushes Water buckets and rollers Access to the writing ribbons Making clockwise and</p> | <p>Comprehension</p> <p>As Above</p> <p>* Begin to understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> | <p>Number</p> <p>Numbers Recognition *Recognise numerals 0-5 *Talk about what they are doing as they do it Explain, Reason and Justify Daily number stick work Introduce before, after and because with bears To continue throughout the term</p> <p>Using Numbers</p> | <p>Past & Present</p> <p>*Identify and handle some artefacts from the past (scales) Use different scales to weigh oats Talk about and order the scales by age</p> <p>*Comment on how things have changed through books</p> | <p>Creating With Materials</p> <p>ICT *know how to use a paint app Teach a paint app on the ipad</p> <p>Imaginary Play *Use available role play resources to recreate experiences Use spoon puppets and hand puppets to act out the story</p> |
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| Adults encouraging children to listen and respond appropriately | <p>questions containing 'what', 'how' and 'why'...</p> <p>*Learn vocabulary linked to characters Discuss what a character is, Goodie, baddie etc. Discuss who our favourite characters are</p> | <p>anticlockwise movements</p> <p>* Use large muscle movements To make beds, folding the blankets</p> | - how different texts work | <p>*Match the Numicon tile to the number to 5 *Make a set to match a numeral within 5 *Identify a missing number within 5 *Order Numbers to 5/from 5 Count out the correct number of bears Matching the Numicon tiles to the number</p> <p>Subitising *Subitise dice patterns to 3 Daily make a set and say how many without counting</p> | <p>*Changes outside their lifetime Looking at Now and Then reading book Talking about household items now and in the past using the book as a prompt for discussion</p> | <p>Use story stones to sequence the story</p> <p>*Using costumes to support role play of stories Using Goldilocks and bear costumes to act out the story in the 3 bears cottage and kitchen</p> |
| <p>Managing Self</p> <p>*Put on a Waterproof and wellies independently Daily practise putting on waterproofs and willies for the mud kitchen</p> <p>*Select activities from those available with adult help Adults to work in areas to establish firm boundaries and learning intentions</p> <p>*Be able to line up and queue Teach lining up for the garden, home etc. Explain that you go to the back when you arrive</p> | <p>Speaking</p> <p>*Talk about what I am doing Staff talking to children about the activities they are engaged in and what they intend to do</p> <p>*Know a bank of simple songs Singing When Goldilocks went to the house of the bears</p> <p>*Be able to talk about familiar books Discussing Goldilocks Story Stones to retell the story of Goldilocks</p> <p>*Learn vocabulary linked to senses and changes Dry, wet, sweet, feel, smell, taste</p> | <p>Fine Motor</p> <p>Manipulative *Roll clay into a ball Model rolling a ball Provide clay to make representations of bears Add features –eyes etc Stirring/mixing oats + Water</p> <p>Mark Making *Apply increasing pressure *Trace wavy patterns Writing first letter of name</p> <p>Scissors</p> <p>*Cut a straight line with scissors Cut out a house</p> <p>Drawing *Apply increasing pressure *Copy a cross (+), V and circle Model drawing a house</p> | <p>Word Reading</p> <p>*Fill in missing phrases and words in known stories Joining in with repeated refrains Adults to stop and let the children continue with the refrain</p> <p>*Clap name syllables Clapping name for the register</p> <p>*See letters from name in other words Adults point out their letters</p> <p>*Orally blend 3 syllable words (E-le-phant) Staff modelling oral blending syllables</p> | <p>Shape & Space</p> <p>*Name square, circle, triangle, rectangle Sorting shapes Naming them Matching them</p> <p>3D shapes *Use these appropriately in construction Construction area Staff to use correct names at tidy time Introduce names – cube, cylinder Add cylinders into the area</p> <p>*Discuss more, less, most and language of size.</p> <p>*Weighing ingredients, timing cooking,</p> <p>*Introduce vocabulary small, medium, large Sort bears, dishes, spoons etc. by size</p> | <p>People & Communities</p> | <p>Being Imaginative & Expressive</p> <p>*Respond to music *Talk about music they have heard –loud/quiet *Play loud/quiet sounds Pen Disco Talk about how it feels to make patterns when music is quiet/loud Compare how we feel</p> <p>*Learn a bank of simple songs (counting) When Goldilocks went to the house of the bears</p> <p>Drawing *Know how to care for pens, pencils etc. Talk about how to replace the lids on pens Model how to sort the pencils by colour into the pots *Know how to use a rubber Teach that rubbers only rub writing pencils Model use</p> <p>Imaginary Play *Use available role play</p> |

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| | | | | | | | resources to recreate experiences *Give puppets and characters a voice Use spoon puppets and hand puppets to act out the story Use story stones to sequence the story *Using costumes to support role play of stories *Play alongside others involved in the same theme Using Goldilocks and bear costumes to act out the story in the 3 bears cottage and kitchen *Retell a familiar simple story T4W - Goldilocks |
| | Building Relationships *Engage in pretend play *Keep play going by responding to what others are doing Adults using puppets to retell the story of Goldilocks Adults encouraging children to keep play going *Form Relationships with others Adults to support children to develop relationships | | Visual Discrimination *Match an unfamiliar shadow to a picture Lotto game *Match the letters of their name to name strip with support Name card and letter pocket work | Writing *Copy/write first letter with adult modelling *Provide a running commentary when mark making Writing the first letter of their name *Anti-clockwise circles Pen disco – vertical /horizontal lines Phase 1 Phonics Focus Aspects 5-6 *Develop understanding of alliteration Bear based alliteration – B Goldilocks based alliteration - G *Make various sounds with the voice Making character sounds from stories | Numerical Patterns Counting *Count objects, actions, sounds with 1:1 correspondence within 5 *Know different things can be counted Counting scoops Counting the correct number of bears, scoops of oats Counting favourite porridge topping Counting Apples daily Counting children daily *Count back from 5 Counting back for the carpet Counting back for being ready Quantities *Count a set out of a larger group Count out 2 eyes for the bears from a bigger group | The Natural World Exploration *Talk about differences they see in materials as they change Making porridge Using our senses to explore what it looks like in various states Taste different toppings Talk about what they see , small, feel *Observe and talk about differences they see in materials as they change Porridge ICT *Know how to find information with a computer Looking for information about bears | |

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| | | | | | *Sort items by a given criteria Sort items by size Sort favourite toppings in a pictogram | | |
| <p><i>Introduce groupings for phonics – am phonics input</i></p> <p><i>Fantastic Frogs – Environmental Sounds/silly soup – sounds at the start of words/clapping names</i></p> <p><i>Brilliant Bears – words starting with s, a.</i></p> <p><i>Amazing Alligators – oral blending cvc/recognise s,a</i></p> | | | | | | | |
| Week 4 24th – 28th January Goldilocks – Size/New chair/bed | Self-Regulation As Above <i>*Know the areas in the nursery and what we do there</i> Adults to work in areas to establish firm boundaries and learning intentions Establish safe and appropriate use of areas <i>*Know the names of feelings –proud, angry</i> Look at pictures of emotions – proud/angry/worried/excited Talk about the things which might make us feel proud/angry/worried/excited Talk about how they feel during snack time | Listening, Attention & Understanding <i>*Understand and act on longer sentences like make teddy jump or find your coat</i> Give and support children to follow instructions for tidying and transition times <i>*Able to select an object based on its use</i> Staff asking the children to pass or find...e.g. something to cut with <i>*Be able to talk about familiar books</i> Sequence Story Book | Gross Motor As Above <i>*Move freely in a range of ways</i> Hop and jump over low obstacles <i>*Hold a simple body shape in yoga</i> Bear Hunt Yoga | Comprehension As above <i>*Develop an awareness of information books</i> Look at information books about bears Use the computer to find out about these | Number <i>Numbers Recognition</i> <i>*Recognise numerals 0-5</i> <i>*Talk about what they are doing as they do it</i> Explain, Reason and Justify Daily number stick work Introduce before, after and because with bears To continue throughout the term <i>Using Numbers</i> <i>*Match the Numicon tile to the number to 5</i> <i>*Make a set to match a numeral within 5</i> <i>*Identify a missing number within 5</i> <i>*Order Numbers to 5/from 5</i> Count out the correct number of bears Matching the Numicon tiles to the number Subitising <i>*Subitise dice patterns to 3</i> Daily make a set and say how many without counting | Past & Present <i>*Comment on how things have changed through books</i> <i>*Changes outside their lifetime</i> Look at pictures of beds /chairs now and beds/chairs in the past Sort them | Creating With Materials Design & Make <i>*Plan a 3D construction (Chair for BB)</i> <i>*Talk about what they have done/made</i> <i>*Evaluate the end result</i> Media Construction kits/Recycled materials <i>*Make simple models which express their ideas</i> <i>*Exploring available resources</i> <i>*Know how to join bricks in construction kits</i> <i>*Use available construction and resources to make small world situations</i> <i>*Explore construction kits</i> Look at different chairs, beds in books and the dolls house furniture Plan what to make and which materials to use Teach how to construct by joining construction pieces Decorate this with paint etc. ICT <i>*Take a photograph on an iPad</i> Photograph their bed/chair Imaginary Play <i>*Use available role play</i> |

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| | | | | | | | resources to recreate experiences Use spoon puppets and hand puppets to act out the story Use story stones to sequence the story *Using costumes to support role play of stories Using Goldilocks and bear costumes to act out the story in the 3 bears cottage and kitchen *Retell a familiar simple story T4W - Goldilocks |
| | Managing Self *Select activities from those available with adult help Adults to work in areas to establish firm boundaries and learning intentions *Eat using a spoon and fork Model and reinforce how to use a fork to spear food and scoop food Introduce using a knife to butter, cut Teach how to use a fork to push and a knife to cut | Speaking *Know a bank of simple songs When Goldilocks went to the house of the bears *Repeat 3 body percussion patterns Making 3 patterns for children to copy – pat head, clap hands, pat knees etc. *Speak in a full sentence Staff to model and support speaking in full sentences - weekly | Fine Motor Cutlery *Use a fork to hold food still to cut *Use a knife to cut Model and encourage how to use a fork to spear food and scoop food Introduce using a knife to cut Scissors/tools *Hold scissors Making a new chair/bed for Baby Bear Painting *Use a range of printing tools *Use a large brush correctly Painting chair/bed Tools *Use a clamp and saw correctly Teach skills and provide as an outdoor activity – make a bed As Above | Word Reading *Discrimination between general environmental sounds Playing ‘If your name starts with...’ *See letters from name in other words Adults point out their letters *Orally blend 3 syllable words (E-le-phat) Staff modelling oral blending syllables | Shape & Space *Use vocabulary small, medium, large, too big, too small Test bear on the chair/bed etc. *Use 3D shapes in activities Making chairs/beds etc. | People & Communities Being Imaginative & Expressive *Respond to music Pen Disco *Listen to environmental sounds (Phonics) Phase 1 phonics games Musical instruments *Learn a bank of simple songs When Goldilocks went to the house of the bears *Pretend without an object Staff to model this in play Drawing *Draw a simple house Staff to model and provide paper Encourage children to access Imaginary Play *Use available role play resources to recreate experiences *Give puppets and characters a voice Use spoon puppets and | |

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| | | | | | | | <p>hand puppets to act out the story Use story stones to sequence the story</p> <p><i>*Using costumes to support role play of stories</i> <i>*Play alongside others involved in the same theme</i> Using Goldilocks and bear costumes to act out the story in the 3 bears cottage and kitchen</p> |
| | <p>Building Relationships</p> <p><i>*Engage in pretend play</i> <i>*Keep play going by responding to what others are doing</i> Adults working with the children in the role-play area , modelling use of characters Adults encouraging children to respond to others to extend play</p> <p><i>*Build relationships with adults/children through talk</i> Adult intervention in play Daily table sessions at snack</p> | | <p>Visual Discrimination</p> <p><i>*Match an unfamiliar shadow to a picture</i> Lotto game</p> <p><i>*Match the letters of their name to name strip with support</i> Name card and letter pocket work</p> | <p>Writing</p> <p><i>*Copy/write first letter with adult modelling</i> <i>*Provide a running commentary when mark making</i> Writing the first letter of their name <i>*Anti-clockwise circles</i> Pen disco – diagonal lines</p> <p>Phase 1 Phonics Focus Aspects 5-6 <i>*Develop understanding of alliteration</i> Bear based alliteration – B Goldilocks based alliteration - G <i>*Make various sounds with the voice</i> Making character sounds from stories</p> | <p>Numerical Patterns</p> <p>Counting <i>*Count objects, actions, sounds with 1:1 correspondence within 5</i> <i>*Know different things can be counted</i> Putting the correct number of stars on the firework Counting Apples daily Counting children daily</p> <p><i>*Count a set out of a larger group</i> Count out 2 eyes for the owl from a bigger group</p> <p><i>*Copying an AB pattern</i> Making 2 colour patterns with pegs, beads, bobbins Introduce the vocabulary AB, repeating etc.</p> <p><i>*Sort items by a given criteria</i> Sort by size</p> | <p>The Natural World</p> <p><i>*Talk about what they see and experience</i> Looking at different bears – where they live and what they look like</p> | |
| <p>Week 5 29th 31st January – 4th February</p> <p>Goldilocks – New</p> | <p>Self-Regulation</p> <p>As Above</p> <p><i>*To discuss other's feelings and responses</i> Discussing whether Goldilocks was right to go into the bear's cottage</p> | <p>Listening, Attention & Understanding</p> <p><i>*Understands and uses simple questions about 'who', 'what' and 'where'</i></p> <p><i>*Learn vocabulary linked to Christmas</i></p> | <p>Gross Motor</p> <p>As Above</p> <p><i>* Use large muscle movements to wave flags and streamers, paint and make marks</i> Use writing ribbons to</p> | <p>Comprehension</p> <p>As Above</p> | <p>Number</p> <p><i>Numbers Recognition</i> <i>*Recognise numerals 0-5</i> <i>*Talk about what they are doing as they do it</i> <i>Explain, Reason and Justify</i> Daily number stick work</p> | <p>Past & Present</p> | <p>Creating With Materials</p> <p>Design & Make <i>*Plan a 3D construction (Chair for BB)</i> <i>*Talk about what they have done/made</i> <i>*Evaluate the end result</i></p> |

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| chair/bed Writing | Right and wrong! Philosophy style Was goldilocks naughty? What would you have done? | Celebrate, Christians, Santa, presents, cards, nativity, manger etc. Provide role play house with a log cabin enhancement. Model language and play. | make anti-clockwise movements <i>*Hold a simple body shape in yoga</i> Bear Hunt Yoga | | Introduce before, after and because with bears To continue throughout the term <i>Using Numbers</i> <i>*Match the Numicon tile to the number to 5</i> <i>*Make a set to match a numeral within 5</i> <i>*Identify a missing number within 5</i> <i>*Order Numbers to 5/from 5</i> Count out the correct number of bears Matching the Numicon tiles to the number <i>Subitising</i> <i>*Subitise patterns to 3</i> Daily make a set and say how many without counting | | Media Construction kits/Recycled materials <i>*Make simple models which express their ideas</i> <i>*Exploring available resources</i> <i>*Know how to join bricks in construction kits</i> <i>*Explore construction kits</i> Look at different chairs, beds in books and the dolls house furniture Plan what to make and which materials to use Teach how to construct by joining construction pieces Decorate this with paint etc. Imaginary Play <i>*Use available role play resources to recreate experiences</i> Use spoon puppets and hand puppets to act out the story Use story stones to sequence the story <i>*Using costumes to support role play of stories</i> Using Goldilocks and bear costumes to act out the story in the 3 bears cottage and kitchen |
| | Managing Self As Above | Speaking <i>*Use plurals</i> Staff assess through talk and target to correct <i>* Respond to an adult's question</i> Talk about their experiences of new year and compare to Chinese New Year <i>*Know a bank of simple songs</i> | Fine Motor As Above <i>Manipulative</i> <i>*use fine motor skills with increasing control</i> <i>Scissors/tools</i> <i>*Hold scissors</i> Making a new chair/bed for Baby Bear Painting <i>*Use a range of printing tools</i> | Word Reading <i>*Know that signs have meaning</i> Adults to read signs and model reading them to the children in the hospital role play area and around the nursery <i>*See letters from name in other words</i> Adults point out their letters | Shape & Space <i>*Use 3D shapes in activities</i> Making chairs/beds etc. <i>*Use vocabulary small, medium, large, too big, too small</i> Test bear on the chair/bed etc. | People & Communities | Being Imaginative & Expressive <i>*Respond to music</i> <i>*Talk about music they have heard –loud/quiet</i> <i>*Play loud/quiet sounds</i> Pen Disco Talk about how it feels to make patterns when music is quiet/loud Compare how we feel <i>*Learn a bank of simple songs</i> |

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| | | <p>Learning songs about CNY</p> <p>*Start a conversation with adults and friends Adults to support children to initiate conversations</p> | <p>*Use a large brush correctly Painting chair/bed</p> | <p>*Orally blend 3 syllable words (E-le-phat) Staff modelling oral blending syllables</p> | | | <p>When Goldilocks went to the house of the bears</p> <p>Imaginary Play *Use available role play resources to recreate experiences *Give puppets and characters a voice Use spoon puppets and hand puppets to act out the story Use story stones to sequence the story</p> <p>*Using costumes to support role play of stories *Play alongside others involved in the same theme Using Goldilocks and bear costumes to act out the story in the 3 bears cottage and kitchen</p> <p>*Retell a familiar simple story T4W - Goldilocks</p> |
| | <p>Building Relationships</p> <p>As Above</p> <p>*Engage in pretend play *Keep play going by responding to what others are doing Adults working with the children in the role-play area , modelling use of Bears cottage resources</p> | | <p>Visual Discrimination</p> <p>*Recognise something when only shown part of the object Playing What's in the Bag</p> | <p>Writing</p> <p>*Copy/write first letter with adult modelling *Provide a running commentary when mark making Writing the first letter of their name *Anti-clockwise circles Pen disco – zig zags</p> <p>*Make Marks Writing a speech bubble for Baby Bear</p> <p>Phase 1 Phonics Focus Aspects 5-6 *Develop understanding of alliteration Bear based alliteration – B Goldilocks based alliteration - G</p> | <p>Numerical Patterns</p> <p>Counting *Count objects, actions, sounds with 1:1 correspondence within 5 *Know different things can be counted Putting the correct number of bears on the number Counting Apples daily Counting children daily</p> | The Natural World | |

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| | | | | <i>*Make various sounds with the voice</i> Making character sounds from stories | | | |
| Week 6 7th – 11th February Chinese New Year (1st -15th) | Self-Regulation As Above | Listening, Attention & Understanding <i>*Listen and respond to the story of Chinese New Year</i> (ppt) Talk about the animals Look at and discuss Chinese New Year celebrations <i>* Respond to an adult's question</i> Adults to ask the children questions <i>*Ask a question with support</i> Adults to model asking a question and support children to frame one | Gross Motor * Use large muscle movements with increasing control and co-ordination Making a group Chinese dragon dance | Comprehension *Listen and respond to stories by answering simple questions *Listen to a full story and answer questions *Talk about key features of a familiar story *Say who was in the story (character) *Say where they were (setting) *Say what they did Listen and respond to the stories – Lanterns and Firecrackers Dat's New Year E-book Power Point *Discrimination between general environmental sounds Playing 'If your name starts with...' | Number Numbers Recognition *Recognise numerals 0-5 *Talk about what they are doing as they do it Explain, Reason and Justify Daily number stick work Introduce before, after and because with dragons To continue throughout the term Using Numbers *Match the Numicon tile to the number to 5 *Make a set to match a numeral within 5 *Identify a missing number within 5 *Order Numbers to 5/from 5 Count out the correct number of dragons Matching the Numicon tiles to the number Subitising *Subitise patterns to 3 Daily make a set and say how many without counting | Past & Present | Creating With Materials *Explore resources Available Make lanterns Etc. Imaginary Play *Use available role play resources to recreate experiences Use characters to act out the story Use story stones to sequence the story *Using costumes to support role play of stories Using Chinese Restaurant costumes and resources to act out experiences Imaginary Play *Use available role play resources to recreate experiences Use characters to act out the story Use story stones to sequence the story *Using costumes to support role play of stories Using Chinese Restaurant costumes and resources to act out experiences |
| | Managing Self Health & self-care Provide opportunity to discuss hand hygiene when cooking – Chinese food As Above | Speaking * Respond to an adult's question Talk about their experiences of new year and compare to Chinese New Year *Know a bank of simple songs | Fine Motor Manipulative *use fine motor skills with increasing control Cutting veg for stir fry Finger gym chopsticks and wok Cut and fold own red envelope | Word Reading As Above *Blend compound words (snow-man) | Shape & Space *Understand and use comparative language long/short Compare length of paper chains *Recognise 1p and 2p coins | People & Communities Our Community Cultural Diversity * Begin to be aware that different cultures have special stories and celebrations (CNY) Learning about CNY – | Being Imaginative & Expressive *Respond to music Pen Disco *Responding to Music /Dance Creating a Dragon Dance |

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| | | <p>Learning songs about CNY</p> <p>*Start a conversation with adults and friends Adults to support children to initiate conversations</p> <p>* Listen to simple stories and understand what is happening, with the help of the pictures Talk about the animals Look at and discuss Chinese New Year celebrations</p> <p>*Learn and use vocabulary linked to Chinese New Year and Chinese Restaurants Animals names, Emperor, race Waiter, chef, starter, main course, dessert, noodles, chopsticks, restaurant, menu, booking, order</p> | <p>*Hold a pencil between 2 fingers and thumb Write Chinese letters Modelling correct pencil grip Tiger to colour Using chopsticks to eat/finger gym</p> | | <p>Teach coins, sort coins, look at size</p> | <p>How it is celebrated Compare to Bonfire Night Compare to Diwali</p> <p>*Know about some cultural traditions from other cultures Look at books/power points etc. CNY 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</p> <p>*Know it is ok to be different Discussing that it is ok to be different</p> | <p>*Move to match their mood *Play fast/slow sounds *Talk about music they have heard –fast/slow Moving to match a steady beat Changing to fast/slow</p> <p>*Explore musical instruments Watching videos of a Dragon/Lion dance Looking at instruments *Learn instrument names Teaching the names of the instruments</p> <p>*Substitute an object in role play Adult modelling the use of alternatives to noodles, food etc.</p> |
| | <p>Building Relationships</p> <p>*Engage in pretend play Adults working with the children in the role-play area, modelling use of restaurant resources, roles etc.</p> | | <p>Visual Discrimination</p> <p>*Match an unfamiliar shadow to a picture Lotto game</p> <p>*Match the letters of their name to name strip with support Name card and letter pocket work</p> | <p>Writing</p> <p>*Copy/write first letter with adult modelling *Provide a running commentary when mark making Writing the first letter of their name Pen disco – wavy lines</p> <p>Phase 1 Phonics Focus Aspects 5-6 *Develop understanding of alliteration Name based alliteration *Make various sounds with the voice Making character sounds from stories</p> | <p>Numerical Patterns</p> <p>Counting *Count objects, actions, sounds with 1:1 correspondence within 5 *Know different things can be counted Putting the correct number of stars on the firework Counting Apples daily Counting children daily</p> <p>*Compare the size of sets (within 3) using the language more/less/the same Which tree has the most baubles</p> | <p>The Natural World</p> <p>*Talk about what they see and experience Cooking Chinese food Exploring using senses</p> | |
| <p>Week 7 14th – 18th February</p> | <p>Self-Regulation</p> <p>As Above</p> | <p>Listening, Attention & Understanding</p> <p>*Learn vocabulary linked to Chinese New Year and</p> | <p>Gross Motor</p> <p>* Use large muscle movements with</p> | <p>Comprehension</p> <p>As Above</p> | <p>Number</p> <p>Numbers Recognition *Recognise numerals 0-5 *Talk about what they</p> | <p>Past & Present</p> | <p>Creating With Materials</p> <p>*Explore resources Available Make lanterns</p> |

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| Chinese New Year | | <p>Chinese Restaurants Animals names, Emperor, race Waiter, chef, starter, main course, dessert, noodles, chopsticks, restaurant, menu, booking, order</p> <p><i>* Listen to simple stories and understand what is happening, with the help of the pictures</i> Introduce Dat's New Year</p> | <p>increasing control and co-ordination Making a group Chinese dragon dance</p> | | <p>are doing as they do it Explain, Reason and Justify Daily number stick work Introduce before, after and because with dragons To continue throughout the term</p> <p>Using Numbers <i>*Match the Numicon tile to the number to 5</i> <i>*Make a set to match a numeral within 5</i> <i>*Identify a missing number within 5</i> <i>*Order Numbers to 5/from 5</i> Count out the correct number of coins Matching the Numicon tiles to the number</p> <p>Subitising <i>*Subitise patterns to 3</i> Daily make a set and say how many without counting</p> | | <p>Fans Lucky Red Envelopes Dragons</p> <p>Imaginary Play <i>*Use available role play resources to recreate experiences</i> Use characters to act out the story Use story stones to sequence the story</p> <p><i>*Using costumes to support role play of stories</i> Using Chinese Restaurant costumes and resources to act out experiences</p> |
| | <p>Managing Self As Above</p> | <p>Speaking</p> <p><i>* Use consonants correctly (k/c, g, f, s and y)in my consonant range</i> Staff to assess during speech and support to correct</p> <p><i>*Comment on what they hear</i> Talk about Dat's experience of New Year</p> <p><i>*Know a bank of simple songs</i> Learning songs about CNY</p> | <p>Fine Motor As Above</p> | <p>Word Reading</p> <p><i>*Recognising their name</i> Recognising their name from their name card Name card games</p> | <p>Shape & Space</p> <p><i>*Use language long, short, longer, shorter</i> Making paper chains for dragons Dragon dancing</p> <p><i>*Recognise 1p and 2p coins</i> Teach coins, sort coins, look at size</p> | <p>People & Communities Our Community Cultural Diversity</p> <p><i>* Begin to be aware that different cultures have special stories and celebrations (CNY)</i> Learning about CNY – How it is celebrated Compare to Bonfire Night Compare to Diwali</p> <p><i>*Know about some cultural traditions from other cultures</i> Look at books/power points etc. CNY Knowing the Chinese believe in lucky red envelopes Cut and fold own red envelope Cooking and tasting food</p> | <p>Being Imaginative & Expressive</p> <p><i>*Responding to Music /Dance</i> <i>*Talk about music they have heard –fast/slow</i> Creating a Dragon Dance</p> <p><i>*Move to match their mood</i> <i>*Play fast/slow sounds</i> Moving to match a steady beat Changing to fast/slow</p> <p><i>*Explore musical instruments</i> Watching videos of a Dragon/Lion dance Looking at instruments</p> |

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| | | | | | | <p>from another country Knowing which animal they are</p> <p><i>*Know it is ok to be different</i> Discussing that it is ok to be different</p> | |
| | <p>Building Relationships</p> <p><i>*Engage in pretend play</i> Adults working with the children in the role-play area, modelling use of restaurant resources, roles etc.</p> | | <p>Visual Discrimination</p> <p>As Above</p> | <p>Writing</p> <p><i>*Copy/write first letter with adult modelling</i> <i>*Provide a running commentary when mark making</i> Writing the first letter of their name <i>*correct pencil hold</i> Chinese letters on lanterns</p> | <p>Numerical Patterns</p> <p>Counting <i>*Count objects, actions, sounds with 1:1 correspondence within 5</i> <i>*Know different things can be counted</i> Putting the correct number of coins on a lucky envelope Counting Apples daily Counting children daily</p> <p><i>*Compare the size of sets (within 3) using the language more/less/the same</i> Which envelope has the most coins</p> | <p>The Natural World</p> <p><i>*To name different animals</i> Look at animals in the story Which are actual animals or mythical animals?</p> | |