

Oak Tree Foundation Stage Unit. Medium term plans Spring Term 3 2016

Topic: Goldilocks/Going on Bear Hunt (FS2..Harry and the dinosaurs)

Area of learning experience	Developmental matters	Key activities and resources	Notes
<p>Communication and Language .</p>	<p>Listening and attention Listen with interest to the noises adults make when they read stories...listen to stories with increasing attention and recall... Listens to others one-one or in small groups when conversation interests them. Focusing attention -still or do, but can shift own attention</p> <p>Understanding Identify action words by pointing to the right picture..follow as story/rhyme with pictures/prompts.. Understands use of objects.. Responds to simple instructions..</p> <p>Speaking.. Uses language as a powerful means of widening contacts sharing feelings, experiences and thoughts..</p>	<p>Story making based on 3rd traditional tale "Goldilocks and the 3 bears"...linking in the Bear Hunt story and other bear stories...use of puppets to re-tell the story.. Continue to promote good listening and speaking skills in news/snack/group SEAL discussion time...start Jigsaw programme.. Promote sustained concentration through child-initiated activities..</p> <p>To follow different versions of the traditional tale and other stories.. To follow instructions when following class routines...making puppets for traditional tale..making beds to fit the bears in...Follow key directions in Going on a bear hunt story..</p> <p>FS1..start Rhyme time challenge... Through indoor/outdoor role-play areas...linked</p>	

<p>Literacy</p>	<p>Include a brief story-line into their play... Beginning to use more complex sentences to link thoughts. Builds up vocabulary that reflects the breadth of their experiences...</p> <p>Reading.</p> <p>Has some favourite stories, rhymes, songs, poems, jingles... Enjoys rhyming and rhythmic activities...begin to hear initial phonemes in words and link letters to sounds.. Handles books carefully and looks at books independently..</p> <p>Writing...</p> <p>Distinguishes between the different marks they make... Ascribe meaning to marks that they see in different places....begins to break flow of speech into words..</p>	<p>to Goldilocks story and other bear stories..join in repeated refrains...</p> <p>Praise attempts at using key vocabulary adult modelled in different activities..</p> <p>Learn the Goldilocks rhyme..FS1..Letters and Sounds..Phase 1..FS2..re-visit Phase 2 phonemes and introduce Phase 3..using Jolly Phonics/Edu city/Espresso/Penpals... FS2..continue to play Phase 2 tricky word bingo and start phase 3 tricky word bingo..start Rigby Star guided erading groups as well as weekly ORT book sessions...</p> <p>Use wide range of mark making implements in indoor/outdoor/child-initiated and adult -led activities...FS1..over-writing and tracing focus..FS2..name-tracing/handwriting patterns..emergent news and traditional tale writing using scaffolds..literacy assessments..</p>	
<p>Mathematics</p>	<p>Numbers..</p> <p>Recites some number names in sequence. Uses some number names accurately in play.. Realises not only objects but</p>	<p>Number rhymes/songs..number walks..counting activities at snack-time..FS1..Abacus activities..FS2..Number targets...counting on/from activities to 20...use IWB games as well as real</p>	

Understanding the world

anything can be counted including steps,claps,jumps..
Recognise some numerals of personal significance

Shape Space Measures..

Begins to use the language of size..

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Selects a particular name shape..

People and communities.

Has a sense of own immediate family and relations..

Remembers and talks about significant events in their own experience.

Enjoys joining in with family customs and routines..

The world.

Enjoys playing with small world models e.g farm, garage, train track.

Notices detailed features of

objects....**Big Maths Learn-its...and introduce written methods earlier..**

Sorting and grouping objects in different areas of the learning environment..recognising and writing numbers from 1 to 20..

FS1/2..Sorting 2D/3D shapes..discussing properties..looking at patterns and making patterns with real objects and mark-making...comparing and ordering sizes linked to 3 bears story..

Measuring ingredients for cooking activities..using scales/balances and discussing and exploring heavy and light objects..

Opportunity to discuss Busy books..take home project and Learning journey books..

Encourage discussion in small groups about their own significant experiences..link to Goldilocks story..touch on strangers/safety/others peoples space..

Discuss and take part in activities based on the Chinese New Year..

Look at school environment..whats good and ways to improve..children to take photos before/after..get a composter..raking leaves..use of leaf costumes as leaf warriors..write letters to PTA to buy child friendly bins..design posters to take litter home..

objects in their environment.
Developing an understanding of growth decay and changes over time..

Technology.

Operates mechanical toys e.g turns the knob on wind up toy or pull back on a friction car..
Knows how to operate simple equipment.e.g turns on a CD player..
Completes a simple programme on a computer

Exploring and using media and materials..

Joins in singing favourite songs..build a repertoire of songs up...

Experiments with blocks, colours and marks..
Explores colours and how colours can be changed..
Realises tools can be used for a purpose..

Being imaginative.

Beginning to make believe by pretending...
Uses movement to express

Explore different toys..in different textured world trays.....with natural objects like stones/leaves/sticks etc...

Take part in Going on a bear hunt outside using natural and man made objects to tell the story...Weather walks..noticing change...
Also talking about changes in the stages of the cooking activities..

FS2..encourage independence in a wide range of ICT activities from CDplayer/cameras/dance mat/walkie-talkies etc..FS1..use child friendly cameras and build up other ICT toys experience...FS2..also catch children using the IWB games covered so far in adult-led sessions..

START THE MUSIC sessions to continue..also introduce more of our repertoire of songs..develop musical areas outside as well as inside..e.g music mat..stage for dancing..variety of pop and music from other cultures..making own musical instruments..
Free painting/observational drawing of real objects...FS2..Winter scenes and tonking effect..FS1..work on large scale 3 bears display..using different materials..

Using story maps/puppets/prop/masks/dressing up

Expressive arts and design

Physical development

feelings..
Engages in imaginative role-play based on own first hand experiences...create simple representations of people and events..

Moving and handling.

Runs safely on whole foot..
Moves freely and with pleasure and confidence in a range of ways..

Negotiates space successfully when playing racing and chasing games with other children adjusting speed or change in direction to avoid obstacles..

Draws lines and circles using gross motor skill movements. Using one- handed tools and equipment..beginning to hold pencil correctly..

Health and self-care.

Helps with clothing..puts on hat, unzips zippers..

Beginning to be independent in self-care...

Can usually manage washing and drying hands..Show an understanding of basic safety when using new objects in new

clothes to re-tell Goldilocks and Bear hunt story with increasing confidence..both indoors/outdoors..change role-play areas into their choices as well e.g shops whatever their interest is at time..

Provide range of equipment including opportunities for balancing and travelling..use of push around toys/bikes/balls..

FS2..Val Sabin lesson on Space and using small equipment e.g beanbags/hoops..make a stage to encourage dance..

Writing activities..use of tweezers in sand/water tray...use of scissors/simple tools when making objects linked to Bear stories...using the tools safely...

Continue to praise self-help skills...use of books to promote those skills and threading cards..zip up dolls clothes and dressing up clothes..

Personal, Social, Emotional development..

situations...

Making relationships.

Shows affection and concern for people who are special to them.

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults...

Self confidence and self awareness.

Separates from main carer with support and encouragement from a familiar adult.

Expresses own preferences and interests.

Shows confidence in asking adults for help.

Managing feelings and behaviour.

Can express their own feelings such as sad/happy/cross/worried/scared.

Aware that some actions can hurt or harm others.

Beginning to accept the needs of others and can take turns and share resources sometimes with support from others.

When using tools to make 3 bears display....

Jigsaw Dreams and Goals activities...

Continue to reinforce and celebrate use of Golden rules...

Play plenty of group games that explicitly teach social skills..

Celebrate children taking pride in the activities they do...FS2..start Headteachers awards...

Continue to read stories about feelings and discuss them..help the children to be feeling detectives...talk about Goldilocks behaviour in the story was it right/wrong..did she feel lonely..

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