

Oak Tree Foundation Stage Unit. Medium term plans Spring Term 3 2023

Topic: Goldilocks/Going on Bear Hunt/The Gruffalo/Harry and the dinosaurs.. see extra Twinkl plans too.

Area of learning experience	Developmental matters	Key activities and resources	Notes
<p>Communication and Language .</p>	<p>See Statutory framework for EYFS Sept 2021 and Birth-5 matters non-statutory guidance</p> <p>e.g Quality conversations with adults in a language rich environment...adults commenting on what the child is interested in and doing and adding new vocabulary to build on the child`s language effectively...frequent reading to children engaging them actively in stories, rhymes, non-fiction, poems and songs..sensitive questioning that invites pupils to elaborate..children become comfortable using a rich range of vocabulary and language structures.</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..</p> <p>Continue to promote good listening and speaking skills in news/snack/group discussion time... Promote sustained concentration through child-initiated activities..</p> <p>To follow different versions of the traditional tale and other stories..</p> <p>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>Through indoor/outdoor role-play areas...linked to Goldilocks story and other bear stories..join in repeated refrains...</p> <p>Praise attempts at using key vocabulary adult modelled in different activities..use Vocab Vera and topic word mats..</p>	<p><u>Harry and the dinosaurs children will read, write, count and explore dinosaurs in different learning environments..</u></p> <p><u>Staff are also always looking out and listening to children`s ideas e.g they asked to play shops last term so we created an outdoor shop...we will continue to promote and use their ideas in their learning experiences as well as what we plan as a school.</u></p>
<p>Literacy</p>	<p>Develop a lifelong love of reading..develop language comprehension and word reading..it develops through adult talking to them about the world around them and sharing different books with them..teach skilled word reading, focus on decoding and speedy recognition of familiar printed words..writing involves transcription and composition..</p>	<p>RWI see sep plans forFS2 ...</p> <p>Learn the Goldilocks rhyme....listen and re-tell stories they have heard e.g Going on a bear hunt..The gruffalo..encourage them to use key vocabulary and tell the story with expression..using different voices..</p> <p>Use wide range of mark making implements in indoor/outdoor/child-initiated and adult -led activities....FS2..name-tracing/handwriting patterns.emergent news and traditional tale writing using scaffolds..literacy assessments..speech bubble writing exploring what the characters are saying..</p>	<p>Book Spine book: The Gruffalo..</p> <p>CFS/Den: Bear theme..</p>
<p>Mathematics</p>	<p>Develop a strong grounding in number..develop a deep understanding of numbers to 10..the relationships between them and the patterns within those numbers..using physical objects and 5 and</p>	<p>Power Maths scheme and lessons in place..use Number blocks clips and resources too..Number rhymes/songs..number walks..counting activities at snack-time.. Big Maths Learn-its...and introduce written methods earlier..</p> <p>Sorting and grouping objects in different areas of the learning</p>	

10 frames..develop relevant vocabulary..rich curriculum opportunities to develop reasoning skills across all areas of mathematics including SSM..`have a go` attitude..not be afraid to make mistakes..
<https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-series-1/>

environment..recognising and writing numbers from 1 to 10..
 FS2..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..

Understanding the world

Compare and contrast characters from stories, including figures from the past.
 Draw information from a simple map.
 Understand that some places are special to members of their community.
 Recognise that people have different beliefs and celebrate special times in different ways.
 Recognise some similarities and differences between life in this country and life in other countries.
 Explore the natural world around them.
 Describe what they see, hear and feel whilst outside.
 Recognise some environments that are different to the one in which they live.
 Understand the effect of changing seasons on the natural world around them.

MB plans Science sessions..
 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 celebrations including Chinese New Year..see Wilts RE scheme for specific lessons.
 Geography:Look at school environment..Draw maps of our school. Draw a map of the bear hunt
 Take part in Going on a bear hunt outside using natural and man made objects to tell the story...Weather walks..noticing change...

FS2..encourage independence in a wide range of ICT activities from CDplayer/cameras/dance mat/walkie-talkies etc...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..

Expressive arts and design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 Create collaboratively, sharing ideas, resources and skills.
 Listen attentively, move to and talk about music, expressing their feelings and

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 Charanga music unit 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..Colour monster feelings painting and colour mixing, Winter scenes and tonking effect...
 Using story maps/puppets/prop/masks/dressing up 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..

<p>Physical development</p>	<p>responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> <p>All round development enabling them to pursue happy, healthy and active lives..sensory exploration, developing strength...creating games to develop core strength, stability, balance, spatial awareness and agility..both gross and fine motor skills..hand-eye coordination that links to early Literacy..repeated and varied opportunities of puzzles, small world, small tools, arts and crafts to develop control and confidence.</p>	<p>Provide range of equipment including opportunities for balancing and travelling..use of push around toys/bikes/balls.. Acorn class are getting used to words we use in Design and Technology e.g join, create, make etc..make obstacle courses linked to Going on a bear hunt and The Gruffalo.. FS2..new PE scheme in place see Mr Yeo plans.. Writing activities. Use of tweezers in sand/water tray...use of scissors/simple tools when making objects...using the tools safely...</p>	
<p>Personal, Social, Emotional development..</p>	<p>Developing positive attachments that shape their social world..strong, warm and supportive relationships with adults to enable them to understand their feelings and those of others..self-regulation..should be supported be able to manage emotions develop a positive sense of self, set themselves simple goals..have confidence in their abilities and persist (have resilience) learn to look after their bodies, learn to make good friendships and co-operate and solve conflicts.</p>	<p>JH covers PSHE lessons see SCARF planning..looking after ourselves.. Continue to praise self-help skills...use of books to promote those skills and threading cards..zip up dolls clothes and dressing up clothes.. Continue to use Thrive and work on class and individual themes.. 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.. 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.. British values respect and tolerance</p>	

<u>W/B</u>	<u>6/9th Jan</u>	<u>16th Jan</u>	<u>23rd Jan</u>	<u>30th Jan</u>	<u>6th Feb</u>
Literacy	Harry and his Bucket of Dinosaurs	Gruffalo	Bear Hunt	Goldilocks and Three Bears	Goldilocks and Three Bears
Understanding the World	School walk	Draw maps of our school	Going on a bear hunt weather walk	Going on a bear hunt map	Compare our weather with Australia
Expressive Art and Design	Colour monster- colour mixing feelings Music Charanga Everyone unit	Colour monster- colour mixing feelings Music Charanga Everyone unit	Winter scene- water colours Music Charanga Everyone unit	Draw a bear, mount on winter scene Outdoor make a bed for the bears Music Charanga Everyone unit	Snow scene wax resist Music Charanga Everyone unit
RE	Celebrations Happy new year	22 nd Jan Chinese/Luna new year	Luna new year 23 rd January	Nowruz - Persian New Year	Holi- Hindu festival
PSHE	See scarf plans				

Continuous provision activities ongoing inside and out.