Medium Term Planning for: Owls Spring 1 23/24

	Week 1 4/1/24 (2 days)	Week 2 8/1/24	Week 3 15/1/24	Week 4 22/1/24	Week 5 29/1/24	Week 6 5/2/24	Week 7 12/2/24
Communication and language focus.	New Years resolutions. Setting challenges.	We're going on a bear hunt. Talk for writing and innovation to use areas in our village to take the bear through, over, under or round.		Walk to the park to find the bear on the bench. This is the bear. Talk for writing and innovation to be a different toy.		Winnie the Pooh Setting up the back garden like the 100 acre wood with the toy characters. Talk for writing and innovation to plan a rhyme for Pooh bear to sing. .	
	E.L.G. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
Continuous provision.	Teddy bears tea party. Teddy bear, teddy bear touch the ground rhyme physical area. Winter polar bear play with ice cubes. Bear cave area for hibernation. Mini orienteering and treasure hunt.			Toy museum of 80's toys. Bear puzzles and games. Knex playground building. Making a rubbish dump, sortig different materials into bins.		Reading to a bear and recording your own story telling. 100 acre wood play. Honey pot jars and bumble bees, maths number bonds.	
Forest School main focus.		Signs of winter.	Fire safety	Cooking over a fire. Embers baking.	Cooking over a fire. Boiling over heat.	Story focus on the end of hibernation.	Looking for bulb stems and early spring signs.
Personal, social and emotional focus. (Taken from Cambs PSHE service)		To name and describe themselves, and people in their class, and notice how they are similar and different.	To name and describe their family and show interest in other people's families	To describe things which are important to them and their family	To recognise similarities and differences between classmates' everyday activities at home	To notice and describe some features of life in other countries.	. To show interest in and equally value a range of people and the variety of ways they live their lives
Physical development .	Marching in time to music.	Make a marching pathway, Negotiating space and obstacles with	Create own dance using the idea of toy soldiers. Share their creations	Create a piece of dance with a clear start and finish. Work cooperatively with others.	Develop different shapes in gymnastics. Straight, star and tuck.	Perform straight, star and tuck shapes.	Link together movements to perform different shapes of their own invention.

		consideration of others.	explaining the processes used.		Demonstrate strength balance and coordination.	Demonstrate strength balance and coordination.	Share their creations explaining the processes used.
Literacy. See Talk for writing in communication and language.		Phonics sound of the week. F – fishing game on terrace Frogs and lily pads for maths work. Flag making Faces. – play dough or plasticine.	Phonics sound of the week. E – eggs and nexts. Elmer the elephant painting. Exercise station.	Phonics sound of the week. L – lollipop sticks crafting Lorries Letter writing and post box.	Phonics sound of the week. H – horses and stables Hunting – binocular reading of cvc words. Hairdressers – brushes and glitter wigs.	Phonics sound of the week. Sh – shell pictures Shopping games and role play. Ships and sharks water play.	Phonics sound of the week. R – robot junk modelling Rice pictures Rainbows
Maths Recognition and counting.	Addition and subtraction. Numbers up to 10.	Addition and subtraction Numbers up to 10.	Addition and subtraction up to 10 including money.	Length and Height	Length and height	Capacity and weight	Capacity and weight
Understanding the world.		Looking for seasonal changes – signs of winter linked to forest school work.	Identify and compare the suitability of a variety of everyday materials, Plastic, fabric and paper dolls.	Identify and compare the suitability of a variety of everyday materials, including wood, metal and rock construction toys.	What material makes the best spinning top toy? Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.	Find out how the shapes of solid objects made from some materials can be changed by squashing, and stretching. Investigation with different materials, foil, paper, wool, fabrics. Linked to stretchy toys	Find out how the shapes of solid objects made from some materials can be changed by bending,and twisting Investigation with different materials, foil, paper, wool, fabrics. Linked to fidget toy designs.
Creative arts and design.		Looking at the work of EH shepherd, who was	Experiment with **mark making** using different media. HB pencils,	Experiment with **mark making** using different	Experiment with **mark making** using different media. Fine pens.	Create simple representations of events, people and objects.	Experimenting with texture. Can I make my bear look fluffy?

		he, what did he use for his art work. Books available in continuous provision. – Looking at illustrators.	can I make light and dark shades?	media. Range of different pencils.		Bears from the toy museum.	
R.E.		Finding out about Simchat Torah and how it makes Jewish people feel.	I know the importance of the Torah to the Jewish community.	I know the story of Moses.	I know the Torah is shown respect in the synagogue.	I know what a mezuzah is and how it is important in Jewish life.	Assessment tasks and learning reflection.
	E.L.G. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;						
Extended writing opportunities		What do I think about EH Shepherd's sketches?		The story of Moses.			Designing my own fidget toy.