

Term: Spring 2

Week: 2

Staff: VM, NP, AB, KL LF JA

Weekly Overview

WB: 26/02/18

Topic(s): Goldilocks and the three bears

Communication & Language

Traditional rhymes and stories
Goldilocks – variety of versions
Who? What? Where? What? Bags to encourage oral storytelling
Non fic – bears
Recipes – porridge
Rhymes and action songs
Whats in the bag?
Who's been eating my porridge?
Activity – children identify others by voice
Kims game Goldilocks items
Intro diff adjectives – link with finding out area

PSED

Learning rules/routines of school and the classroom
Personal hygiene (washing hands)
Taking part in circle time
Expressing likes and dislikes
Developing social skills
Stranger danger - should Goldilocks have gone into the bears house?
Talk about the importance of saying sorry
Talk about our favourite bears and why they are special
Speech bubbles – what might the characters be saying?

Physical Development

Taking risks (CoEL) soft play apparatus – variety of layouts to encourage diff ways of travelling / jumping etc
Gaining confidence and control with large and small equipment
Moving bodies in different ways, controlling movements
Handling tools correctly e.g. scissors, pencils, brushes with increasing control
Fine motor control – rainbows /pompoms and tweezers

Literacy

Writing own names and letters
Letter writing
Read traditional stories– Goldilocks - sequencing stories, predicting what might happen next
Story stones / puppets - retell
Encouraging chn to answer who?
When? Where? Questions
Hot seating / Picture talk – can we make up a different ending
RWi in differentiated groups
CVC words – applying skills
Invitations for teddy bears picnic

Mathematics

Counting in order to 10 / 20
Representing numbers using fingers, marks etc
Adding / taking away 1 / 2
Naming and describing 2D and 3D shapes
Bears – sorting to own criteria
Size vocabulary
Measuring – length and weight
Measuring when baking
Becoming familiar with numicon, playing with it in the continuous provision – modelling simple staircase

Understanding the World

Textures interactive display on finding out shelves – intro vocab soft, hard, cold, etc use all senses to explore
Observe and record the weather and changing seasons – relate to snow!
Use computer 2 simple / simple city
Explore sound and music patterns
Make new chair for baby bear
Talk about textures on each of chairs whet could we use
Make porridge and try – what will we put on top? Syrup , sugar?
Playdough – make bear faces of diff sizes using circles and decorating

Expressive Arts and Design

Mackenzie Thorpe – pets –create own representation
Painting pictures/junk model create own bears
Experimenting with mixing colours
Singing and experimenting with sounds and instruments
Body percussion
Role play three bears cottage
Goldilocks song

Characteristics of Learning

Having own ideas Set problem - talk in groups about what ideas have we got to solve it
Link to changes in food work / seasons - encourage children to say what they think will happen and say why.
Reviewing In block / workshop area - adult to work alongside talking about what child likes and what they could change next time.
Adult to work alongside the children following their interests and encourage them to talk about how they could make work better

