



Oswald Road

Nursery Spring 2 Medium term plan: Bears - Round and round the garden like a teddy bear

Themes/Interests/Lines of Enquiry	27th Feb - 3rd Mar	6 - 10th Mar	13 - 17 <sup>th</sup> Mar	20 - 24 <sup>th</sup> Mar	27 <sup>th</sup> - 31st Mar
Quality Texts	 Everywhere Bear by Julia Donaldson	 Can't you Sleep Little Bear by Martin Waddell	 We're going on a bear hunt by Michael Rosen	 Peace at last	 All About Bears
Shared Read Texts	 Brown Bear, Brown Bear what did you see? by Bill Martin Jr	 Polar Bear, Polar Bear What do you Hear? By Bill Martin Jr	 Snow Bears by Martin Waddell	 The Koala who Could by Rachel Bright	 We're going on an Egg Hunt by Laura Hughes (Easter)
Enrichment			Parent stay and play - teddy bears picnic		Egg hunt
CL: Listening, attention and understanding / Speaking	Role Play –  Small world – We're going on a bear hunt story characters	Role Play –  Small world – Bears habitat	Role Play –  Small world – We're going on a bear hunt story characters	Role Play –  Small world – Bears habitat	Role Play –  Small world – Bears habitat
Personal, Social & Emotional Development	Jigsaw: Healthy me Exercising bodies  Class Charter/Rights Respecting Articles	Jigsaw: Healthy me Physical activity  Class Charter/Rights Respecting Articles	Jigsaw: Healthy me Healthy food  Class Charter/Rights Respecting Articles	Jigsaw: Healthy me Sleep  Class Charter/Rights Respecting Articles	Jigsaw: Healthy me Keeping clean  Class Charter/Rights Respecting Articles

<b>Physical Development: Gross Motor</b>	<b>Fundamental skills with PE coach Fine motor</b> Pick up, carry and put down with care Thread with control Use strength in hand to manipulate objects Build carefully using small objects  <b>Gym - High and Low Objectives:</b> This unit will focus on the ability to travel with confidence and skill, and the ability to develop the technique to jump in different ways and ensure that they can land safely. By the end of the unit, children will: <ul style="list-style-type: none"><li>• Travel close to the ground.</li><li>• Make up a short sequence, with a change in level and/or direction.</li><li>• Use apparatus safely and imaginatively.</li><li>• Move confidently at different levels.</li><li>• Balance on patches.</li><li>• Roll in different ways.</li><li>• Jump off an object and land appropriately.</li><li>• Link movements together.</li><li>• Perform a sequence of asymmetric balances &amp; movements on floor &amp; apparatus.</li><li>• Start and finish work in interesting ways.</li><li>• Create a variety of shapes using my body</li></ul> Outdoor Area	<b>Fundamental skills with PE coach Fine motor</b> Pick up, carry and put down with care Thread with control Use strength in hand to manipulate objects Build carefully using small objects  <b>Gym - High and Low Objectives:</b> This unit will focus on the ability to travel with confidence and skill, and the ability to develop the technique to jump in different ways and ensure that they can land safely. 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<b>Physical Development: Fine Motor</b>	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)          Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)          Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)          Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)          Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)          Lunch time (knives, forks and spoons)

<b>Physical Development: Health</b>	PE Dance - Circus Snack time Tooth brushing Toileting Washing hands	PE Gym - High and low Snack time Tooth brushing Toileting Washing hands	PE Dance - Circus Snack time Tooth brushing Toileting Washing hands	PE Gym - High and low Snack time Tooth brushing Toileting Washing hands	PE Dance - Circus Snack time Tooth brushing Toileting Washing hands
<b>Literacy: Comprehension &amp; word reading</b>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>
<b>Literacy: Writing</b>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - eg writing a list of transport?</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - ?</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - ?</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - ?</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - ?</p> <p>Daily morning independent name tracing/copying - all children each day</p>

<b>Mathematics</b>	<p>Consolidation – Subitising: Subitise counters on a 5 frame and objects arranged in dice patterns. Then, show the matching amount on your fingers.</p> <p>Consolidation – Counting: Count the toys in Crocodiles toybox.</p> <p>Consolidation – Numerals: Children see the numerals in different contexts and identify which number they represent.</p>	<p>Counting 6: Children practise counting 6 objects with 1:1 correspondence.</p> <p>Counting 6: Children continue to practise counting 6 objects with 1:1 correspondence, in the context of pennies.</p> <p>Counting 6 – Ten Frame: Children are introduced to a ten frame and learn how 6 objects can be arranged on a ten frame.</p>	<p>Tall and Short: Children compare the height of different objects using the word tall or short.</p> <p>Long or Short: Children compare the length of different objects using the word long or short.</p> <p>Tall / Long or Short: Children compare the height or length of different objects using the words long or tall and short.</p>	<p>Mass – Introducing Balance Scales: Children are introduced to balance scales. They explore what happens when they put different objects in them. They hear the words heavier and lighter.</p> <p>Mass - Lighter: Children use the balance scales to investigate which objects are lighter.</p> <p>Mass – Heavier or Lighter: Children use the balance scales again but this time they say which object is heavier and which is lighter.</p>	<p>Capacity – Full or Empty: Children explore containers that are full or empty, both practically and pictorially.</p> <p>Capacity – Nearly Full or Nearly Empty: Children explore containers that are nearly full or nearly empty.</p> <p>Capacity – Comparing Containers: Children compare the capacity of different containers by directly pouring from one to the other.</p>
<b>Understanding the world: Past and present</b>				History: Look at Teddy bears that children have now compared to ones from the past. Children send in a photo of their favourite Teddy bear.	
<b>Understanding of the World: People, Culture &amp; Communities</b>	RE: Special Places, Special Times	RE: Special Places, Special Times	RE: Special Places, Special Times	RE: Special Places, Special Times	RE: Special Places, Special Times
<b>Understanding of the World: World</b>	<p>Science: Biology – Plants - eg. vegetable planting Animals including humans Living things with habitats eg bears</p> <p>Physics – Seasonal changes</p>	<p>Science: Biology – Plants - eg. vegetable planting</p> <p>Plants - Grass heads</p> <p>Physics – Seasonal changes</p>	<p>Science: Plants - eg. vegetable planting</p> <p>Animals including humans Living things with habitats eg bears</p> <p>Physics – Seasonal changes</p>	<p>Science: Plants - eg. vegetable planting</p> <p>Animals including humans Living things with habitats eg bears</p> <p>Physics – Seasonal changes</p>	<p>Science: Plants - eg. vegetable planting</p> <p>Animals including humans Living things with habitats eg bears</p> <p>Physics – Seasonal changes</p>
<b>Understanding the World: Technology</b>	<p>Technology Area Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras</p>	<p>Technology Area Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras</p>	<p>Technology Area Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras</p>	<p>Technology Area Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras</p>	<p>Technology Area Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras</p>

Expressive Art & Design	<p>Music: Animal tea party This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p>	<p>Music: Animal tea party This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p>	<p>Music: Animal tea party This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p>	<p>Music: Animal tea party This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p>	<p>Music: Animal tea party This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p>
	<p>Junk Modelling (CP) Creative Table (CP)</p>	<p>DT: Structure: Textiles: Collaging transport/vehicles</p>	<p>DT: Food: Teddy bear toast for teddy bears picnic</p>	<p>Art: 3D form: bear plates</p>	<p>Art: Painting: Bears</p>
	<p>Dance &amp; Gymnastics</p>	<p>Art: Textiles: Collaging bears</p>		<p>Junk Modelling (CP) Creative Table (CP)</p>	<p>Junk Modelling (CP) Creative Table (CP)</p>
		<p>Junk Modelling (CP) Creative Table (CP)</p>	<p>Art: Painting: Using bears paws to make footprints</p>		
		<p>Dance &amp; Gymnastics</p>	<p>Junk Modelling (CP) Creative Table (CP)</p>	<p>Dance &amp; Gymnastics</p>	<p>Dance &amp; Gymnastics</p>
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