



Oswald Road

Nursery Spring 1 Medium term plan: Transport - How will we get there?

Themes/Interests/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Quality Texts		<p>The Big Book of Transport by Moira Butterfield</p> 	<p>The Train Ride by June Crebbin</p> 	<p>Duck in a Truck by Jez Alborough</p> 	<p>The Journey Home from Grandpa's by Jemima Lumley</p> 	<p>Flashing Fire Engines by Tony Mitton</p> 	<p>Toot Toot, Beep Beep by Emma Garcia</p> 
Shared Read Texts		<p>Love Makes a Family (LGBTQ+) by Sophie Beer (Valentine's Day)</p> 	<p>The Wheels on the Bus (song/poem)</p> 	<p>Dragon Dance by Joan Holub (Chinese New Year)</p> 	<p>Things That Go By DK</p> 	<p>You Can't Take an Elephant on a Bus by Patricia Cleveland – Peck</p> 	<p>A Bus Needs a Driver (poem)</p> 
Enrichment			<p>Nursery Maths Parent Workshop- 15th January 9:15am-9:45am</p>			<p>Local walk - transport spotting Weds 07.02</p>	
CL: Listening, attention and understanding / Speaking	<p>Role Play – Home corner/Ticket office and vehicles using chairs</p> <p>Small world – car garage</p>	<p>Role Play – Home corner/Ticket office and vehicles using chairs</p> <p>Small world – car garage</p>	<p>Role Play – Home corner/Airport ticket office</p> <p>Small world – airport</p>	<p>Role Play – Home corner/Ticket office and vehicles using chairs</p> <p>Small world – car garage, airport, train track, diggers, boats</p>	<p>Role Play – Home corner/Ticket office and vehicles using chairs</p> <p>Small world – car garage, airport, train track, diggers, boats</p>	<p>Role Play – Home corner/Ticket office and vehicles using chairs</p> <p>Small world – car garage, airport, train track, diggers, boats</p>	<p>Role Play – Home corner/Ticket office and vehicles using chairs</p> <p>Small world – car garage, airport, train track, diggers, boats</p>
Personal, Social & Emotional Development	<p>Jigsaw: Dreams and Goals Challenges</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Dreams and Goals Perseverance</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Dreams and Goals Goal-setting</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Dreams and Goals Overcoming obstacles</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Dreams and Goals Seeking help</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Dreams and Goals Jobs</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Dreams and Goals Achieving goals</p> <p>Class Charter/Rights Respecting Articles</p>

Physical Development: Gross Motor	Fundamental skills with PE coach Locomotion (L1) Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	Fundamental skills with PE coach Locomotion (L1) Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	Fundamental skills with PE coach Locomotion (L1) Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	Fundamental skills with PE coach Locomotion (L1) Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	Fundamental skills with PE coach Locomotion (L1) Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	Fundamental skills with PE coach Locomotion (L1) Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	Fundamental skills with PE coach Locomotion (L1) Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop
	Dance - Circus Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none">• Use my body and create and express simple theme related shapes, movements and actions.• Travel safely and creatively in space.• Show different levels when I travel.• Communicate effectively with a partner.• Use pictures to create shapes, movements and actions.• Remember and perform a basic sequence of movement when led by a teacher. Outdoor Area	Dance - Circus Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none">• Use my body and create and express simple theme related shapes, movements and actions.• Travel safely and creatively in space.• Show different levels when I travel.• Communicate effectively with a partner.• Use pictures to create shapes, movements and actions.• Remember and perform a basic sequence of movement when led by a teacher. Outdoor Area	Dance - Circus Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none">• Use my body and create and express simple theme related shapes, movements and actions.• Travel safely and creatively in space.• Show different levels when I travel.• Communicate effectively with a partner.• Use pictures to create shapes, movements and actions.• Remember and perform a basic sequence of movement when led by a teacher. Outdoor Area	Dance - Circus Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none">• Use my body and create and express simple theme related shapes, movements and actions.• Travel safely and creatively in space.• Show different levels when I travel.• Communicate effectively with a partner.• Use pictures to create shapes, movements and actions.• Remember and perform a basic sequence of movement when led by a teacher. Outdoor Area	Dance - Circus Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none">• Use my body and create and express simple theme related shapes, movements and actions.• Travel safely and creatively in space.• Show different levels when I travel.• Communicate effectively with a partner.• Use pictures to create shapes, movements and actions.• Remember and perform a basic sequence of movement when led by a teacher. Outdoor Area	Dance - Circus Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none">• Use my body and create and express simple theme related shapes, movements and actions.• Travel safely and creatively in space.• Show different levels when I travel.• Communicate effectively with a partner.• Use pictures to create shapes, movements and actions.• Remember and perform a basic sequence of movement when led by a teacher. Outdoor Area	Gym - High and Low Objectives: 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">• Travel close to the ground.• Make up a short sequence, with a change in level and/or direction.• Use apparatus safely and imaginatively.• Move confidently at different levels.• Balance on patches.• Roll in different ways.• Jump off an object and land appropriately.• Link movements together.• Perform a sequence of asymmetric balances & movements on floor & apparatus.• Start and finish work in interesting ways.• Create a variety of shapes using my body Outdoor Area

Physical Development: Fine Motor	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.	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.	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.	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.	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.	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.	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)	Malleable area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Malleable area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Malleable area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Malleable area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Malleable area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Malleable area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)
Physical Development: Health	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	PE Gym - High and low Snack time Tooth brushing Toileting Washing hands	PE Dance - Circus Snack time Tooth brushing Toileting Washing hands

[illegible]

Mathematics	<p>Subitising 3 - Dice Patterns: Children will learn to recognise 3 dots, like they see on a die, without counting them.</p> <p>Subitising 3 –Different Patterns: Children will continue to recognise 3 objects without counting them, this time in different arrangements.</p> <p>Subitising 3: Children will learn to recognise when there are 3 dots, even if they are different sizes.</p>	<p>Counting 3: Children focus on counting 3 objects.</p> <p>Numeral 3: Children are introduced to what the numeral 3 looks like and learn what it represents.</p> <p>Composition of 3: Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what smaller numbers the number 3 is composed of.</p> <p>Recognise triangles: Children learn that triangles are 2-D shapes that have 3 sides. They are asked to identify triangles by counting their sides.</p>	<p>Counting 4: Children focus on counting 4 objects.</p> <p>Numeral 4: Children are introduced to what the numeral 4 looks like and match the numeral 4 to the quantity.</p> <p>Recognise squares and rectangles: Children learn that squares and rectangles are 2-D shapes that have 4 sides. They are asked to identify them by counting their sides.</p>	<p>Composition of 4: Children will continue to explore how numbers are composed of smaller numbers. In this lesson, they will explore what numbers make up the number 4, by moving frogs between a log and a pond.</p> <p>Composition of 4: Children will continue to explore how numbers are composed of smaller numbers. In this lesson, they will explore what numbers make up the number 4, by moving frogs exploring spots on a ladybird.</p> <p>Composition of 4: Children will continue to explore how numbers are composed of smaller numbers. In this lesson, they will explore what numbers make up the number 4, by throwing 4 beanbags at a hoop.</p>	<p>Counting 5: Children focus on counting 5 objects.</p> <p>Numeral 5: Children are introduced to what the numeral 5 looks like and match the numeral 5 to the quantity.</p> <p>Recognise pentagons: Children learn that pentagons are 2-D shapes that have 5 sides. They are asked to identify them by counting their sides.</p>	<p>Composition of 5: Children explore the composition of number 5 using Numicon pieces to make a shell for Sammy the Snail.</p> <p>Composition of 5: Children explore fitting pieces of Numicon inside a number 5 'house' shape.</p> <p>Composition of 5: Children explore the composition of 5 by arranging red and blue spots on a rocket.</p>	Consolidation of learning from this half term.
Understanding the world: Past and present						History: Transport from the past and present sorting activity	
Understanding of the World: People, Culture & Communities	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging
Understanding of the World: World		Geography: Lollipop lady visit			Geography: Walk around local area to spot transport. Look at route on google maps. Children to draw simple map with transport seen.	Geography: Fire service visit	

Understanding the World: Technology	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Computing: Focus session – Internet Safety week	Technology Area Ipads Interactive whiteboard
	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area	Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area
Expressive Art & Design	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras
	Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let’s see where our imaginations take us!	Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let’s see where our imaginations take us!	Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let’s see where our imaginations take us!	Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let’s see where our imaginations take us!	Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let’s see where our imaginations take us!	Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let’s see where our imaginations take us!	Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let’s see where our imaginations take us!
Expressive Art & Design	Junk Modelling (CP) Creative Table (CP)	DT: Structure: Textiles: Collaging transport/vehicles	Art: Painting: Using vehicles to show movement	Art: Chinese dragon 3D form: Make a Chinese dragon mask	Junk Modelling (CP) Creative Table (CP)	Art: Painting: Fire engines	DT: Structure: Art: 3D form: Build a ramp for a car
	Dance & Gymnastics	Painting: Transport Textiles: Collaging transport/vehicles	Junk Modelling (CP) Creative Table (CP)	Junk Modelling (CP) Creative Table (CP)	Dance & Gymnastics	Junk Modelling (CP) Creative Table (CP)	Junk Modelling (CP) Creative Table (CP)
Expressive Art & Design		Junk Modelling (CP) Creative Table (CP)	Dance & Gymnastics	Dance & Gymnastics		Dance & Gymnastics	Dance & Gymnastics
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