

Oswald Road

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

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

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

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:

- 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

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range of ways Dodge Gallop

coach

(L1)

Locomotion

backwards

Finding a space

Hop on either leg

Walking forwards and

Negotiate space successfully

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Fundamental skills with PE

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Fundamental skills with PE | Fundamental skills with PE coach Locomotion (L1)

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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:

- 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

				1	1		
Physical	Outdoor equipment	Outdoor equipment	Outdoor equipment	Outdoor equipment	Outdoor equipment	Outdoor equipment	Outdoor equipment
Development:	Pencil grip & control	Pencil grip & control	Pencil grip & control	Pencil grip & control	Pencil grip & control	Pencil grip & control	Pencil grip & control
Fine Motor	Mark making and name	Mark making and name	Mark making and name	Mark making and name	Mark making and name	Mark making and name	Mark making and name
Time Place	writing/emergent writing	writing/emergent writing	writing/emergent writing	writing/emergent writing	writing/emergent writing	writing/emergent writing	writing/emergent writing
	Dough disco	Dough disco	Dough disco	Dough disco	Dough disco	Dough disco	Dough disco
	Mark-making to music	Mark-making to music	Mark-making to music	Mark-making to music	Mark-making to music	Mark-making to music	Mark-making to music
	Funky fingers area	Funky fingers area	Funky fingers area	Funky fingers area	Funky fingers area	Funky fingers area	Funky fingers area
	One-handed tools in provision	One-handed tools in provision	One-handed tools in provision	One-handed tools in provision	One-handed tools in provision	One-handed tools in provision	One-handed tools in provision
	areas and in group times	areas and in group times	areas and in group times	areas and in group times	areas and in group times	areas and in group times	areas and in group times
	Toileting	Toileting	Toileting	Toileting	Toileting	Toileting	Toileting
	Hand washing	Hand washing	Hand washing	Hand washing	Hand washing	Hand washing	Hand washing
	Brush bus/healthy teeth area	Brush bus/healthy teeth area	Brush bus/healthy teeth area	Brush bus/healthy teeth area	Brush bus/healthy teeth area	Brush bus/healthy teeth area	Brush bus/healthy teeth area
	Dressing with increasing	Dressing with increasing	Dressing with increasing	Dressing with increasing	Dressing with increasing	Dressing with increasing	Dressing with increasing
	independence – coats/dressing	independence – coats/dressing	independence – coats/dressing	independence – coats/dressing	independence – coats/dressing	independence – coats/dressing	independence – coats/dressing
	up.	up.	up.	up.	up.	up.	up.
	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area
	Penpals	Penpals	Penpals	Penpals	Penpals		
	Letter formation (name writing)	Letter formation (name writing)	Letter formation (name writing)	Letter formation (name writing)	Letter formation (name writing)	Penpals	Penpals
						Letter formation (name	Letter formation (name writing)
	Lunch time (knives, forks and	Lunch time (knives, forks and	Lunch time (knives, forks and	Lunch time (knives, forks and	Lunch time (knives, forks and	writing)	, , , ,
	spoons)	spoons)	spoons)	spoons)	spoons)		
						Lunch time (knives, forks and	
						spoons)	Lunch time (knives, forks and spoons)
Physical	PE	PE	PE	PE	PE	PE	PE
Development:	Dance - Circus	Gym - High and low	Dance - Circus	Gym - High and low	Dance - Circus	Gym - High and low	Dance - Circus
	Snack time	Snack time	Snack time	Snack time	Snack time	Snack time	Snack time
Health	Tooth brushing	Tooth brushing	Tooth brushing	Tooth brushing	Tooth brushing	Tooth brushing	Tooth brushing
	Toileting	Toileting	Toileting	Toileting	Toileting	Toileting	Toileting
	Washing hands	Washing hands	Washing hands	Washing hands	Washing hands	Washing hands	Washing hands
	: : · · · · · · · · · · · · · · · · · ·	3	1 - 3	1	3	1	

Literacy: Comprehension & word reading	based on high quality texts linking to the focus, including	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.	Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.
	Talk about different parts of books	Talk about different parts of books	Talk about different parts of books	Talk about different parts of books	Talk about different parts of books	Talk about different parts of books	Talk about different parts of books
	English left-right and top-	Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and topbottom	Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and topbottom	Story times – encouraging conversations about stories and understanding concepts about print – page sequencing, print has meaning, reading English left-right and topbottom	Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and topbottom	Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and topbottom	Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and topbottom
	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.
	• Oral blending and segmenting phonics	Letters and Sounds Phase 1 phonics Recap — • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce — • Oral blending and segmenting phonics Recognising own names	Letters and Sounds Phase 1 phonics Recap — • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce — • Oral blending and segmenting phonics	Letters and Sounds Phase 1 phonics Recap — • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce — • Oral blending and segmenting phonics	Letters and Sounds Phase 1 phonics Recap — • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce — • Oral blending and segmenting phonics	Letters and Sounds Phase 1 phonics Recap — • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce — • Oral blending and segmenting phonics	Letters and Sounds Phase 1 phonics Recap — • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce — • Oral blending and segmenting phonics
Literacy: Writing	Early writing Literacy - exploring mark- making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent	Early writing Literacy - exploring mark- making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent	Recognising own names Early writing Literacy - exploring mark- making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent	Recognising own names Early writing Literacy - exploring mark- making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent	Recognising own names Early writing Literacy - exploring mark- making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent	Recognising own names Early writing Literacy - exploring mark- making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent	Recognising own names Early writing Literacy - exploring mark- making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills. Name writing and emergent
	writing – in focused group times, independent in CP and outside.	writing - in focused group times, independent in CP and outside.	writing – in focused group times, independent in CP and outside.	writing - in focused group times, independent in CP and outside.	writing - in focused group times, independent in CP and outside.	writing - in focused group times, independent in CP and outside.	writing - in focused group times, independent in CP and outside.
	Focus literacy/ Mark- making - eg writing a list of transport?	Focus literacy/ Mark- making - ?	Focus literacy/ Mark- making - ?	Focus literacy/ Mark- making - ?	Focus literacy/ Mark- making - ?	- ?	Focus literacy/ Mark- making - ?
	Daily morning independent name tracing/copying - all children each day	Daily morning independent name tracing/copying - all children each day	Daily morning independent name tracing/copying - all children each day	Daily morning independent name tracing/copying - all children each day	Daily morning independent name tracing/copying - all children each day	Daily morning independent name tracing/copying - all children each day	Daily morning independent name tracing/copying - all children each day

Mathematics	Number 3	Number 3	Number 4	Number 4	Number 5	Number 5	Consolidation of learning from
	Subitising	3 Little Pigs 1:1 Counting NumeralsTriangles	1:1 Counting Numerals Squares/Rectangles	Composition of 4	1:1 Counting Numerals Pentagon	Composition of 5	this half term. 1-5
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					
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 Equipment in provision areas: - Interactive white boards — games and activities Technological toys — knobs and pulleys Toys with buttons and flaps Microphones - Music area Enhancements — in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children's cameras	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 Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children's cameras	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 Enhancements — in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children's cameras	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 Enhancements — in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children's cameras	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 Enhancements — in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children's cameras	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 Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children's cameras	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 Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children's cameras

Expressive Art & Design			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!	another. Whether we move our	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!
	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)
		Junk Modelling (CP) Creative Table (CP)	Dance & Gymnastics	Dance & Gymnastics		Dance & Gymnastics	Dance & Gymnastics
		Dance & Gymnastics					