

Oswald Road

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

Themes/Intere sts/Lines of Enquiry	27th Feb - 3rd Mar	6 - 10th Mar	13 - 17 th Mar	20 - 24 th Mar	27 th - 31st Mar
Quality Texts	Everywhere Bear by Julia Donaldson	Can't you Sleep Little Bear by Martin Waddel CAN'T YOU SLEEP, BEAR? BEAR? BEAR?	We're going on a Bear Hunt We're going on a bear hunt by Michael Rosen	Peace at last Peace at Lasy JILL MURPHY Peace at Lasy	All About Bears 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 Buil Martin Jr / Eric Carle Polar Bear, Polar Bear, What Do You Hear?	Snow Bears by Martin Waddell A Mini Pop-Up Classic— Snow Bears Snow Bears Martin Waddell Managerty Sarah Fox-Davies	The Koala who Could by Rachel Bright KOALA WHO COULD	We're going on an Egg Hunt by Laura Hughes (Easter) We're going on an Egg Hunt by Laura Hughes (Easter)
Enrichment			Parent stay and play - teddy bears picnic		Egg hunt
CL: Listening,	Role Play –	Role Play –	Role Play –	Role Play –	Role Play –
attention and understanding/ Speaking	Small world – We're going on a bear hunt story characters	Small world – Bears habitat	Small world – We're going on a bear hunt story characters	Small world – Bears habitat	Small world – Bears habitat
Personal,	Jigsaw: Healthy me	Jigsaw: Healthy me	Jigsaw: Healthy me	Jigsaw: Healthy me	Jigsaw: Healthy me
Social & Emotional Development	Exercising bodies	Physical activity	Healthy food	Sleep	Keeping clean
	Class Charter/Rights Respecting Articles	Class Charter/Rights Respecting Articles	Class Charter/Rights Respecting Articles	Class Charter/Rights Respecting Articles	Class Charter/Rights Respecting Articles

Physical **Development: Gross Motor**

Fundamental skills with PE coach Fine motor

Pick up, carry and put down with care Thread with control Use strength in hand to manipulate

objects Build carefully using small objects

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

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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.

Malleable area

Penpals

Letter formation (name writing)

Lunch time (knives, forks and spoons)

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Physical	PE	PE	PE Cinava	PE	PE Cinava
Development:	Dance - Circus	Gym - High and low Snack time	Dance - Circus	Gym - High and low	Dance - Circus
Health	Snack time Tooth brushing	Tooth brushing	Snack time Tooth brushing	Snack time Tooth brushing	Snack time Tooth brushing
	Toileting	Toileting	Toileting	Toileting	Toileting
	Washing hands	Washing hands	Washing hands	Washing hands	Washing hands
	<u> </u>				
Literacy:	Storytime and shared reads - based on	Storytime and shared reads - based	Storytime and shared reads - based	Storytime and shared reads - based on	Storytime and shared reads - based on
Comprehension	high quality texts linking to the focus,	on high quality texts linking to the	on high quality texts linking to the	high quality texts linking to the focus,	high quality texts linking to the focus,
& word reading	including non-fiction and poems.	focus, including non-fiction and	focus, including non-fiction and	including non-fiction and poems.	including non-fiction and poems.
	T 10 1 1 1000 1 1 1 1 1 1 1 1 1 1 1 1 1	poems.	poems.	T 11: 1 1 1:00	T 11: 1 1:00 1 1:00
	Talk about different parts of books	Talle about different names of books	Talls about different names of	Talk about different parts of books	Talk about different parts of books
		Talk about different parts of books	· '		
	Story times – encouraging		books	Story times - encouraging	Story times - encouraging
	conversations about stories and	Story times - encouraging		conversations about stories and	conversations about stories and
	understanding concepts about print -	conversations about stories and	Story times - encouraging	understanding concepts about print -	understanding concepts about print -
	page sequencing, print has meaning,	understanding concepts about print	conversations about stories and	page sequencing, print has meaning,	page sequencing, print has meaning,
	reading English left-right and top-	– page sequencing, print has	understanding concepts about print	reading English left-right and top-	reading English left-right and top-
	bottom	meaning, reading English left-right	- page sequencing, print has	bottom	bottom
		and top-bottom	meaning, reading English left-right		
	Sharing poems and rhymes.		and top-bottom	Sharing poems and rhymes.	Sharing poems and rhymes.
		Sharing poems and rhymes.	·		
	Letters and Sounds Phase 1		Sharing poems and rhymes.	Letters and Sounds Phase 1 phonics	Letters and Sounds Phase 1 phonics
	Recap –	Letters and Sounds Phase 1 phonics	Tonar mg pooms and mymes.	Recap –	Recap –
	 Environmental sounds 	Recap –	Letters and Sounds Phase 1 phonics	Environmental sounds	Environmental sounds
	 Body percussion 	Environmental sounds	Recap –	Body percussion	Body percussion
	 Voice sounds 	Body percussion	Environmental sounds	Voice sounds	Voice sounds
	 Instrumental sounds 	Voice sounds	Body percussion	Instrumental sounds	Instrumental sounds
	Clapping and	Instrumental sounds	Voice sounds	Clapping and	Clapping and
	counting syllables	Clapping and	Instrumental sounds	counting syllables	counting syllables
	Recognising words with same initial	counting syllables	Clapping and	Recognising words with same initial	Recognising words with same initial
	sounds	• Recognising words with same initial sounds	counting syllables	soundsSpotting and suggesting rhymes	sounds
	 Spotting and suggesting rhymes Introduce – 	Spotting and suggesting rhymes	Recognising words with same initial	Introduce –	Spotting and suggesting rhymes Introduce –
	Oral blending and segmenting	Introduce –	sounds • Spotting and suggesting rhymes	Oral blending and segmenting	Oral blending and segmenting
	phonics	Oral blending and segmenting	Introduce –	phonics	phonics
	priorites	phonics	Oral blending and segmenting	Priorities	Priorings
	Recognising own names		phonics		
	, ,	Recognising own names	priorites	Recognising own names	Recognising own names
			Recognising own names		
Literacy:	Early writing	Early writing		Early writing	Forh, uniting
•	Early writing	Early writing	Early writing	Early writing	Early writing
Writing	Literacy - exploring mark-making	Literacy - exploring mark-making	Literacy - exploring mark-making	Literacy - exploring mark-making areas	Literacy - exploring mark-making
	* * * * * * * * * * * * * * * * * * * *	areas (indoor and out), malleable	areas (indoor and out), malleable	(indoor and out), malleable area and	areas (indoor and out), malleable area
	and funky fingers - encourage gross	area and funky fingers - encourage	area and funky fingers - encourage	funky fingers - encourage gross and	and funky fingers - encourage gross
	and fine motor skills.	gross and fine motor skills.	gross and fine motor skills.	fine motor skills.	and fine motor skills.
	Name writing and emergent writing – in	Name writing and emergent writing - in	Name writing and emergent writing - in	Name writing and emergent writing - in	Name writing and emergent writing - in
	focused group times, independent in CP	focused group times, independent in CP	focused group times, independent in CP	focused group times, independent in CP and	focused group times, independent in CP
	and outside.	and outside.	and outside.	outside.	and outside.
	Facus litarasy/ Mark making as	Focus litoracy / Mark molting 3	Facus literacy/ Mark making 2	Focus literacy / Mark making 2	Focus literacy/ Mark making 2
	Focus literacy/ Mark- making - eg	Focus literacy/ Mark- making - ?	Focus literacy/ Mark- making -?	Focus literacy/ Mark- making - ?	Focus literacy/ Mark- making - ?
	writing a list of transport?	Nath a magning to descend a trace	Naile magning in dense Leave	Naile manning in demander to a	Naile manning in describer to
		Daily morning independent name	Daily morning independent name	Daily morning independent name	Daily morning independent name
	Daily morning independent name	tracing/copying - all children each	tracing/copying - all children each	tracing/copying - all children each day	tracing/copying - all children each day
	tracing/copying - all children each day	day	day		

Mathematics	Consolidation – Subitising: Subitise counters on a 5 frame and objects arranged in dice patterns. Then, show the matching amount on your fingers. Consolidation – Counting: Count the toys in Crocodiles toybox. Consolidation – Numerals: Children see the numerals in different contexts and identify which number they represent.	Counting 6: Children practise counting 6 objects with 1:1 correspondence. Counting 6: Children continue to practise counting 6 objects with 1:1 correspondence, in the context of pennies. Counting 6 – Ten Frame: Children are introduced to a ten frame and learn how 6 objects can be arranged on a ten frame.	Children compare the length of different objects using the word long or short.	Mass Relates to books 3 little pigs and Goldilocks — 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. Mass - Lighter: Children use the balance scales to investigate which objects are lighter. Mass — Heavier or Lighter: Children use the balance scales again but this time they say which object is heavier and which is lighter.	Capacity – Full or Empty: Children explore containers that are full or empty, both practically and pictorially. Capacity – Nearly Full or Nearly Empty: Children explore containers that are nearly full or nearly empty. Capacity – Comparing Containers: Children compare the capacity of different containers by directly pouring from one to the other.
Understanding the world: Past and present				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.	
Understanding of the World: People, Culture & Communities	RE: Special Places, Special Times	RE: Special Places, Special Times			
Understanding of the World: World	Science: Biology – Plants - eg. vegetable planting Animals including humans Living things with habitats eg bears Physics – Seasonal changes	Science: Biology — Plants - eg. vegetable planting Plants - Grass heads Physics — Seasonal changes	Science: Plants - eg. vegetable planting Animals including humans Living things with habitats eg bears Physics — Seasonal changes	Science: Plants - eg. vegetable planting Animals including humans Living things with habitats eg bears Physics – Seasonal changes	Science: Plants - eg. vegetable planting Animals including humans Living things with habitats eg bears Physics – Seasonal changes
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

& Design		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.	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.	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	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.
	Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics	DT: Structure: Textiles: Collaging transport/vehicles Art: Textiles: Collaging bears Junk Modelling (CP) Creative Table (CP)	DT: Food: Teddy bear toast for teddy bears picnic	3D form: bear plates Junk Modelling (CP) Creative Table (CP)	Art: Painting: Bears Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics
		Dance & Gymnastics	Art: Painting: Using bears paws to make footprints Junk Modelling (CP) Creative Table (CP) Dance & Gymnastics		