

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 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 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

<p>Physical Development: Gross Motor</p>	<p>Fundamental skills with Keiran: Speed, agility and coordination games. Throwing and catching.</p> <ul style="list-style-type: none"> To begin to control their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. Enjoy starting to kick, throw and catch large balls. Move by walking and running, but be able to change direction to avoid obstacles and other children. Begin to hop. Gradually be able to balance and stand on one leg and begin to be able to 'freeze' their body when the music stops, when playing games. Start taking part in some group activities which they make up for themselves, or in teams. Walk on different parts of their feet; tiptoes, heels. Throw beanbags and balls using an underarm and overarm throw. Roll a ball to a friend and engage in a simple game. To run confidently at different speeds; fast and slow. Walk backwards avoiding obstacles. <p>Dance - Circus Outdoor Area</p>	<p>Fundamental skills with Keiran: Speed, agility and coordination games. Throwing and catching.</p> <ul style="list-style-type: none"> To begin to control their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. Enjoy starting to kick, throw and catch large balls. Move by walking and running, but be able to change direction to avoid obstacles and other children. Begin to hop. Gradually be able to balance and stand on one leg and begin to be able to 'freeze' their body when the music stops, when playing games. Start taking part in some group activities which they make up for themselves, or in teams. Walk on different parts of their feet; tiptoes, heels. Throw beanbags and balls using an underarm and overarm throw. Roll a ball to a friend and engage in a simple game. To run confidently at different speeds; fast and slow. Walk backwards avoiding obstacles. <p>Gym - High and low Outdoor Area</p>	<p>Fundamental skills with Keiran: Speed, agility and coordination games. Throwing and catching.</p> <ul style="list-style-type: none"> To begin to control their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. Enjoy starting to kick, throw and catch large balls. Move by walking and running, but be able to change direction to avoid obstacles and other children. Begin to hop. Gradually be able to balance and stand on one leg and begin to be able to 'freeze' their body when the music stops, when playing games. 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<p>Physical Development: Fine Motor</p>	<p>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.</p> <p>Malleable area</p> <p>Penpals Letter formation (name writing)</p> <p>Lunch time (knives, forks and spoons)</p>	<p>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.</p> <p>Malleable area</p> <p>Penpals Letter formation (name writing)</p> <p>Lunch time (knives, forks and spoons)</p>	<p>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.</p> <p>Malleable area</p> <p>Penpals Letter formation (name writing)</p> <p>Lunch time (knives, forks and spoons)</p>	<p>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.</p> <p>Malleable area</p> <p>Penpals Letter formation (name writing)</p> <p>Lunch time (knives, forks and spoons)</p>	<p>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.</p> <p>Malleable area</p> <p>Penpals Letter formation (name writing)</p> <p>Lunch time (knives, forks and spoons)</p>
<p>Physical Development: Health</p>	<p>PE Dance - Circus Snack time Tooth brushing Toileting Washing hands</p>	<p>PE Gym - High and low Snack time Tooth brushing Toileting Washing hands</p>	<p>PE Dance - Circus Snack time Tooth brushing Toileting Washing hands</p>	<p>PE Gym - High and low Snack time Tooth brushing Toileting Washing hands</p>	<p>PE Dance - Circus Snack time Tooth brushing Toileting Washing hands</p>

<p>Literacy: Comprehension & word reading</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 Recap –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <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"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <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"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <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"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <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"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <p>Recognising own names</p>
<p>Literacy: Writing</p>	<p>Early writing</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>

Mathematics	<p>Number: I can recognise up to 5 objects without having to count them individually (subitise). I can compare quantities using language: 'more than', 'less than'.</p> <p>Shape,space and measure: I can make comparisons between objects relating to size and length. I can select shapes appropriately; flat surface for building a triangular prism for a roof, etc.</p>	<p>Number: I can recognise up to 5 objects without having to count them individually (subitise). I can compare quantities using language: 'more than', 'less than'.</p> <p>Shape,space and measure: I can make comparisons between objects relating to size and length. I can select shapes appropriately; flat surface for building a triangular prism for a roof, etc.</p>	<p>Number: I can recognise up to 5 objects without having to count them individually (subitise). I can compare quantities using language: 'more than', 'less than'.</p> <p>Shape,space and measure: I can make comparisons between objects relating to size and length. I can select shapes appropriately; flat surface for building a triangular prism for a roof, etc.</p>	<p>Number: I can recognise up to 5 objects without having to count them individually (subitise). I can compare quantities using language: 'more than', 'less than'.</p> <p>Shape,space and measure: I can make comparisons between objects relating to size and length. I can select shapes appropriately; flat surface for building a triangular prism for a roof, etc.</p>	<p>Number: I can recognise up to 5 objects without having to count them individually (subitise). I can compare quantities using language: 'more than', 'less than'.</p> <p>Shape,space and measure: I can make comparisons between objects relating to size and length. I can select shapes appropriately; flat surface for building a triangular prism for a roof, etc.</p>
Understanding the world: Past and present				<p>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.</p>	
Understanding of the World: People, Culture & Communities	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
Understanding of the World: World	<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>
Understanding the World: Technology	<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>

<p>Expressive Art & Design</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>Dance & Gymnastics</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>DT: Structure: Textiles: Collaging transport/vehicles</p> <p>Art: Textiles: Collaging bears</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</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>DT: Food: Teddy bear toast for teddy bears picnic</p>  <p>Art: Painting: Using bears paws to make footprints</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</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>Art: 3D form: bear plates</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</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>Art: Painting: Bears</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>
<p>ELS Phonics</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - 'd' .</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - 'g' .</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - 'o' .</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - 'c' .</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - 'k' .</p>