

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	The Everywhere Bear by Julia Donaldson	Can't you Sleep Little Bear by Martin Waddel OUT SLEEP BEAR? Martin Waddell Burker First.	We're Going on a Bear Hunt Michael Rosen We're going on a bear hunt by Michael Rosen	Peace at last Peace at Lasy Int. Murrery	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 Bill Martin Jr / Eric Carle Polar Bear, Polar Bear, What Do You Hear?	Snow Bears by Martin Waddell A MINI POP-UP CLASSIC— Snow Bears Martin Waddell anomada-Sarah Fox-Davies	The Koala who Could by Rachel Bright KÖALA WHO COULD	We're going on an Egg Hunt by Laura Hughes (Easter) We're going on an Company of the Market of the
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	Fundamental skills with Keiran:	Fundamental skills with Keiran: Speed, agility and coordination	Fundamental skills with Keiran: Speed, agility and coordination	Fundamental skills with Keiran:	Fundamental skills with Keiran: Speed, agility and coordination games.
Development: Gross Motor	Speed, agility and coordination games. Throwing and catching. 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. Dance - Circus Outdoor Area	games. Throwing and catching. 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. To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. To game like musical statues. To advaling 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. Gym - High and low Outdoor Area	games. Throwing and catching. 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. Dance - Circus Outdoor Area	Speed, agility and coordination games. Throwing and catching. • 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. Gym - High and low Outdoor Area	Throwing and catching. 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. Dance - Circus 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. Malleable area	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	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	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	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)	Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	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

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Comprehension	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	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
	BOTTOM	and top-bottom	meaning, reading English left-right	BOTTOM	DOTTON
	Sharing poems and rhymes.		and top-bottom	Sharing poems and rhymes.	Sharing poems and rhymes.
	Sharing poems and rhymes.	Sharing poems and rhymes.	and rep berrom	Sharing poems and rhymes.	Sharing poems and rhymes.
	Letters and Sounds Phase 1	Total mg poems and mymes.	Sharing poems and rhymes.	Letters and Sounds Phase 1 phonics	Letters and Sounds Phase 1 phonics
	Recap –	Letters and Sounds Phase 1 phonics		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 soundsInstrumental sounds	Body percussion Voice sounds	Environmental sounds	Voice sounds Tretrumental sounds	Voice sounds Instrumental sounds
	Instrumental soundsClapping and	Voice soundsInstrumental sounds	Body percussion Value accords	Instrumental soundsClapping and	Instrumental soundsClapping and
	counting syllables	Clapping and	Voice soundsInstrumental 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	counting syllables	sounds	sounds
	 Spotting and suggesting rhymes 	sounds	• Recognising words with same initial	 Spotting and suggesting rhymes 	 Spotting and suggesting rhymes
	Introduce –	Spotting and suggesting rhymes	sounds	Introduce –	Introduce –
	Oral blending and segmenting	Introduce – • Oral blending and segmenting	Spotting and suggesting rhymes	 Oral blending and segmenting phonics 	Oral blending and segmenting
	phonics	phonics	Introduce – • Oral blending and segmenting	priorites	phonics
	Recognising own names	Priorites	phonics		
	3 3	Recognising own names	priorites	Recognising own names	Recognising own names
			Recognising own names		
	Early writing				
_	, , ,	Literacy – exploring mark-making	Literacy - exploring mark-making		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
		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 uniting and among at uniting in	Name uniting and amangant uniting in	Name uniting and among ant uniting in	Name uniting and amonaget uniting in	Name uniting and among at uniting 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 and	3 ' ' '
	and outside.	and outside.	and outside.	outside.	and outside.
	Focus literacy/ Mark- making				
	Naile manning in decreased at the co	Daile manning in descend to the	Daile, magning independent of the	Naihamannina independente	Naiha mannina indanandan ka
		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
		day	day		

Mathematics	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'. 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.	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'. 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.		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'. 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.	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'. 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.
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				
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

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