

Oswald Road

Nursery Spring 1 Medium term plan: Transport

Themes/Intere sts/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Quality Texts	Pathways – Naughty Bus by an Oke	Pathways – Naughty Bus by Jan Oke Naughty Bus by Jan and Jan Che	Pathways – Naughty Bus by Jan Oke	The Big Book of Transport by Moira Butterfield MY BIG BOOK of TRANSPORT TRANSPORT		Flashing Fire Engines by Tony Mitton FIRE ENGINES Tony Mitton and Ant Parker	
Shared Read Texts		Love Makes a Family (LGBTQ+) by Sophie Beer (Valentine's Day)	The Wheels on the Bus (song/poem) The Wheels Bus on the Bus (song/poem)	Dragon Dance by Joan Holub (Chinese New Year)	Things That Go By DK Things that go	You Can't Take an Elephant on a Bus by Patricia Cleveland – Peck	
Enrichment					Local walk - transport spottig Weds 5 th February	Fire Services visit	
CL: Listening, attention and understanding / Speaking	Role Play – Home corner/Ticket office	Role Play – Home corner/Ticket office	Role Play – Home corner/Airport ticket office	Role Play – Home corner/Ticket office	Role Play – Home corner/Ticket office	Role Play – Home corner/Ticket office	

Devecement	liggroup Dropms and Cools	Jiggawa Draams and Cools	Jiggsyy Drasma and Cools	Jiggow Dropms and Cook	Jiggovy Drooms and Cools	Jigsaw: Dreams and Goals
Personal, Social &	Jigsaw: Dreams and Goals	Jigsaw: Dreams and Goals	Jigsaw: Dreams and Goals	Jigsaw: Dreams and Goals	Jigsaw: Dreams and Goals	
Emotional	Challenges	Never giving up - Perseverance	Goal-setting	Overcoming obstacles	Flight to the future - Seeking	Footprint award
	D 1 1 : D: 1 :	B 1 1 2 B 1 1	B 1 1 : B: 1 :	 	help	Ralphie Right
Development	Ralphie Right	Ralphie Right	Ralphie Right	Ralphie Right	Dalahia Diaht	Raipfile Right
					Ralphie Right	
Physical	Fundamental skills with PE	Fundamental skills with PE	Fundamental skills with PE	Fundamental skills with PE	Fundamental skills with PE	Fundamental skills with PE
Development:	coach	coach	coach	coach	coach	coach
Gross Motor	Locomotion	Locomotion	Locomotion	Locomotion	Locomotion	Locomotion
	(L1)	(L1)	(L1)	(L1)	(L1)	(L1) Finding a space
	Finding a space	Finding a space	Finding a space	Finding a space	Finding a space	Walking forwards and
	Walking forwards and backwards	Walking forwards and backwards	Walking forwards and backwards	Walking forwards and backwards	Walking forwards and backwards	backwards
	Hop on either leg	Hop on either leg	Hop on either leg	Hop on either leg	Hop on either leg	Hop on either leg
	Negotiate space successfully	Negotiate space successfully	Negotiate space successfully	Negotiate space successfully	Negotiate space successfully	Negotiate space successfully
			Move freely with confidence in a			Move freely with confidence in
	range of ways	range of ways	range of ways	range of ways	range of ways	a range of ways
	Dodge	Dodge	Dodge	Dodge	Dodge	Dodge
	Gallop	Gallop	Gallop	Gallop	Gallop	Gallop
	Dance - Circus	Dance - Circus	Dance - Circus	Dance - Circus	Dance - Circus	Dance - Circus
	Objectives:	Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
	This unit will focus on the	This unit will focus on the	This unit will focus on the	This unit will focus on the	This unit will focus on the	This unit will focus on the
	children being able to use their	children being able to use their	children being able to use their	children being able to use their	children being able to use their	children being able to use their own thoughts and imagination
	own thoughts and imagination	own thoughts and imagination	own thoughts and imagination	own thoughts and imagination	own thoughts and imagination	to create a simple
	to create a simple dance sequence relating to their	to create a simple	to create a simple dance sequence relating to their	to create a simple dance sequence relating to their	to create a simple dance sequence relating to their	dance sequence relating to
	knowledge of different circus	knowledge of different circus	knowledge of different circus	knowledge of different circus	knowledge of different circus	their knowledge of different
	performers.	performers.	performers.	performers.	performers.	circus performers.
	By the end of the unit, children	By the end of the unit, children	By the end of the unit, children	By the end of the unit, children	By the end of the unit, children	By the end of the unit,
	will:	will:	will:	will:	will:	children will:
	 Use my body and create and 	Use my body and create and	Use my body and create and	Use my body and create and	Use my body and create and	Use my body and create and express simple theme related
	express simple theme related	express simple theme related	express simple theme related	express simple theme related	express simple theme related	shapes, movements and
	shapes, movements and actions.	shapes, movements and actions.	shapes, movements and actions.	shapes, movements and actions.	shapes, movements and actions.	actions.
	Travel safely and creatively in	Travel safely and creatively in	Travel safely and creatively in	Travel safely and creatively in	Travel safely and creatively in	Travel safely and creatively
	space.	space.	space.	space.	space.	in space.
	Show different levels when I	• Show different levels when I	• Show different levels when I	Show different levels when I	Show different levels when I	Show different levels when I
	travel.	travel.	travel.	travel.	travel.	travel.
	• Communicate effectively with	Communicate effectively with	Communicate effectively with	Communicate effectively with	Communicate effectively with	Communicate effectively with
	a partner.	a partner.	a partner.	a partner.	a partner.	a partner. • Use pictures to create
	Use pictures to create shapes, movements and actions	Use pictures to create shapes, movements and actions	• Use pictures to create shapes, movements and actions.	Use pictures to create shapes, movements and actions	Use pictures to create shapes, movements and actions	shapes, movements and
	movements and actions. • Remember and perform a	movements and actions. • Remember and perform a	 Remember and perform a 	movements and actions. • Remember and perform a	movements and actions. • Remember and perform a	actions.
	basic sequence of movement	basic sequence of movement	basic sequence of movement	basic sequence of movement	basic sequence of movement	Remember and perform a
	when led by a teacher.	when led by a teacher.	when led by a teacher.	when led by a teacher.	when led by a teacher.	basic sequence of movement
	,	,	,	,	,	when led by a teacher.
	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 Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	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)	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)	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)	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)	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)	
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	1 - 1	PE Dance - Circus Snack time Tooth brushing Toileting Washing hands	PE Gym - High and low Snack time Tooth brushing Toileting Washing hands	

Literacy: Comprehensio n & word reading	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.	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.	
	Talk about different parts of	Talk about different parts of	Talk about different parts of	Talk about different parts of	Talk about different parts of	Talk about different parts of	
	books	books	· · · · · · · · · · · · · · · · · · ·	books	books	books	
	Story times – encouraging	Story times – encouraging	Story times – encouraging	Story times – encouraging	Story times – encouraging	Story times - encouraging	
	conversations about stories	conversations about stories	conversations about stories	conversations about stories	conversations about stories	conversations about stories	
	and understanding concepts	and understanding concepts	and understanding concepts	and understanding concepts	and understanding concepts	and understanding concepts	
	about print – page sequencing,	about print - page sequencing,	about print - page sequencing,	about print – page sequencing,		about print - page sequencing,	
	print has meaning, reading	print has meaning, reading	1.		1.	print has meaning, reading	
	English left-right and	English left-right and	English left-right and	English left-right and	English left-right and	English left-right and	
	top-bottom	top-bottom	top-bottom	top-bottom	top-bottom	top-bottom	
	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	
	Letters and Sounds Phase 1	Letters and Sounds Phase 1	Letters and Sounds Phase 1	Letters and Sounds Phase 1	Letters and Sounds Phase 1	Letters and Sounds Phase 1	
	Recap –	phonics	1.	phonics	phonics	phonics	
	Environmental sounds	Recap –	•	Recap –	Recap –	Recap –	
	Body percussionVoice sounds	 Environmental sounds Body percussion	 Environmental sounds Body percussion	Environmental soundsBody percussion	 Environmental sounds Body percussion	Environmental soundsBody percussion	
	Instrumental sounds	Voice sounds	Voice sounds	Voice sounds	Voice sounds	Voice sounds	
	Clapping and	Instrumental sounds	Instrumental sounds	Instrumental sounds	Instrumental sounds	Instrumental sounds	
	counting syllables	Clapping and	Clapping and	Clapping and	Clapping and	Clapping and	
	Recognising words with same	counting syllables	counting syllables	counting syllables	counting syllables	counting syllables	
	initial sounds • Spotting and suggesting	• Recognising words with same initial sounds	• Recognising words with same initial sounds	 Recognising words with same initial sounds 	• Recognising words with same initial sounds	Recognising words with same initial sounds	
	rhymes	Spotting and suggesting	Spotting and suggesting	Spotting and suggesting	Spotting and suggesting	Spotting and suggesting	
	Introduce –	rhymes		rhymes	rhymes	rhymes	
	 Oral blending and segmenting 		Introduce –	Introduce –		Introduce –	
	phonics	• Oral blending and segmenting	Oral blending and segmenting	Oral blending and segmenting	Oral blending and segmenting	Oral blending and segmenting	
	Recognising own names	phonics	phonics	phonics	phonics	phonics	
	Recognising own names	Recognising own names					
		recogniting or management	Recognising own names	Recognising own names	Recognising own names	Recognising own names	
Literacy:	Early writing	Early writing	Early writing	Early writing	Early writing	Early writing	
Writing	Literacy - exploring	Literacy - exploring	Literacy – exploring	Literacy – exploring	Literacy - exploring	Literacy - exploring	
	mark-making areas (indoor and	mark-making areas (indoor and	mark-making areas (indoor and	mark-making areas (indoor and	mark-making areas (indoor and	mark-making areas (indoor	
	out), malleable area and funky	out), malleable area and funky	out), malleable area and funky	out), malleable area and funky	out), malleable area and funky	and out), malleable area and	
	fingers - encourage gross and	fingers - encourage gross and	fingers - encourage gross and	fingers - encourage gross and	fingers - encourage gross and	funky fingers - encourage	
	fine motor skills.	fine motor skills.	fine motor skills.	fine motor skills.	fine motor skills.	gross and fine motor skills.	
	Name writing and emergent	Name writing and emergent	Name writing and emergent	Name writing and emergent	Name writing and emergent	Name writing and emergent	
	writing - in focused group times,	writing - in focused group times,	writing - in focused group times,	writing - in focused group times,	writing - in focused group times,	writing - in focused group times,	
	independent in CP and outside.	independent in CP and outside.	independent in CP and outside.	independent in CP and outside.	independent in CP and outside.	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	Daily morning independent	Daily morning independent	Daily morning independent	Daily morning independent	
	Daily morning independent	name tracing/copying - all	name tracing/copying - all	name tracing/copying - all	name tracing/copying - all	name tracing/copying - all	
	name tracing/copying - all children each day	children each day	children each day	children each day	children each day	children each day	

Mathematics	Number 3	Number 3	Number 4	Number 4	Number 5	Number 5
	Subitising	3 Little Pigs 1:1 Counting Numerals/Triangles	1:1 Counting Numerals Squares/Rectangles	Composition of 4	1:1 Counting Numerals Pentagon	Composition of 5
Understanding the world: Past and present	Show interest in different occupations History: Transport from the past and present	Show interest in different occupations History: Transport from the past and present	occupations	Show interest in different occupations History: Transport from the past and present	Show interest in different occupations History: Transport from the past and present	History: Transport from the past and present
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
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	pulleys Toys with buttons and flaps Microphones - Music area Enhancements – in Technology	Toys with buttons and flaps	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

Expressive Art & Design	This unit is all about exploring who we are! How we say hello,	This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what	Music: This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.	Music: This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.	Music: This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.	Music: This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.
	Junk Modelling (CP) Creative Table (CP)	Textiles: Collaging	Art: Painting: Using vehicles to show movement	Art: Chinese dragon 3D form: Make a Chinese dragon mask	Junk Modelling (CP) Creative Table (CP) DT: Build a ramp for a car	Art: Painting: Fire engines
	Dance & Gymnastics		Junk Modelling (CP) Creative Table (CP)	Junk Modelling (CP) Creative Table (CP)	Dance & Gymnastics	Junk Modelling (CP) Creative Table (CP)
		Creative Table (CP)	Dance & Gymnastics	Dance & Gymnastics		Dance & Gymnastics DT: Structure:
		Dance & Gymnastics				Junk Modelling (CP) Creative Table (CP)
						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 1 activities continued.
	Phase 2 - `s' .	Phase 2 - 'a' .	Phase 2 - 't' .	Phase 2 - 'p' .	Phase 2 - 'i' .	Phase 2 - 'n'.