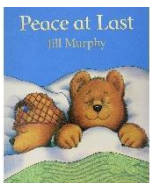
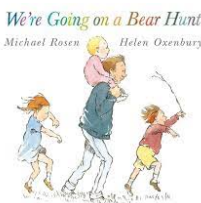

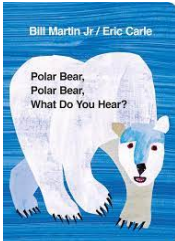


Oswald Road

Nursery Summer 1 Medium term plan: Bears

Themes/Interests/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	
Quality Texts	Peace at last by Jill Murphy 	Peace at last by Jill Murphy 	Peace at last by Jill Murphy 	We're going on a bear hunt by Michael Rosen 	All about Bears (non-fiction) 	
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 	Can't you sleep little Bear? By Martin Waddell 	
Enrichment			Parent stay and play - teddy bears picnic Wednesday 7 th May			
CL: Listening, attention and understanding/ Speaking	Role Play – Bears cave	Role Play – Bears cave	Role Play – Bears cave	Role Play – Bears cave	Role Play – Bears cave	
Personal, Social & Emotional Development	Jigsaw: Relationships Family life Ralphie Right	Jigsaw: Relationships Friendships Ralphie Right	Jigsaw: Relationships Breaking friendships Ralphie Right	Jigsaw: Relationships Falling out Ralphie Right	Jigsaw: Relationships Dealing with bullying Ralphie Right	

<p>Physical Development: Gross Motor</p>	<p>Fundamental skills with PE coach Stability (S1) Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high</p> <p>Dance: Toys 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 seasons. By the end of the unit, children will:</p> <ul style="list-style-type: none"> • 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. <p>Outdoor Area</p>	<p>Fundamental skills with PE coach Stability (S1) Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high</p> <p>Dance: Toys 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 seasons. 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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)	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)	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 Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	PE Dance - Toys Snack time Tooth brushing Toileting Washing hands	PE Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	PE Dance - Toys Snack time Tooth brushing Toileting Washing hands	PE Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	

<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, print has different purposes.</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>Essential Letters and sounds Phase 2 Recognising and writing 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, print has different purposes.</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>Essential Letters and sounds Phase 2 Recognising and writing 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, print has different purposes.</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>Essential Letters and sounds Phase 2 Recognising and writing 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, print has different purposes.</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>Essential Letters and sounds Phase 2 Recognising and writing 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, print has different purposes.</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>Essential Letters and sounds Phase 2 Recognising and writing own names</p>	
<p>Literacy: Writing</p>	<p>Early writing 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 recognising and writing own names.</p>	<p>Early writing 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 recognising and writing own names.</p>	<p>Early writing 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 recognising and writing own names.</p>	<p>Early writing 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 recognising and writing own names.</p>	<p>Early writing 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 recognising and writing own names.</p>	

Mathematics	<p>Sequencing: Children sequence pictures from a nursery rhyme</p> <p>Sequencing: Children sequence pictures from their daily routine.</p> <p>Sequencing: Children sequence pictures from a familiar story.</p>	<p>Position – On and Under: Children place an object on or under a chair, a table etc.</p> <p>Position – In and Out: Children explore whether an object is in or out of a basket, bag etc</p> <p>Position – In Front or Behind: Children explore whether the gingerbread man is in front of or behind different animals.</p>	<p>Comparing Groups – More Than: Children look at two sets of objects and say which set has more.</p> <p>Comparing Groups – Fewer Than: Children look at two sets of objects and say which set has fewer</p> <p>Comparing Groups – More Than and Fewer Than: Children look at two sets of objects and identify which set has more and which set has fewer.</p>	<p>2-D Shapes - Circles: Children learn to identify circles and they begin to learn some properties of a circle.</p> <p>2-D Shapes – Triangles: Children learn to recognise triangles and begin to learn some of the properties of a triangle.</p> <p>2-D Shapes - Rectangles: Children learn to recognise rectangles. They learn that a square is a special rectangle. They learn some of the properties of a rectangle.</p>	<p>3-D Shapes – Cubes and Cuboids: Children identify cubes and cuboids and begin to talk about some of their properties.</p> <p>3-D Shapes - Cylinders: Children learn to recognise cylinders and begin to talk about some of their properties.</p> <p>3-D Shapes - Spheres: Children learn to recognise spheres and begin to talk about some of their properties.</p>	
Understanding the world: Past and present						
Understanding of the World: People, Culture & Communities	RE: Our community	RE: Our community	RE: Our community	RE: Our community	RE: Our community	
Understanding of the World: World	<p>Science: Biology – Animals including humans – Caterpillars</p> <p>Physics – Seasonal changes</p>	<p>Science: Biology – Animals including humans – Caterpillars</p> <p>Physics – Seasonal changes</p>	<p>Science: Biology – Animals including humans – Caterpillars</p> <p>Physics – Seasonal changes</p>	<p>Science: Biology – Animals including humans – Caterpillars</p> <p>Physics – Seasonal changes</p>	<p>Science: Biology – Animals including humans – Caterpillars</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 - 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 - 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 - 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 - 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 - Children’s cameras</p>	

Expressive Art & Design	<p>Music: I've got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p> <p>DT: Structure: Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: I've got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p> <p>Art: Textiles: Collaging bears</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: I've got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</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: I've got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p> <p>Art: 3D form: bear plates</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: I've got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p> <p>Art: Painting: Bears</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	
ELS Phonics	<p>Phase 1 activities continued. Phase 2 - 'ck' .</p>	<p>Phase 1 activities continued. Phase 2 - 'e' .</p>	<p>Phase 1 activities continued. Phase 2 - 'u' .</p>	<p>Phase 1 activities continued. Phase 2 - 'r' .</p>	<p>Phase 1 activities continued. Phase 2 - 'h' .</p>	