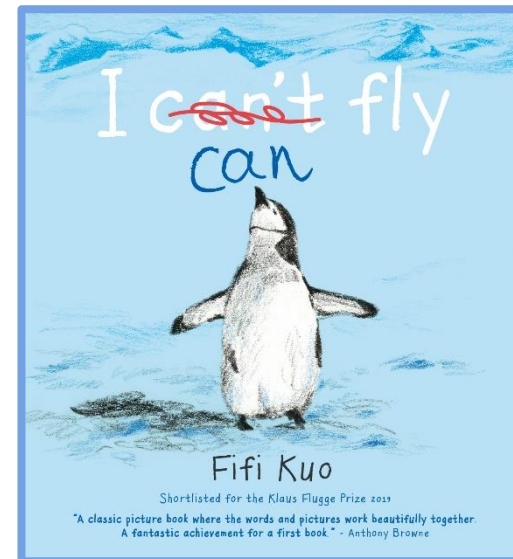
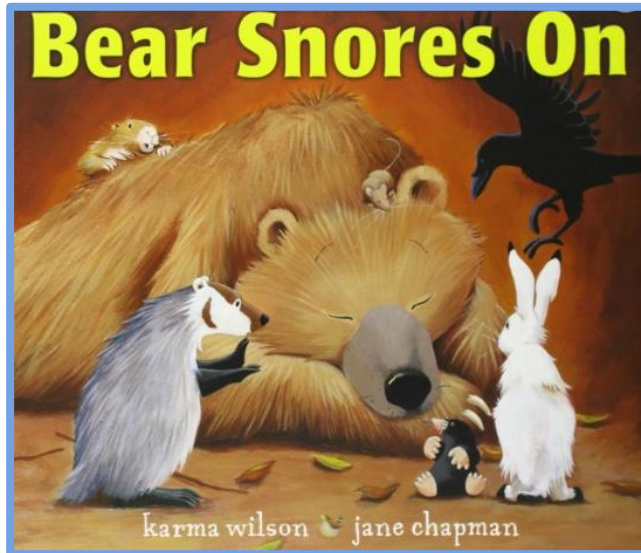


Nursery Spring 1 Term Teaching & Learning



Planning around a quality text, facilitating the holistic way young children learn

Key Learning Outcomes: Spring 1 – Also see full curriculum overview

Prime Areas of Learning		
Communication & Language	Personal, Social & Emotional Development	Physical Development
<p>Children learn to:</p> <p>Listening, Attention and Understanding</p> <p>Continue to enjoy listening to longer stories and remember much of what happens.</p> <ul style="list-style-type: none"> - Daily story time / weekly shared read, small group. <p>Begin to pay attention to more than one thing at a time.</p> <p>Begin to understand and follow a question or instruction that has two parts.</p> <ul style="list-style-type: none"> - Linked to: - self-organisation – daily routine – small group work. <p>Begin to listen to others in a small group.</p> <ul style="list-style-type: none"> - Daily group time / small group focus tasks. <p>Understand some simple 'why' questions.</p> <ul style="list-style-type: none"> - Demonstrate understanding by beginning to make comments on what they know/have experienced. <p>Speaking</p> <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none"> - Linked to: – winter – cold places – the Arctic <p>Continue to develop and sing a large repertoire of songs. Recite some rhymes.</p> <ul style="list-style-type: none"> - Sing as part of a group, using mostly the correct lyrics and pay attention to how songs sound. <p>Begin to talk confidently about familiar books.</p> <p>Begin to tell longer stories.</p> <ul style="list-style-type: none"> - Small group shared read / 1:1 story. <p>Start a conversation with an adult or a friend and begin to continue it for many turns.</p> <ul style="list-style-type: none"> - Develop shared attention by responding to others thoughts. <p>Continue to use talk to organise themselves and their play.</p> <ul style="list-style-type: none"> - Begin to build relationships with others. <p>Use longer sentences that contain 4/6 words.</p> <p>Begin to join sentences with 'and'.</p> <ul style="list-style-type: none"> - Give and receive comment/instruction from others during play. <p>Begin to retell a simple past event in correct order.</p> <ul style="list-style-type: none"> - What did you do at the weekend? <p>Continue to develop communication, using future and past tense (not always correctly).</p> <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> • Daily story time... <i>share a variety of carefully chosen fiction and non-fiction texts with the children using our booklist to support children's developing vocabulary – themed texts linked to Literacy (Winter, the Arctic, bears, penguins).</i> • Concept Cat... <i>introduce children to new vocabulary using familiar characters, stories, props, Makaton signs. Words include: less, backwards, thick, some, wide</i> • Staff engage with children through high-quality interactions using the ShREC approach... <i>children will have opportunities to use talk to communicate their thinking, begin to solve problems and organise themselves and their play.</i> • Children will engage in regular singing sessions... <i>including learning some new rhymes but also singing familiar songs too.</i> • Support children with beginning to answer how and why questions. 	<p>Children learn to:</p> <p>JIGSAW:</p> <p>Piece 3: Dreams & Goals</p> <p>Self-Regulation</p> <p>Talk about feelings using words like 'happy' and 'sad' and begin to use other words.</p> <p>With support, begin to understand and talk about how others might be feeling and the reasons why.</p> <ul style="list-style-type: none"> • How do we identify different feelings? <p>Begin to help to find solutions to conflicts and rivalries, <i>for example, accepting that not everyone can be Spider-Man in a game, and suggesting other ideas.</i></p> <p>With support, begin to talk with others to solve conflicts.</p> <p><i>I can feel proud when I achieve a goal.</i></p> <p>Managing Self</p> <p>Begin to select and use continuous provision resources to achieve a set goal... <i>what could we use to...?</i></p> <p><i>I understand what a challenge means.</i></p> <p><i>I can set a goal and work towards it.</i></p> <p>Settle to an activity of choice for some time.</p> <p><i>I can keep trying until I can do something.</i></p> <p>Increasingly follow classroom routines and rules (with reduced practitioner guidance/reminders).</p> <ul style="list-style-type: none"> • Daily routine – small group work. • Visual timetable... <i>what happens next?</i> • Now & Next boards if appropriate. <p>Develop independence with self-care routines.</p> <ul style="list-style-type: none"> • Toileting / handwashing / brushing teeth. • <p>Building Relationships</p> <p>See themselves as part of a community.</p> <ul style="list-style-type: none"> • Wider school life – joining with reception outdoors. • Viking awards. <p><i>I can start to think about the jobs I might like to do when I'm older.</i></p> <p>Play with one or more other children.</p> <p><i>I know some kind words which can encourage people.</i></p> <p>Engage in pretend play with one or more children.</p> <ul style="list-style-type: none"> • Daily interactions during 'Do Time'. <p>Begin to share and take turns with others.</p> <p>Begin to extend and elaborate on play ideas with others.</p> <ul style="list-style-type: none"> • Start to negotiate different roles within play... <i>"you be the... and I'll be the..."</i> <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> • Implementation of Jigsaw PSHE scheme (learning objectives highlighted in <i>blue italics</i>) ...<i>supported by challenges, perseverance, goal setting, overcoming obstacles, seeking help, achieving goals.</i> • Share a variety of chosen books to support initial understanding of the school's learning behaviours... <i>see book list for EYFS.</i> • Daily 'Learn and Explore' time... <i>model and encourage children to develop friendships, play co-operatively and begin to share and take turns appropriately.</i> 	<p>Children learn to:</p> <p>Get Set 4 PE</p> <p>Spring 1: Introduction to PE – Unit 1 (cont. into Spring 2)</p> <p>Gross Motor Skills</p> <p>Continue to develop throwing, catching and ball skills</p> <p>Continue to develop movement of walking, running</p> <p>Continue to develop climbing skills</p> <p>Continue to develop balancing skills</p> <ul style="list-style-type: none"> • Daily outdoor play • Weekly GetSet4PE lesson <p>Continue to jump with two feet and learn to hop on one foot</p> <p>Continue to develop riding skills</p> <ul style="list-style-type: none"> • Bikeability • Bike track outdoors <p><i>Develop moving safely and stopping with control.</i></p> <p>Use large muscle movements... <i>Squiggle Whilst You Wiggle</i></p> <p><i>Move safely and sensibly in a space with consideration of others.</i></p> <p>Begin to remember some sequences and patterns of movement related to music and rhythm</p> <ul style="list-style-type: none"> • Learn some simple dance / action routines to familiar songs <p><i>Use different travelling actions whilst following a path.</i></p> <p>Begin to match developing physical skills to tasks and activities in setting</p> <p>Choose the right resource to carry out chosen plan</p> <p><i>Use equipment safely and responsibly.</i></p> <p>Begin to take part in some group team activities</p> <p><i>Work with others co-operatively and play as a group.</i></p> <p><i>Follow, copy and lead a partner.</i></p> <p>Begin to collaborate with others to manage large items.</p> <ul style="list-style-type: none"> • Outdoor construction area • Link to learning behaviours <p>Fine Motor Skills</p> <p>Show a preference for a dominant hand</p> <ul style="list-style-type: none"> • Dough Disco <p>Use a range of one-handed tools and equipment</p> <ul style="list-style-type: none"> • Across provision: - pouring / filling – stirring / mixing – rolling – cutting/sticking – painting / drawing / mark making. <p>Continue to learn to use a knife and fork</p> <p>Continue to increase independence getting dressed and undressed</p> <p>Continue to develop a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> • Model tripod grip. <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> • Implementation of the Get Set 4 PE scheme... <i>weekly lessons in small groups across the week.</i> • Squiggle While You Wiggle... <i>implemented through indoor and outdoor activities, see weekly planning.</i> • Daily opportunities to access outdoor play and enhancements outdoors... <i>large construction, performance and dance on the stage, climbing wall, mud kitchen, bike/scooter track, target games, ball skills, large mark making.</i> • Pedal Day each half term. • Bikeability... <i>learning how to pick up, get on and put down a balance bike, walking on the balance bike, stopping with control.</i>

<ul style="list-style-type: none"> Continue to share school values... <i>Care, Aspire and Achieve (Viking Awards)</i> Continue to reinforce Learning Behaviours and encourage the children's development of the Characteristics of Effective and Learning. Model and facilitate role playing in the domestic house, outdoor stage and small world area. Tales Toolkit. <p>Vocabulary: <i>listen, speak, take turns, hear, share, loud, quiet, my turn, your turn, our turn, magnet eyes, attention, first, next, today, tomorrow, why, singing, song, story, determination, pride, creativity</i></p>	<ul style="list-style-type: none"> Zones of Regulation language used daily to support children's understanding of their feelings and how to overcome negative emotions... <i>red zone, blue zone, green zone, yellow zone.</i> Think Equal... <i>see weekly topic planning.</i> Support children to follow daily routines through visual timetable, verbal instruction and targeted 1:1 visual reminders. <p>Vocabulary: <i>dream, goal, challenge, job, persevere, achieve, happy, kind, encourage, proud, determination, aspire, play, share, take turns, rules, remember, problem, solution, idea, zones of regulation: red zone, yellow zone, green zone, blue zone, calm, happy, ready, excited, angry, sad</i></p>	<ul style="list-style-type: none"> Fine motor opportunities... <i>threading, play dough, loose parts, cutting, sticking, tweezers, junk modelling.</i> Dough Disco... <i>weekly sessions.</i> Model and support effective pencil grip. Encourage correct formation through mark making recognisable letters and writing initial sound in own name/labels. Encourage children to draw freely... <i>using Literacy text, half term theme or celebrations as stimulus.</i> <p>Vocabulary: <i>forwards, balance, backwards, strong, straight, large, top, bottom, together, stretch, exercise, healthy, practise, unhealthy, next, thread, cut, hop, skip, jump, run, throw, catch, climb, step, strong, gentle, heavy, reach, balance, change direction, throwing, taking turns, copy, perform, remember, pattern, bend, spin, circling, pull, freeze</i></p>
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Specific Areas of Learning

Literacy... <i>including Phase 1 Phonics</i>	Mathematics	Understanding the World	Expressive Arts & Design
<p>Children learn to:</p> <p>Phase 1 Phonics / Reading Continue to develop phonological awareness</p> <ul style="list-style-type: none"> Join in with Phase 1 activities, aspects 1 to 7 <ul style="list-style-type: none"> Listen, remember & talk about different sounds: - Environmental - Instrumental - Body Percussion Rhythm and rhyme: develop awareness of words that sound the same Tune into alliterative words, begin to identify / hear some initial phonemes in words Explore and begin to talk about different voice sounds Begin to participate in oral blending/segmenting activities Clap syllables in own name ...<i>syllable</i> <p>Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary ...<i>information</i></p> <p>Continue to develop an understand the five key concepts about print:</p> <ul style="list-style-type: none"> Handle books carefully & correctly Name some book parts ... <i>title / blurb</i> Print has meaning – recognise some new logos Begin to understand what a word / letter is ... <i>letter / word</i> Follow print left to right and begin to use 1:1 correspondence ...<i>follow, point, top, bottom, back to the beginning, under</i> Know where to start reading ... <i>first, last, beginning, end</i> <p>Read own name without visual support</p> <p>Writing Begin to use some print / letter knowledge in writing</p> <ul style="list-style-type: none"> Symbols – lines / circles Recognisable letters Left to right directionality Top to bottom directionality <p>Begin to engage in purposeful mark marking Begin to draw a horizontal / vertical cross ... <i>cross</i></p> <ul style="list-style-type: none"> Attempt to write name, using name card, with some recognisable letters, some correctly formed <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> Daily story time, sharing fiction and non-fiction books chosen by children following their interests... <i>explore concepts about print through this.</i> Concept Cat (Word Aware) 	<p>Children learn to:</p> <p>Master the Curriculum: Spring 1: Number 3 / Number 4 / Number 5</p> <p>Numerical Pattern / Number Name and talk about patterns... <i>ABAB</i> Recite numbers to 5 Show and join in with number rhymes to 5, using props and fingers Use fingers to represent numbers with increasing accuracy Use some numbers names in play with some accuracy Sort and match objects accordingly e.g. <i>size / shape</i> Begin to compare quantities using ... <i>more than / fewer than</i> Fast recognition of objects up to 2 and 3 - subitising</p> <ul style="list-style-type: none"> Number 3... <i>subitising dice patterns, different patterns, dots</i> <p>Begin to count up to sets of 5 objects (1:1 correspondence) Begin to understand and explore the 'cardinal principle' when counting objects</p> <ul style="list-style-type: none"> <i>Counting 3, 4, 5 objects</i> <i>Introduced to what the numeral 3, numeral 4 and numeral 5 looks like and learn what it represents</i> <i>Match the numerals to the quantities</i> <p>Introduced to the idea that numbers are made up of smaller numbers...</p> <ul style="list-style-type: none"> <i>Composition of 3</i> <i>Composition of 4</i> <i>Composition of 5</i> <p>Begin to represent numbers with marks</p> <p>Shape, Space & Measure Select shapes appropriately in a range of contexts</p> <ul style="list-style-type: none"> <i>Recognise squares, triangles and pentagons</i> <p>Begin to combine shapes to make new ones... <i>a longer rectangle</i> Talk about shapes... <i>size, corners, straight</i> Make comparisons between objects using appropriate vocabulary...</p> <ul style="list-style-type: none"> Size... <i>bigger, smaller, the same,</i> Length... <i>shorter, longer</i> <p>Begin to understand some positional language, with support within the wider environment Begin to use some language of time within the daily routine</p>	<p>Children learn to:</p> <p>Begin to understand and follow the daily routine with the use of a visual timetable <i>...leading to showing an awareness of duration (short / long amount of time)</i> Begin to understand what might happen in the morning/afternoon Begin to use sequencing vocabulary / show an awareness of a sequence of events to complete an activity ...<i>before, next, after, end</i> Begin to develop an awareness of Winter / Spring ...<i>different clothing needed for weather</i> Make sense of their own life story and family history ...<i>show an awareness of themselves / imitate everyday actions in play</i> Begin to remember or talk about something that has happened in the past Begin to develop an awareness of characters, events and settings from a long time ago... <i>nursery rhymes e.g. Jack Be Nimble</i></p> <p>Begin to develop positive attitudes towards the differences between people</p> <ul style="list-style-type: none"> Celebrations: Valentine's Day, Chinese New Year <p>Continue to show an interest in different occupations through role-play e.g. <i>shop keeper / school cleaner</i> Begin to know that there are different countries in the world ...<i>explore the Arctic</i> Continue to explore that there are different countries in the world and talk about a range of the differences they have experienced or seen in photographs. Use all their senses in hands on exploration of natural materials Talk about what they see, using a range of vocabulary</p> <ul style="list-style-type: none"> Indoor/outdoor provision to reflect exploring natural materials... <i>how is this the same/different? Use magnifying glasses, containers, tweezers to explore.</i> 	<p>Children learn to:</p> <p>Drawing & Painting: Use mark-making to: - represent simple forms and movement / create shorter lines, curves, enclosed circles; discovering that lines can make shapes Begin to create closed shapes to represent objects / animals Begin to draw with increasing detail Begin to show different emotions in drawings e.g. <i>happiness/sadness</i> Continue to explore colour and begin to explore colour mixing ...<i>colour names, tones of colour (light/dark)</i></p> <p>Printing: Explore printing with natural and man-made objects... <i>repeat</i></p> <p>3D Modelling: Begin to use simple tools to manipulate and join different materials... <i>clay/playdough, loose parts, collage</i> Begin to affect change on materials ...<i>crumpling, tearing, cutting, scrunching</i> Begin to respond to what they have heard, expressing their thoughts and feelings ... <i>feeling, happy, sad etc</i></p> <p>Music: <i>Identify sounds in the environment and differentiate between them.</i> Begin to remember and sing entire songs. Begin to sing the pitch of a tone sung by another person ('pitch match'). Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <i>Explore using voices to make a variety of sounds. Use voices to imitate nature sounds.</i> Begin to play instruments with increasing control to express their feelings and ideas. <i>Explore how to use our bodies to make sounds. Explore the sounds of different instruments.</i></p>

<ul style="list-style-type: none"> • Read, Write, Inc (Phase 1 Foundational Phonics – Aspects 1-7, focusing on a different aspect per week and combining) • Tales Toolkit – retell traditional tales and identify the character, setting, problem and solution. Children use available resources such as the apron or fabric strip to create and tell their own stories. • Sharing stories through Think Equal, Learning Behaviours, Maths. • Literacy planning follows a three-week cycle based around a high-quality text. Each cycle begins with a hook to engage the children, followed by daily inputs across the week which include a shared read, story retell and sequencing, role-play, model write. Children will be supported with their writing in a guided group task, along with carefully planned indoor and outdoor enhancements. The children's guided task will provide opportunities to model key skills and rehearse strategies with practitioners and independently. There are regular opportunities to review and celebrate learning, and support children with developing next steps... <i>This half term's texts are Bear Snores On – Karma Wilson and I Can Fly – Fifi Kuo.</i> <p>Vocabulary: <i>label, front cover, back cover, author, book, character, setting, problem, solution, title, beginning, middle, end, first, last, in front, behind, question...</i> see weekly planning for text related vocabulary.</p>	<p><i>Begin to</i> describe a familiar route <i>Begin to</i> describe a sequence of events ... <i>first, next</i></p> <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> • Master the Curriculum: Number 3 / Number 4 / Number 5 (learning objectives highlighted in <i>blue italics</i>)... <i>daily 10-minute input.</i> • Indoor and outdoor enhancement activities to consolidate group time learning, taken from MTC or linked to half term topic. • Concept Cat... understanding of language linked to capacity and positional. • Encourage use of number vocabulary through play. • Encourage children to begin mark making recognisable numbers, indoors and outdoors. <p>Number Songs: <i>Three Blind Mice, Three Little Kittens, 5 Snowmen, 4 Teddy Bears, 5 Fingers.</i></p> <p>Vocabulary: <i>number, 5 frame, dots, pattern dots, how many altogether? count, total, numeral, triangle, sides, shape, counters, fingers, altogether, rectangles, squares, corners, equal, same, long, short, I know that..., dice, pentagon</i></p> <p>Concept Cat words: <i>less, some, big, backwards, thick</i></p>	<ul style="list-style-type: none"> • Model new vocabulary to describe sensory features and observations. <i>Begin to</i> understand the need to respect and care for the natural environment <i>...explore Arctic habitat</i> Continue to identify <i>some</i> key features about the current season • Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - Winter ...<i>ice, frozen, freeze, water, cold, shiver</i> • Seasonal walk – features of Winter • <i>Begin to</i> notice seasonal changes: Winter turning to Spring. Explore how things work <i>Begin to</i> explore and talk about different forces they can feel <i>Continue to</i> talk about the differences between materials and the changes they notice • Changes of state... <i>what happens when water freezes?</i> <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> • Beliefs & Values aims to enhance children's understanding of different cultures, communities and celebrations. Teaching follows a cycle of sharing stories, drama, investigating artefacts, songs and dance, relevant to upcoming celebrations within our community. <i>This half term's celebrations include: Chinese New Year, Valentine's Day</i> • Children are provided with the opportunity to explore natural phenomena scientifically, e.g. <i>what happens when water freezes? what does ice feel like?</i> • Build an awareness of different countries in the world by exploring the Arctic, animals and people who live there... <i>talking about how these places are the same/different to where we live.</i> • Develop a concept of chronology by identifying routines of the morning and night time... <i>what does outside look like in the day?</i> • Seasonal walk to the park to spot signs of Winter... <i>support our understanding of seasonal change.</i> <p>Vocabulary: <i>today, week, tomorrow, yesterday, same, different, change, remember, park, road, next to, journey, weather, school, Winter, season, cold, ice, frozen, celebrate, special, important, home, family, friend</i></p>	<p>Take part in simple pretend play and <i>begin to</i> using an object to represent something else <i>Begin to</i> develop complex stories using small world equipment <i>Begin to</i> make imaginative and complex 'small worlds'</p> <p>Domestic Role Play Themes:</p> <ul style="list-style-type: none"> • Cleaning and Washing • New Kittens <p>Implementation, including Schemes/Proformas:</p> <ul style="list-style-type: none"> • KAPOW Music scheme... Exploring Sound – Lesson 1, 2, 3. Unit to be continued into Spring 2 (learning objectives highlighted in <i>blue italics</i>)... <i>weekly 10 minute input.</i> • Adult Led – Week 1-3: Create a painting of a character from a familiar story (<i>Bear Snores On</i>). Children to label with initial letter or full name, scaffolded appropriately. • Explore colour mixing to create different shades of natural colours such as pink, grey, brown, lighter and darker. • Junk modelling: building dens for the characters in the story. • Chinese New Year: Arts and crafts, Chinese music, dancing. • Children will join in with role-play and story props developing storylines through pretend play - retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories. • Adult Led – Week 4-5: Penguin collage using a variety of different papers, developing cutting, tearing, folding skills. <p>Vocabulary: <i>drawing, pencil, paint, brush, shape, colour, mix, rip, tear, stick, light, dark, decorate, artist, plan, cardboard, paper, cut, fold, glue</i> <i>song, sing, loud, quiet, fast, music, instrument, sound, listen, copy, slow, repeat, think, long, short shake, control, space, balance, clap, start, stop, different, play, jump, hop, role, pretend</i></p>
Characteristics of Effective Teaching & Learning			
<p>Playing & Exploring Children learn to:</p> <ul style="list-style-type: none"> • Explore different resources and materials • Make independent choices 	<p>Active Learning Children learn to:</p> <ul style="list-style-type: none"> • Participate in routines • Develop a range of strategies to reach a goal 	<p>Creating & Thinking Critically Children learn to:</p> <ul style="list-style-type: none"> • Take part in pretend play 	

<ul style="list-style-type: none"> • Follow their own interests • Respond to new experiences 	<ul style="list-style-type: none"> • Begin to correct their mistakes • Keep on trying when things are getting difficult 	<ul style="list-style-type: none"> • Sort materials • Feel more confident to develop their own ideas • Concentrate on achieving something that is important
Events this half term...		
<p>Aspire Opportunities:</p> <ul style="list-style-type: none"> • Winter Walk • Pedal Day • Fire Fighter Visit – links to different occupations 	<p>Parental Engagement:</p> <ul style="list-style-type: none"> • Concept Cat Workshop 	<p>Festivals, Celebrations and Events</p> <ul style="list-style-type: none"> • Chinese New Year • Valentine's Day • Children's Mental Health Week • Safer Internet Day

Provision Enhancements: Indoors & Outdoors - Week 1-3

Writing Area

Begin to engage in purposeful mark marking.

- Provide character themed paper to mark make / write name.
- Provide character themed paper to draw characters from story and label.
- Continue to practise using beery shapes confidently and writing some recognisable letters in our name using name card.
- Encourage free choice mark making, ask children to tell you what they have drawn and label (add meaning to their marks).

Bear Snores On



Writing / Mark – Making

Begin to engage in purposeful mark marking.

Use large muscle movements.

- Make large Beery Shapes – travel from one to another in character role play e.g. *stomping like a bear / skipping like a hare; flapping wings like a wren*
- Practise name writing / draw characters from the story.
- Painting ice / snow.

Reading Area / Listening

Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary ...Information

- Range of fiction and non-fiction books on animals who live in cold places
- Text *retell* [using story sequence]
- Shared reading activities [illustration and sentence with smiley faces] on A4 laminated with paw pointer e.g. *The bear is sleeping / The bear is in the den / The badger is in the den*
- Sequence the character illustrations.
- Book pages of the story to support children to sequence and retell.

Water

- Melting ice in warm water.
- Make tea for the characters.
- Arctic theme water with small world figures, ice bergs, ice cubes.

Performance / Stage

Begin to respond to what they have heard, expressing own thoughts and feelings

Begin to remember entire simple rhymes / songs

- Perform songs to wake up the bear: - *Teddy Bear, Teddy Bear Turn Around - A Little Brown Bear (action rhyme) - Bear is Sleeping - Big Bear, Big Bear*
- Act out the story: *We're Going On A Bear Hunt*

Maths Area

Begin to count up to sets of 5 objects (1:1 correspondence)

- Match the numeral to how many Arctic animals there are on the picture card e.g. number 4 matches 4 polar bears.
- Sort and match objects accordingly e.g. size / shape
- Find 3 of each Arctic animal. Children to sort through the pictures and line up 3 of each animal. Can they talk about some features of the animals, e.g. how many legs they have?

Sand

- Make dens/caves for the animals or a bed for the bear in the sand.
- Encourage free choice sculpture with the wet sand.

Den Making / Large Construction

Begin to collaborate with others to manage large items.

Begin to take part in some group team activities.

- Use the crates to make a den for the characters, *who would need a large den? Who would need a small den? Can you fit inside the den?*
- Children to retell the story inside the den. Adults could read the story to children too.

Malleable / Creative Area – provide related photos / pictures as stimulus

Begin to create closed shapes to represent objects / animals

Begin to draw with increasing detail

- Draw / paint favourite character from the story. Use the images of the characters for inspiration. Once dry, can children label their paintings with the character name?
- Use the junk modelling area to make a den for the animals.
- Use the junk modelling area to build a bed for the bear.

Role Play: Home (with a daytime/night-time theme)

- Have a tea party with the characters from the story.
- Dress selves to keep warm in the Winter.
- Role-play morning and evening routines... *waking up, having breakfast, brushing teeth / eating tea, putting pyjamas on, reading a story, going to bed*

Mud Kitchen

Begin to select and use continuous provision resources to achieve a set goal.

- Make food and/or drinks for the characters to keep them warm using the available resources.

Construction / Small World Area

Take part in pretend play and begin to use objects to represent something else

Begin to develop more complex stories using small world

- Build a bed for the bear to sleep in.
- Build a den / cave for the characters.
- Create new story with new characters / animals.
- Focus text with small world characters for text retelling

Bike Track

Continue to develop riding skills.

- Bikeability implementation.

Target / Action Games / Balancing

Continue to develop throwing, catching and ball skills.

Continue to develop movement of walking, running.

Continue to develop climbing skills.

Continue to develop balancing skills.

- Balancing: (low level) Balance along a piece of rope / across crates to get to a den.
- Ball play: Roll a ball across a circle to one another / Kick the ball into a den (target) / Throw the ball at a target (into a hoop).

Provision Enhancements: Indoors & Outdoors - Week 4-5

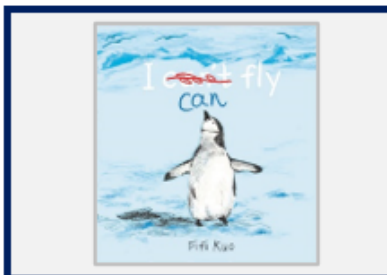
Writing Area

Begin to engage in purposeful mark marking.

- Provide character themed paper to draw characters from story and label.
- Continue to practise using beery shapes confidently and writing some recognisable letters in our name using name card.

Resources:

- Character themed paper, black felt tips, grey pencils.
- Laminated beery shapes, mark making pebbles, laminated character cut outs.



Writing / Mark – Making

Begin to engage in purposeful mark marking.
Use large muscle movements.

- Make large Beery Shapes – travel from one to another in character role play e.g. *stomping like a bear / skipping like a hare; flapping wings like a wren*
- Practise name writing / draw characters from the story.

Resources:

- Large chalks for drawing on the ground.

Reading Area / Listening

Begin to engage in conversations about stories and **non-fiction texts**, learning new vocabulary ...*information*

- Shared reading activities (illustration and sentence with smiley faces) on A4 laminated with paw pointer e.g. *The bear is sleeping / The bear is in the den / The badger is in the den*
- Sequence the character illustrations.

Resources:

- Variety of books (fiction and non-fiction) about bears, animals who live in cold places and the Arctic.

Water

- Melting ice in warm water.

Resources:

- Freeze water and Arctic animals in large tubs, put into water tray and melt throughout the day.

Performance / Stage

Begin to respond to what they have heard, expressing own thoughts and feelings

Begin to remember entire simple rhymes / songs

- Perform songs to wake up the bear: - *Teddy Bear, Teddy Bear Turn Around - A Little Brown Bear (action rhyme) - Bear is Sleeping - Big Bear, Big Bear*
- Act out the story: *We're Going On A Bear Hunt*

Maths Area

Begin to count up to sets of 5 objects (1:1 correspondence)

- Match the numeral to how many Arctic animals there are on the picture card e.g. number 4 matches 4 polar bears.

Resources:

- Photos of Arctic animals / wooden numbers.

Sand

- Make dens/caves for the animals or a bed for the bear in the sand. Encourage sculpture with the wet sand.

Resources:

- Natural resources, plastic animals (characters from the story).

Den Making / Large Construction

Begin to collaborate with others to manage large items.

Begin to take part in some group team activities.

- Use the crates to make a den for the characters, *who would need a large den? Who would need a small den? Can you fit inside the den?*
- Children to retell the story inside the den. Adults could read the story to children too.

Malleable / Creative Area – provide related photos / pictures as stimulus

Begin to create closed shapes to represent objects / animals

Begin to draw with increasing detail

- Draw / paint favourite character from the story. Use the images of the characters for inspiration. Once dry, can children label their paintings with the character name?
- Use the junk modelling area to make a den for the animals.

Resources:

- Natural coloured paints (black, brown, white, grey, beige)
- Cardboard boxes, cotton wool, leaves, twigs

Role Play: Home (with a daytime/night-time theme)

- Have a tea party with the characters from the story.
- Dress selves to keep warm in the Winter.

Resources:

- Use soft toys (bear, rabbit, badger) to represent the characters in the story.
- Teacups, plates, food, tea pot.
- Have hats, scarves, gloves available for children to dress up in.

Mud Kitchen

Begin to select and use continuous provision resources to achieve a set goal.

- Make food and/or drinks for the characters to keep them warm using the available resources.

Construction / Small World Area

Take part in pretend play and **begin to** use objects to represent something else

Begin to develop more complex stories using small world

- Create new story with new characters / animals.
- Focus text with small world characters for text retelling

Resources:

- Story props: *brown bear, mouse, hare, badger, mole, bird,*
- Natural resources: *twigs, leaves, fake snow, cave, popcorn, mini camp fire*

Bike Track

Continue to develop riding skills.

- Bikeability implementation.

Target / Action Games / Balancing

Continue to develop throwing, catching and ball skills.

Continue to develop movement of walking, running.

Continue to develop climbing skills.

Continue to develop balancing skills.

- Balancing: (low level) Balance along a piece of rope / across crates to get to a den.
- Ball play: Roll a ball across a circle to one another / Kick the ball into a den (target) / Throw the ball at a target (into a hoop).