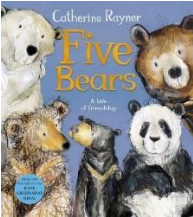
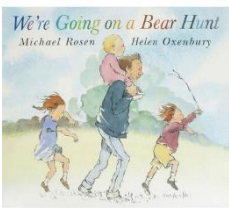






## Cycle 2



### Should we go on a Bear Hunt?

Parental Engagement	Key Text	Traditional Tales and Rhymes	Trips and Experiences	Festivals and Special Times
<p>Reading/Phonics Workshop</p> <p>Parent/Carer termly phone call</p> 	 <p>We're Going on a Bear Hunt</p> <p>We will also be reading lots of other stories, songs and rhymes daily.</p>	<p>The Gingerbread Man</p>  <p>Bible Story: Noah's Ark</p> 	<p>Woodland walks</p> <p>Teddy bear's picnic</p> <p>Caterpillars in class</p> 	<p>Shrove Tuesday</p> <p>Lunar New Year</p> <p>Sukkot</p> <p>Mental Health Week</p> <p>Safer Internet Day</p> 

### Our British Value- Individual liberty

We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.









### Characteristics of effective Learning:

**Playing and Exploring** - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.

**Active learning** - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.

**Creating and thinking Critically** - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.

We have an animal for each learning behaviour. These are:

Creative Chameleon		Persevering parrot		Go for it Gorillas		Proud Peacock	
Slinky Linky Snake		Reflecting Rhino		Exploring Elephants		Choosing Chimps	

Analysing Alligator



## Prime Areas of learning

Personal, Social and Emotional Development



Self-Regulation

Managing Self

Building Relationships

Personally, Socially and Emotionally we will be...

- Describe seasonal changes
- Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot
- Describe the life cycle of an animal
- Talk about how babies change as they grow
- Explain what babies need and how this changes as they grow
- Share their own experiences and listen to those of the others
- Talk about the similarities and differences between the males and females
- Begin to play inclusively with their friends, regardless of their sex (if not already doing so)
- Think differently and more openly about what a family may look like
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one, which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

We will achieve this by...

SCARF Theme: Growing and Changing

Seasons walk and Local walks

Collecting natural objects and making collages or a masking tape bracelet

Finding examples of something they discover using each of their senses.




Make a book or display area of photographs and things you collect for the children to explore independently.

Weather watch

Making weather bags

Songs related to seasons and growing.

# Spring 1 Nursery Medium Term Plan

	<ul style="list-style-type: none"> <li>• Show more confidence in new social situations</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Begin to understand how others might be feeling.</li> </ul>  <p>E-Safety Focus: I know I can put information on the internet.</p> <p>Learning at home-sharing baby/different family photographs</p>	<p>Growing cress and sharing books:</p> <p><i>The Tiny Seed</i> by Eric Carle, <i>The Growing Story</i> by Ruth Krauss, <i>Seasons</i> by Hannah Pang</p> <p>Sharing baby photos and thinking about what does a baby need?</p> <p>Ask the children to think about and drawing pictures of what they want to be when they grow up.</p> <p>Books: <i>My New Baby</i> by Rachel Fuller, <i>Ten Little Fingers and Ten Little Toes</i> by Mem Fox, <i>Babies Don't Eat Pizzas</i> by Diane Danzig. This book also teaches about diversity as it covers issues such as multicultural families, adoption, breastfeeding, and babies with special needs.</p>
<p>Communication and Language</p>  <p>Listening, attention and understanding</p> <p>Speaking</p>	<p>As Communicators we will...</p> <ul style="list-style-type: none"> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> <li>• Use a wider range of vocabulary.</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use longer sentences of four to six words.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> </ul> <p>Learning at home- Sharing rhymes at home</p> 	<p>We will achieve this by...</p> <p>Sharing lots of stories in the library, book corner and daily reading</p> <p>WellComm activities/interventions</p> <p>Introducing and using interesting words to describe our snack and other materials such as the weather and things we notice in the environment.</p> <p>'I wonder' questions about everyday experiences such as the weather, science investigations and</p> <p>Responding to stories</p> <p>Asking questions about the woods and seasons etc</p> <p>Daily welcome to nursery, talking about the weather, season and children's experiences</p> <p>Introduce new vocabulary - add words to our story board from the story.</p> <p>Daily singing nursery rhymes and topic songs</p>
<p>Physical Development</p>	<p>Physically, we will...</p> <ul style="list-style-type: none"> <li>• Make healthy choices about food, drink and tooth brushing</li> </ul>	<p>Daily activities and routines such as:</p> <p>Putting our coats on and zipping them up</p>

# Spring 1 Nursery Medium Term Plan



Gross motor skills

Fine motor skills

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Skip, hop and pose for a game
- Increasingly independent meeting own needs
- Run skilfully, negotiating space Run safely on whole foot

Learning at home- Healthy Teddy Bear's picnic



Getting ready for our Seasonal walks and dressing for the different seasons and weather  
 Daily healthy snack including fruit, water and milk  
 Daily washing hands and learning to be independent such as going to the toilet and taking care of ourselves

Lots of fine motor activities to build the strength in our hands and fingers:  
 Making snips with paper- Practise tearing paper  
 Digging , scooping, pouring  
 Sand/ water (buckets, spades and jugs)  
 Able to use a spoon to feed self/ cups to drink  
 Paint brushes - large movements - circular, up and down- large paintbrushes/ large sheets of paper/ ground  
 Use tweezers to pick up/ move large objects i.e. pompoms  
 Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough  
 Using glue spreaders  
 Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects  
 Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right  
 Focussing on using a fist grip to grip pencils

Lots of large (gross) movement activities:  
 Use crates and planks of wood to build obstacle courses  
 Use of climbing frame Practise throwing and catching large ball with one bounce between the catch  
 Practise riding the bikes and scooters Galloping races Balancing on one leg during Simon Says game

## Specific Areas of learning

Literacy

As Readers, Writers and Mark makers we will be...

- Noticing print such as the first letter in our name or a familiar logo

We will achieve this by...

# Spring 1 Nursery Medium Term Plan



Reading

Writing

Comprehension

- Name the different parts of a book
- Engage in extended conversations about stories, learning new vocabulary.
- Count or clap syllables in a word
- spot and suggest rhymes
- begin to recognise words with the same initial sound, such as money and mother
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.

In phase 1 phonics, we will be learning to:

- Develop listening skills and awareness of sounds in the environment
- Talk about sounds in greater detail
- Develop awareness of sounds made with instruments
- Listen to and appreciate the difference between sounds made with instruments
- Use a wide vocabulary to talk about instrument sounds
- Develop awareness of sounds and rhythms
- Distinguish between sounds and remember patterns of sound
- Talk about sounds we make with our bodies and what the sounds mean
- Experience and appreciate rhythm and rhyme
- Develop awareness of rhythm and rhyme in speech
- Increase awareness of words that rhyme and develop knowledge about rhyme · Talk about words that rhyme and produce rhyming words
- Develop understanding of alliteration
- Listen to sounds at the beginning of words and hear the differences between them
- Explore how different sounds are articulated
- Distinguish between the differences in vocal sounds
- Explore speech sounds
- Talk about the different sounds that we can make with our voices
- Develop oral blending and segmenting of sounds in words
- Listen to sounds within words and remember them in the order in which they occur
- Talk about the different sounds that make up words



Learning at home - name writing



Exploring the logo wall- talking about words and logos all around us  
 Word walks- looking for signs and words around our environment  
 Lots of opportunities to make marks such as lists, name writing, drawing, write dance, patterns in nature, labels- model writing for lots of different purposes  
 Writing letters in our names  
 Weekly pattern drawing from letter join  
 Name card wall- talking about our names and the phonemes they begin with  
 Clapping our names and other words  
 Lots of stories such as We're Going on a Bear hunt and many, many more  
 Daily reading for pleasure  
 Story boards and maps to retell our class story  
 Small world play to act out stories  
 Making maps to get to the woods/find the Bear  
 Role play area to act out and tell stories  
 Daily phonics such as listening walks, listening to everyday sounds and describe them, exploring instruments  
 Book voting station to vote and share our favourite books  
 Exploring and making the different settings from the story such as the woods  
 Joins in with familiar rhymes and stories Singing Nursery Rhymes  
 Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books  
 Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories Knows that print carries meaning and is read, in English, from left to right  
 Traditional Tales topic/ Story times

Pencil control: Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines

# Spring 1 Nursery Medium Term Plan

		<p>We will be following the Twinkl phase 1 phonics:</p> <p>Seaside Park Shopping Centre In the Woods Café</p> <p><b>The Gingerbread Man</b></p>
<p>Maths</p>  <p>Number</p> <p>Numerical patterns</p>	<p>As Mathematicians we will be...</p> <ul style="list-style-type: none"> <li>• Arranging things in patterns</li> <li>• Recognising small groups of objects up to 3 without counting</li> <li>• Reciting numbers past 5</li> <li>• Saying one number for each item in order- 1,2,3,4,5</li> <li>• Showing 'finger numbers' up to 5</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Understanding and using positional words</li> <li>• Talking about and identifying patterns around us</li> <li>• Talks about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>• Extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> <p>Learning at home- counting rhymes</p>	<p>We will achieve this by...</p> <p>Learning about the numbers 5-10 through number blocks- counting, comparing amounts and recording in our ways</p> <p>Exploring patterns in nature such as leaves</p> <p>Making groups of objects and quickly recalling how many such as 3 conkers or 3 sticks</p> <p>Making collections from our woodland adventures</p> <p>Daily counting for different purposes such as how much milk we need? Or sharing the fruit</p> <p>Using positional language to talk settings in the story eg over, under, through</p> <p>Exploring bear patterns</p> <p>Using shapes to make bears</p> <p>Using natural materials to create repeating patterns</p> <p>Making maps and describing routes to the woods</p> <p>Comparing bear sizes eg their height, length and weight</p>
<p>Understanding the World</p>	<p>Learning about People &amp; the World, we will be...</p> 	<p>We will achieve this by...</p>

# Spring 1 Nursery Medium Term Plan



Past and present

People, culture and communities

The natural world

- Talk about what they see using a wide range of vocabulary
- Identify key areas of the local area - house, church, woods, post office and shop
- Begin to make sense of their own life story and family's history.
- Explore pictures of their classroom environment and identifies how their learning environment has changed across the week, term and year - imitate everyday actions and events from their own family and cultural background - explore family, school and community customs and routines
- Talk about what they see using a wide range of vocabulary.

Food- making vegetable woodland soup and Gingerbread men

Kapow Computing- We will be learning to:

- Following instructions
- Giving simple instructions
- Dressing up instructions
- Debugging

In RE we will be learning about who are the people in sacred stories and why might they be still important today?




Theo/HSS



Learning at home- Chinese New Year and Shrove Tuesday activities

Using our senses to explore what's inside the curiosity cube  
Woodland walks  
Using our senses to explore the season of Spring  
Small world areas to tell stories and let our imagination run wild  
Collecting natural materials and using our senses to talk about them  
Daily discussions about the seasons and weather  
Welly walks and talking about the changes in weather and the seasons  
Learning about bears in different countries and finding out all about bears  
Lots of books, poems and rhymes about different families - PSED links  
Role play areas- The Bear's cave  
Celebrations- Pancake day, Chinese New Year and Holi festival  
Walk to the woods to go on our own bear hunt  
Bible stories  
Weekly assemblies with Mrs Berry  
Godly play sessions  
Bear songs and rhymes  
Daily prayers/reflection and thank you thoughts led by the children  
Talk about what they see using a wide range of vocabulary such as describing the settings in the story  
Identify key areas of the local area - house, church, woods, post office and shop  
Begin to make sense of their own life story and family's history.  
Explore pictures of their classroom environment and identifies how their learning environment has changed across the week, term and year - imitate everyday actions and events from their own family and cultural background - explore family, school and community customs and routines

# Spring 1 Nursery Medium Term Plan

<p>Expressive Arts and Design</p>  <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Imaginatively and as Artists, Musicians and Designers we will be ...</p> <ul style="list-style-type: none"> <li>• Show emotions in their drawings and paintings.</li> <li>• Draw with increasing complexity and detail such as a face.</li> <li>• Use their imagination as they consider what they can do with different materials</li> <li>• Develop their own ideas and decide which materials to use to express them</li> <li>• Listen with increased attention to sounds</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul> <p>Kapow Music- Exploring Sound:</p> <p>Vocal Sounds          Body Sounds          Instrumental Sounds          Environmental Sounds</p> <p>Nature Sounds <b>Learning at home-</b> natural material bags</p> 	<p>We will achieve this by...</p> <p>Daily sound games- listening to different sounds and making sounds using our voices and instruments</p> <p>Naming and using different colours to create our paintings, collages and other art work</p> <p>Using different materials to build models and make things</p> <p>Small world area to retell familiar stories and make up new story lines</p> <p>Weekly Kapow music learning songs and exploring sound</p> <p>Create patterns using natural materials from the woods</p> <p>Our focus artist is Andy Goldsworthy</p> <p>We will be learning to use natural materials to make pictures and patterns</p> 
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