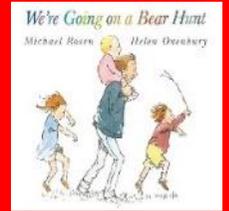




The SJC Medium Term Plan Spring 1 2022



Year: Nursery	Topic Title: JOURNEYS/ COLD AND ANIMALS THAT LIVE IN THE COLD	Key Text: We're Going on a Bear Hunt				
<p>SYNOPSIS</p> <p>We will be finding paw prints in our outdoor classroom. What on earth could make such a large foot print? Is it a little boy? Is it a little girl? Is it a dinosaur? There's only one way to find out... We will don our explorer bags, our explorer hats and our binoculars and off we go; on a BEAR HUNT!</p> <p>After we find the bear and run all the way back to our classroom we will learn the story 'We're Going on a Bear Hunt' by Michael Rosen off by heart. As always, we will retell the story often before changing parts of the story. We will learn all about different types of bears including Polar Bears. As it is cold outside, we will learn all about other animals that live in the cold. Our 'Favourite 5' texts will focus on animals that live in the cold such as 'Snow Bears', 'Penguin' and 'Lost and Found'.</p> <p>We will also think carefully about journeys as both the Bear Hunt and 'Lost and Found' are interesting journeys. We will plan our own journey to Asda to buy ingredients to make snow cakes. Little Red Riding Hood and Rosie both go on interesting journeys in other stories that we look closely at. Going on and talking about different journeys will help us to think about understanding instructions.</p>		<p>Key Vocabulary</p> <p>bear, hunt, catch, googly, scared, over, under, through, cave, forest, snowstorm, mud, grass, thick, wavy, narrow, cold</p>				
Literacy	<p>Week 1</p> <p>We will settle back into Nursery after a long time away. We will remind ourselves of what good listening looks like. We will sing the songs and rhymes that we know and play lots of rhythm and rhyming games.</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when 	<p>Week 2</p> <p>We will find paw prints which prompts us to go on an adventure to find out what it is. We will then read the story 'We're Going on a Bear Hunt'</p> <ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating. • Joins in with repeated refrains 	<p>Week 3</p> <p>We will learn all about bears including what they eat, where they live and an amazing 'WOW' fact. We will then learn all about penguins. We will ask questions of a penguin visitor to our classroom.</p> <ul style="list-style-type: none"> • Builds up vocabulary that 	<p>Week 4</p> <p>We will change the story 'We're Going on a Bear Hunt'. What other kinds of animal or creature hunts could we go on? Will we find one?</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<p>Week 5</p> <p>We will think about the journeys that we have read about so far: 'Bear Hunt', 'Lost and Found', 'Red Riding Hood' and 'Rosie's Walk'. We will then plan our own journey to Asda. We will write shopping lists and take them with us. We will also return to thinking about prepositions.</p> <ul style="list-style-type: none"> • Shows understanding of prepositions such as 'under', 'on 	<p>Week 6</p> <p>We will read recipes and instructions for how to make 'Snow Cakes'.</p> <p>We will invite our parents to a snow party where we eat our cakes and read our favourite cold themed bedtime story.</p> <ul style="list-style-type: none"> • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences.

	<p>conversation interests them.</p> <ul style="list-style-type: none"> Shows awareness of rhyme and alliteration. 	<p>and anticipates key events and phrases in rhymes and stories.</p>	<p>reflects the breadth of their experiences.</p> <ul style="list-style-type: none"> Questions why things happen and gives explanations. Asks e.g. who, what, when, how. 	<ul style="list-style-type: none"> Beginning to be aware of the way stories are structured. Describes main story settings, events and principal characters. 	<p>top', 'behind' by carrying out an action or selecting correct picture.</p> <ul style="list-style-type: none"> Responds to simple instructions, e.g. to get or put away an object. Gives meaning to marks as they draw and paint. 	<ul style="list-style-type: none"> Responds to simple instructions. Shows interest in illustrations and print in books and print in the environment.
Mathematics	<p>Week 1</p> <p>We will be settling back into Nursery after the holiday by singing the number rhymes that we know and making sure that we can say numbers in the right order</p> <ul style="list-style-type: none"> Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Knows that a group of things changes in quantity when something is added or taken away. 	<p>Week 2</p> <p>We will be continuing to see and understand quantities in different ways. We will look at pictorial representations, groups of objects and actions such as claps. We will then learn to make marks to show groups and quantities.</p> <ul style="list-style-type: none"> Realises not only objects, but anything can be counted, including steps, claps or jumps. Beginning to represent numbers using fingers, marks on paper or pictures. Knows that numbers identify how many objects are in a set. 	<p>Week 3</p> <p>We will compare two sets of objects saying which has more and which has less. We will start by comparing 'one' and 'lots' to understand the initial concept of 'more. We will look at lots of groups this week making sure that our understanding of more and less/ greater and smaller is secure.</p> <ul style="list-style-type: none"> Knows that numbers identify how many objects are in a set. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. 	<p>Week 4</p> <p>We will be exploring different ways of making . We will use groups of snow bears and penguins to make sure that we understand that three can be separated in different ways but that when you put the groups back together; there are still three.</p> <ul style="list-style-type: none"> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Knows that numbers identify how many objects are in a set. 	<p>Week 5</p> <p>We will be looking at simple number stories to support our understanding of more and less and counting. E.g. First there were four penguins. Then the snow bear ate one. Now there are three penguins.</p> <p>We will use marks to represent that number problem.</p> <ul style="list-style-type: none"> Shows an interest in number problems. Shows an interest in representing numbers. Knows that a group of things changes in quantity when something is added or taken away. 	<p>Week 6</p> <p>We will look at numerals for the first time. We will start to match numerals to quantity, always saying how many there are and understanding that the different numeral symbols mean.</p> <ul style="list-style-type: none"> Shows an interest in numerals in the environment. Sometimes matches numeral and quantity correctly.

Area of Learning	Development Matters		What can the adult do / provide?
Personal, Social & Emotional	SR	<ul style="list-style-type: none"> • 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. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> -Model playing with children (using 'My turn please') as a way of asking for a toy or resource. -Comment on children's choosing when they select a resource on coming into Nursery. Comment on how they are using it -Use visual timetable to support understanding of when parent will return. -Talk to children about what they enjoy. Remind them of what they did the day before. - Continue embedding expectations and routines for being in Nursery (playing together, listening carefully, coming to the carpet, tidying up, quiet voices indoors) -Practice singing the song 'Hands on top. That means stop.' throughout the day. All grown-ups to model stopping encouraging children to stop by showing and pointing. -Model how to put things back referring to templates and labels. Always remind children who forget and expect them to tidy. - Repeatedly remind children where the toilets are – focus on hand washing afterwards. -Owl Babies role play – acting out the story - Continue role play opportunities that interest children (fire fighters, policemen)
	MS	<ul style="list-style-type: none"> • 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. • Remember rules without needing an adult to remind them. 	
	BR	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. 	
Communication & Language	L,A&U	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> - Praise good looking and listening (voice in / fingers fastened). - Sing as many songs and rhymes in as many different situations as possible. -Play matching sounds to pictures games. - 'What can you hear?' sound walks. - When sharing books, ask location questions. Study the book 'Owl Babies' asking lots of location and inference questions. - Use language of size when playing in sand, water, dough, etc. ('My turn, your turn' to develop vocabulary)

	S	<ul style="list-style-type: none"> • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there...I'll be the driver." 	<ul style="list-style-type: none"> - Always use good and clear models of speech. Be aware of the child's ability to understand. What word level is the child working at? Is it one word (i.e. 'child's name' coat) or a simple sentence level 'Put your coat on'. - Use a range of vocabulary to expose children to as many new words as possible using these new words in context. -Listen carefully to what children are trying to say. Repeat back what you think they have said to check and model. -Praise using words to ask for things.
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Physical Development	GMS	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> -Model running outside. Praise those children who are able to. -Model squatting and crouching to use resources. Play 'Ring-o-ring-roses'. -Play games encouraging children to move in different ways -Provide access to bikes, scooters and trikes
	FMS	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> -Model how to hold and begin to use one handed tools. - Model how to hold a pencil with a tripod grip. Subtly correct and support by moving children's fingers. - Model mark making in all areas of provision always holding the mark making tool correctly and saying what you have written. - Observe – are children using dominant hand? Look, listen, note.
Understanding the World	P&P	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> -Continue to model play in the home corner. Talk through familiar home practices - Talk to children about other children that they play with. Use children's names often when talking to them. - Who is in my family? Who is special to me? -Introduce and model how to use the small world and construction resources.
	P,C&C	<ul style="list-style-type: none"> • Show interest in different occupations □ Explore how things work. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> -Introduce the wind up cars in the small construction area. Talk about how they work. -Provide opportunities for children to explore the natural world. Looking at seeds and plants, observing changes during growth.

	TNW	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. □ Talk about what they see, using a wide vocabulary □ Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. 	<p>- Talk about how to care for different animals and explore their life cycles.</p> <p>-Celebrate different cultural, religious and community events and experiences. Talk about celebrations that children enjoy with their family.</p> <p>-Encourage children to talk about the similarities and differences they notice between people. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types</p>
Expressive Art and Design	CWM	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	<p>-Model using mark making materials wherever they can be found.</p> <p>-Place yourself in the mark making area, drawing alongside children and talking about what you are drawing – model saying 'That's me'.</p> <p>-Model making believe in the home corner and with role play sets outside (police officer/ fire fighter).</p>
		<ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • Show different emotions in their drawings –happiness, sadness, fear, etc. 	
	BI&E	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Remember and sing entire songs • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<p>-Model how to use musical instruments</p> <p>-Sing as often as possible (Nursery rhymes, simple songs, giving instructions) – emphasise the rhythm in spoken word.</p>