

WAYCROFT ACADEMY NURSERY

Medium Term Planning — Term 3 Bears

Prime areas—blue
Specific areas—red

Personal, Social and Emotional Development

Form good relationships with peers and adults.
Show a range of feelings and be sensitive to others.
Begin plan-do-review with children daily to extend their concentration span and involvement in activities.
Celebrate achievements of others.
Awareness of behaviour and boundaries in the setting e.g. tidying up and care of equipment.
Extend and widen friendships.
Share and take turns
Persist for extended periods of time.
Introduce BLP character
Discuss feelings through various bear related stories.
My favourite bear—discussion / sharing information Care for a class bear—take it home and record in book what he gets us to.
Take part in a teddy bears picnic—adapt behaviour to different situation.

Communication and Language

Be able to talk about their home and family. Begin to have a favourite book.
Self-confidence to speak to others about their interests.
Talk activities through and be able to reflect on and modify their actions.
Introduce puppets for particular stories, using talk in pretending (Bear stories)
Join in with repeated refrains in bear stories.
Respond to simple instructions—when taking part in activities.
Discuss real and fictional bears—sort, describe.
Listen to a range of bear stories, including: Peace at last, Bear snores on, Bear by Mick Inkpen, Whatever next? We're going on a bear hunt. Polar Bear (non fiction) etc.

Physical Development

Dress and undress independently.
Explore a range of PE sessions, using different apparatus.
Negotiate space and change directions in the hall.
Move in a range of different ways—travelling over, under, along, through, etc.
Use bear stories to explore moving in different ways.
Develop ball skills, particularly throwing, kicking and catching.
Begin to refine writing skills—pencil control and grip.
Scissor skills.—zig-zag lines
Small motor skills—threading, manipulating small objects, etc.
Use actions to help sing songs and recite rhymes
Teddy bear bowling / using numbered bottles
Use tools to manipulate play dough—cutters, rollers, etc. for teddy bears picnic
Discuss healthy food choices—what would a bear choose to eat at a picnic?

Whatever Next?

Peace at last

"Bears"

Bear snores on.

Polar Bears

We're going on a bear hunt.



Mathematics

Explore size e.g. 3 bears, , etc
Continuing use of shape, and language of shape.
Use number rhymes and songs to count up and down to 10.
Language of addition and subtraction.
More and less.
Numeral recognition above 5.
Songs linked to bear stories
Sorting for number and size.
Conservation of number up to 5.
Verbal counts to 20.
Introduce ordinal numbers e.g. 1st, 2nd, 3rd. (e.g First bear, second bear, etc)
Sort teddy bears
Make comparisons of bears
Make teddys using 2D shapes
Ten little teddy bears.

Literacy

Read variety of books on bear theme
Write menus, lists, books, etc.
Describe main story settings, events and characters.
Act out stories using props / characters.
Build up vocabulary of stories.
Identify that stories have a beginning, middle and end.
Suggest different endings to stories.
Suggest differences between fiction and non fiction.
Ascribe meaning to marks.
Awareness of individual sounds, especially sound of their name and exploring alliteration.
Develop awareness of rhyming words through stories and rhymes
Increase awareness of how to write their names.



Understanding the World

Link own experiences to stories heard—e.g. going on a picnic (Teddy Bears)
Explore characters in stories—what makes them unique? How are they different to us? What makes us unique?
Explore the different settings of stories—in a home, in a wood—visit our outside area—is it a good place to act out the story?
Show concern for living things—vets/ bear hospital—role play.
Explore using the programmable toys—change the beebots into animals.
Use the computer with increasing control.
Use the internet to watch / listen to stories, play simple games.
Make honey sandwiches
Look at old bears—making comparisons
Find out about polar bears, where they live, and how they survive in the cold. Use a globe to identify where they live in comparison to where we live.

This term a teddy bear will join nursery. He will need to be looked after, so will come home with a different child each day. He has a special book where he can record what he gets up to. Back in nursery we will enjoy finding out about what adventures he has.
(Developing speaking and listening)

Expressive Arts and Design

Make story character masks.
Dress up as story characters.
Create images of characters / parts of stories using a range of media.
Sing songs related to the bear stories
Use percussion instruments & shakers to accompany singing / provide sound effects for the stories.
Engage in role play—acting out stories heard, taking on role etc.
Collage bears / sand bears
Draw bear portraits.
Bear hospital role play Explore oats in the sand tray—colour Provide bear pictures as a stimulus
Explore cave role play area—den
Explore songs and rhymes—3 tapping teddies / the three bears rap