



# Appletree Gardens First School Medium Term Planning

## Nursery Spring B - Bear Necessities



### In Literacy we will:

- Recognise a few examples of environmental print such as shop logos and food labels.

### **Squiggle While You Wiggle:**

- Practise making marks using a variety of tools.
- Re-visit circles, lines and humps.
- Introduce re-tracing lines.

### **Story Time:**

- Listen to a range of fiction and non-fiction texts.
- Answer questions, make predictions and share opinions.

### **Phonics - Phase 1:**

- Aspect 1: Practise recognising environmental sounds.
- Aspect 2: Develop our sound discrimination skills by exploring instrumental sounds.
- Aspect 4: Explore rhythm and rhyme in nursery rhymes, stories and with simple objects.
- Aspect 5: Find out about alliteration.

### **Talk for Writing:**

- Use Story Maps to help us learn stories.
- Develop our story telling skills using Story Cards.

### Key Vocabulary

Nursery rhymes, good listening, good looking, good sitting, days of the week, weather.

### In Communication and Language we will:

- Join in with a range of Nursery Rhymes and simple songs.
- Develop our language skills and try using unfamiliar vocabulary in Small World play.
- Practise hearing and identifying syllables in words.

### **Small Group Time:**

- Follow adult cues to listen.
- Know behaviours for successful listening.
- Share our own ideas with peers and adults.

### **Planning for C.I. Activities:**

- Choose what resources we would like to play with.
- Plan and recall at Snack Time, answering questions about our choices and preferences.

### **Talk for Writing:**

- Making up stories with story cards.

### Key Vocabulary

Who, where, what, why, when, how  
Stop, look, listen, quiet, talking, days of the week, weather,  
how many girls / boys

### In Physical Development we will:

- Post and thread.
- Imitate a tooth brushing routine.
- Take own coat off and put it on.

### **Busy fingers:**

- Continue to follow a daily fine motor rotation to develop specific skills such as cutting, pencil grip and pencil control.

### **Squiggle While You Wiggle:**

- Use large movements to create shapes.
- Practise making these shapes on a smaller scale and with mark making tools.
- Practise making marks with more control and with our favourite / dominant hand.

### **Forest School:**

- Develop our gross motor skills through core strength, stability, balance, spatial awareness, coordination and agility.

### **P.E Move With Zip Active - If You Go Down to the Woods Today:**

- Agility - jumping, leaping & hopping with control, travelling at different levels and rolling the body
- Balance - body control & core stability, dynamic balance
- Coordination & control - fine motor skill development, gripping with the hand

### Key Vocabulary

Snip, cut, push/pull, carry, bend, heavy/light, step over, walk, run, jump, hop, steady, slow/fast, controlled.

### In Personal, Social & Emotional Development we will:

- Continue to build friendships, co-operate and find ways to resolve conflicts.
- Continue practising sharing and take turns.
- Join in with simple discussions with an adult about how to make things fair.
- Develop ways to calm themselves and use these with adult support. Practise *CALM TIME*.
- Think about and describe how we are feeling. Read *COLOUR MONSTER*.

### JIGSAW 4 - Healthy Me:

1. Name body parts.
2. Think about how to stay healthy.
3. Find out that some food is healthier than others.
4. Think about why sleep is important.
5. Think about why handwashing is important.
6. Talk about strangers and staying safe.

### Key Vocabulary

Healthy, unhealthy, choices, food, drink, exercise,

### In Mathematics we will:

- Continue to practise **Subatising**
- Sing number rhymes to reinforce numbers 1-5
- Solve everyday problems with numbers up to 5.
- Understand and use positional vocabulary accurately.
- Talk about 3D shapes when building, according to their properties.
- Understand and use language to fill and empty containers - *full, empty, nearly full, nearly empty, half full, half empty*.
- Understand and use language to create structures - *longer, shorter, taller, wider than mine*.
- Describe patterns on resources and in the environment using everyday language.

**Practise our maths skills in Real Life:** In cookery, gardening and Forest School sessions linked to capacity, size, measuring and counting.

### Key Vocabulary

how many, more/less/fewer, 1,2,3,4,5, Circle, Heart, Triangle, Square, Rectangle, Subatise, sphere, cylinder, cube, cuboid

### In Understanding the World we will:

- Find out about special times including: Pancake Day, Mother's Day, Holi, Spring Equinox and Easter. Why and how do people celebrate them?
- Look at a world map to identify hot and cold countries where bears live.

### **Gardening Club:**

- Planting a variety of vegetables.
- Work alongside adults imitating their actions as they care for living things in our weekly

### **Cooking Thursdays - Bear Theme:**

- Talk about how and why food is important.
- Develop our skills using basic cookery skills.
- Taste a range of food, discussing and comparing our preferences.

### **Forest School:**

- Talk about what we see, using a wide vocabulary.
- Make waterproof shelters for bears, chairs for bears to sit on.
- Collect materials for a particular purpose and explain.

### Key Vocabulary

nature, touch, smell, hear, feel, taste, experience, cook, roll, beat, bake, weigh, tools, plant, herb, eat



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<p><b>In Expressive Arts :</b> <b>will:</b></p> <ul style="list-style-type: none"> <li>Sing songs about bears. Easter songs. Nursery Rhymes.</li> <li>Continue to find out about artist Kandinsky, exploring more of his art work including Concentric Circles.</li> <li>Practise printing skills to create our own versions of the Concentric Circles for Mother's Day cards.</li> </ul> <p><b>Story-Telling Skills:</b></p> <ul style="list-style-type: none"> <li>Playing with small world props to enhance their story experiences - Goldilocks, Going on a Bear Hunt, Whatever Next.</li> <li>Using Story Cards to make up stories.</li> <li>Develop story vocabulary when playing with small world toys.</li> </ul> <p><b>Forest School:</b></p> <ul style="list-style-type: none"> <li>How to use natural materials to make bear inspired crafts.</li> <li>Cook porridge on fire pit.</li> </ul> <p><b>Key Vocabulary</b> Leaf, pine cone, manipulate, stick, create, story, ideas, pretend, imagine, artist, artwork, cards</p>	<p><b>Which books will help children secure and think more deeply about the knowledge in this block?</b></p> <p>Whatever Next Goldilocks Going on a Bear Hunt Polar Bear, Polar Bear Brown Bear Peace at Last Non Fiction books about bears Colour Monster - linked to talking about feelings and emotions</p>	<p><b>How will we enhance our continuous provision to extend learning through independent enquiry?</b></p> <ul style="list-style-type: none"> <li>Three bear props in role play and blocks.</li> <li>Provide creative prop ideas around Nursery such as bear puppets, including resources to make their own puppets.</li> <li>Small world bears and arctic toys to explore differences and environments.</li> <li>Small world farm with a focus on developing language and vocabulary linked to the animals, their features and where they live (<i>environmental sounds gap in phonics</i>)</li> <li>Play dough enhancements - caves, Goldilocks placemats, different coloured dough.</li> </ul>
<p><b>We will involve our families in our learning by:</b></p> <ul style="list-style-type: none"> <li>Open communication via Seesaw</li> <li>Learning journals sent home weekly for activities to do as a family.</li> <li>Weekly Home Learning sheets sharing activities and skills covered in school.</li> <li>Inviting parents in for a Forest School session in final week of half term?</li> </ul>	<p><b>The strategies to support our most vulnerable learners are:</b></p> <p><b>Interventions for:</b></p> <ul style="list-style-type: none"> <li>Language &amp; Communication: develop chitter chatter opportunities</li> <li>Maths: counting, number recognition, shape recognition</li> <li>Fine motor: pencil and scissor control</li> <li>PSED</li> </ul>	<p><b>Which visits, visitors and experiences will we organise to help secure children's knowledge:</b></p> <ul style="list-style-type: none"> <li>Bear Hunt around the school grounds.</li> <li>Inviting parents into Nursery for Stay and Play / meet the teacher sessions - link to focus on reading and skills being taught this half term?</li> <li>Easter Egg hunt - build on map reading skills developed throughout the term.</li> </ul>

### Weekly Theme/Topics:

Week 1 - 28.2	Week 2 - 7.3	Week 3 - 14.3	Week 4 - 21.3	Week 5 - 28.3	Week 6 - 4.4
<p><b>Story</b> - Polar Bear, Polar Bear Pancake Day - 1.3 <b>WORLD BOOK DAY</b> - 3.3 JIGSAW - Naming body parts &amp; being active</p>	<p><b>Story</b> - Peace at Last Parent Teacher Consultations - 9.3 JIGSAW - Talking about how to stay healthy</p>	<p><b>Story</b> - Goldilocks Holi festival - 18.3 Red Nose Day - 18.3 JIGSAW - Exploring the healthiness of food</p>	<p><b>Story</b> - Whatever Next Spring Equinox - 20.3 Mother's Day - 27.3 JIGSAW - Sleep</p>	<p><b>Story</b> - We're Going on a Bear Hunt JIGSAW - Handwashing</p>	<p>Easter JIGSAW - Stranger Danger</p>