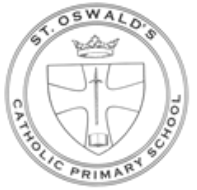


**St Oswald's Primary School EYFS Planning 2023-2024**



Medium Term Planning

Term: Summer 1

Date: April 2024 - May 2024

**Theme / Topic: Bears**

**Big Question: Can you tell us about your favourite bear?**

Year Group:	Nursery	
<p><b>Focus of Learning / linked to topics:</b></p> <p>During this topic children will learn develop skills through a range of activities linked to bears. We will explore stories and rhymes about teddy bears. The children will experience mini topics relating to familiar stories and rhymes with bears in. Such as Goldilocks and the Three Bears, Whatever Next, Peace at Last, Teddy Bear, Bumble Bear, Teddy Bear, and Teddy Bears Picnic. Children will be helped to plan a teddy bears picnic and will have the opportunity to bring in their own bears from home to join in with this.</p>	<p><b>Prior Learning / linked to topics:</b></p> <p>Children have enjoyed some stories related to bears during the year so far. Some of their favourites at story time have been Whatever Next, Bumble Bear and Goldilocks and the Three Bears. We will explore these stories in more detail by taking part in linked activities. Our phonics work has also involved bear stories such as Peace at Last and We're Going on a Bear Hunt, where we have explored voice sounds and environmental sounds. This topic will further expand on this learning and is a topic that links very well with the children's interests.</p>	
<p><b>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills):</b> (covering progression strands)</p>		
<p><b>Prime Areas:</b></p>		
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>To begin to plan what they would like to do and where they are going to play.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>To be able to talk about some of the things they can do to keep healthy, giving some examples.</li> <li>To begin to try a wider variety of foods they might not have tried before.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To be able to talk about who their friends are and what makes a good friend.</li> </ul>	<p><b>Key vocab / key questions:</b></p> <p>Friends, Share, rules, well done, my turn, your turn, kind hands, kind words, hello, name, welcome, goodbye, see you tomorrow, can you?</p> <p>How are you today?</p> <p>What would you like to play with?</p> <p>Who are you playing with today?</p> <p>What is your name?</p> <p>What are your friends' names?</p> <p>Can you take turns?</p> <p>Whose turn is it next?</p> <p>How can we be kind to our friends?</p> <p>What does it smell like?</p> <p>What does it taste like?</p>	

## Communication and Language

### **Listening and Attention**

- To be able to listen for a short period of time in large group activities.

### **Speaking**

- To use a wider range of vocabulary that they have learnt throughout the year.
- To begin to develop clear pronunciation of phonemes.

### **Key vocab / key questions:**

Carpet time, tidy up time, stop, listen, good sitting, good looking, good listening, under, on top, behind, next to, why, how, rhyme, sounds the same, next, then.

My turn, your turn

Fred talk

Can you listen to your friends?

Whose turn is it to talk?

Why do you think that?

How did that happen?

Why did that happen?

How do you?

Can you tell me what you think will happen next?

Can you tell me what happened?

## Physical

### **Gross Motor Skills**

- To be able to ride a trike using pedals and changing direction when following a given pathway.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. E.g. completing action songs such as heads, shoulders, knees and toes, if you're happy and you know it, tumble tots action songs and koo koo kangaroo.
- To match their developing physical skills to tasks and activities in the outdoor area when deciding how to travel across the climbing equipment or tyres.

### **Fine Motor Skills**

- To be able to use one-handed tools and equipment, for example, making snips in paper with scissors.
- To be more confident with dough gym activities using a range of movements to manipulate the dough.
- To be able to manipulate dough using pinching techniques and adding and removing small enhancements such as sequins.

### **Key vocab / key questions:**

Pinch, hold, balance, catch, throw, toilet, try, arms in, pull, be careful, like this, zip, button, hood, arms.

Dough gym activities, pinch it, roll it, squeeze it, pat it.

Let's sing and do the actions...

Do you need to go to the toilet? Have a try.

Can you pinch the pencil like this?

Can you copy this letter?

Can you catch?

Can you put your coat on?

Can you hold scissors carefully?

What could we do now?

## Specific

### Literacy

#### **Comprehension**

- To begin to retell a familiar story verbally.
- To be able to talk about their favourite stories using relevant vocabulary.

#### **Word Reading**

- To begin to hear syllables in words.
- To be able to say some words which begin with the same initial sound.

#### **Writing**

- To be able to copy some letters from their name.
- To be able to form some letters accurately.
- To be able to draw with increasing detail.

### Key vocab / key questions:

Good sitting, good looking, good listening, Fred talk, copy me, my turn, your turn, beginning, middle, end, draw, picture, hear, say, sound, begins with, short word, long word.

What is your favourite story?

Can you tell us about it?

Who is in the story? Who are the characters?

What do you think will happen next?

Can you remember what happened at the beginning?

Can you tell me about your picture?

What does it say?

What does it begin with?

I wonder if anyone knows what this word means?

What is Fred saying?

### Mathematics

#### **Numbers**

- To be able to count objects to 5 touching or moving each one to the side as they count.
- Say one number for each item in order: 1,2,3,4,5.
- Begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.

#### **Numerical Patterns**

- Make comparisons between objects relating to weight and capacity.
- To talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Begin to use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'.

### Key vocab / key questions:

Count, 1, 2, 3, 4, 5, listen, one more, one less, all together, big, small, shape, same, round, tall, long, short, length, height, time, soon, next, now, then, triangle, square, circle, rectangle, hexagon, pentagon, heart, diamond, corners, straight, flat, round, in, on, under, up, down, besides, between.

What comes next?

Can you count the...?

Which number is that?

Tell me about this, what shape is it? What does it look like?

Where is teddy?

Who are you sitting between?

Where is teddy?

Which is heavier?

Which container can hold more? How do you know?

What day is it today?

What day was it yesterday?

	What day will it be tomorrow?
<p><b><u>Understanding the World</u></b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>To talk about significant in their own lives and that of their families with increasing confidence.</li> </ul> <p><b>People, Cultures and Communities.</b></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Observe and talk about the differences between materials and changes they notice. E.g. cooking and melting.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>The world, countries, dress, flag, food, language, different, same, similar, change, cooking, melting, special times, memories.</p> <p>Tell us about your Birthday/Christening/Event?</p> <p>What happened?</p> <p>What happened next?</p> <p>What did we do first?</p> <p>What do you think will happen next?</p> <p>What will happen if we leave this is the sun?</p> <p>Will it still look like this when it's cooked?</p> <p>What will be different?</p>
<p><b><u>Expressive Arts and Design</u></b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>To explore colour and colour mixing.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Colour, mix, happy, sad, frightened, cross, sing.</p> <p>What does it sound like?</p> <p>Is it a loud sound or a quiet sound?</p> <p>How can you change the sound?</p> <p>What are you going to build?</p> <p>Tell me about your building?</p> <p>What are you drawing?</p> <p>Tell me about...</p> <p>Who are you pretending to be?</p> <p>Can I play?</p> <p>What happened?</p> <p>Let's pretend</p>
<p><b><u>Safe Messages</u></b></p> <p>A1, A2, A3, A8,B1, B2, B6, C2, C10, D1, D2, H2, I1, I2, I4.</p>	
<p><b><u>Topic Resources:</u></b></p> <p>You tube, Twinkl, Class Dojo, Parents and Families, Teddy Bear books and stories, Picnic sets, Baking and cooking equipment.</p>	