

Entry Point:

Teachers to dress up as different bears/ show and talk about the differences and similarities.

Mathematics

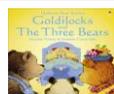
Article 28

- To say and use some numbers names and number languages spontaneously.
- To show an interest in number and counting
- To use mathematical language in play.
- To listen stories with numbers in them.
- To compare two groups of objects, saying when they have the same numbers.
- To begin to understand the timings and routine of the day.
- To begin to use size such as 'big' and 'little'.
- Observe and use positional hunt.
- To begin to understand 'bigger', bigger than' and enough.

Personal, Social and Emotional Development

Article 12

- To encourage independence in selecting and carrying out activities e.g. knowing where materials are kept how to put equipment away and tidy up.
- To separate from main carer with support/ confidence.
- To have a sense of belonging e.g. to know where to hang coat, to find name card and what to do in the morning. Photographs of individual children, groups and adults within the setting. Talk about 'our family', 'our friends', 'our nursery', 'and our school'.
- Feel pride in their own achievements.
- To adapt behaviour to different events, social situations and changing in routine e.g. carpet time, outside lunches
- To manage developmentally appropriate tasks e.g. going to the toilet, washing hands and putting on/taking off coats.
- To talk about the community's children are part of e.g. family, school, religious etc.
- Make connections between different parts of their life experiences- take Bear home.



Bears

Nursery Spring Term 1 & 2 2019



Tell the children that they are going to be learning about a variety of bears (both fiction and non-fiction)

They will:

- Play in the role play area; three bears cottage
- Paint and draw pictures of bears
- Listen to stories that relates to the topic
- Discuss similarities and differences
- Sing songs
- Count, recognise numbers, create patterns, order objects by size and

Physical Development

Article 31

- To move spontaneously within the available space.-move like bears e.g. big bear, small bear, fast, slow etc
- To respond to rhythm, music and story by means of gesture, movements and dance.
- To negotiate appropriate pathways when walking or running -role play such as pushing buggies, crossing roads, going shopping.
- To show awareness of own needs and personal hygiene and keeping clean by wearing an apron, managing bodily functions.
- To use one handed tools and equipment.
- To develop confidence in trying new physical challenges such a range of tools such as a hole punch, glue spreader, rolling pin, knife etc. Use correct names for the tools.

Understanding the World

Article 14

- To explore similarities and differences between bears e.g. hair, skin, eyes, clothes.
- To look at books, pictures, videos showing different kinds of bears.
- To name family members e.g. mummy, daddy, brother, sister, auntie, uncle etc. (relate to bears).
- To observe and discover changes in the environment, relating these to seasonal changes.
- To make Bears houses using a variety of materials and shapes.
- To begin to learn the skills necessary for using computer/ tape recorder e.g. mouse control, play, stop/eject button.
- To begin to understand the correct terminology e.g. monitor, keyboard, mouse,
- To remember and talk about significant things that have happened to them e.g visit to the Zoo, taking the Nursery Bear home etc
- To listen to stories about change and growth in relation to bears.
- Begin to differentiate between past and present.

Communication, Language and Literacy

Article 28

- To enjoy listening to nursery rhymes, stories, songs. - relating to Bears.
- Respond to complex instructions
- To sustain attentive listening in small groups.
- Join in with repeated refrain and anticipate key events and phrases in familiar rhymes and stories.
- Listen one to one or in small groups when conversations interest them.
- To enjoy rhyming and rhythmic activities e.g. singing familiar songs and chanting familiar texts.
- To listen to and to join in with stories and poems, one-to-one and also in groups.
- To handle books carefully.
- To show interest in illustrations and print in books.
- Begin to know information can be relayed in the form of print e.g. look at information books about Bears.
- Distinguish between marks they make
- Show control over the tools they use.
- Form clear and recognisable letters
- Write own name and captions

Expressive Arts and Design

Article 29

- To begin to differentiate and name colours- colour mixing with paint pallets/ powder paint/water.
- Use wet and dry media and different colours e.g. chalk, crayons, felt-tips, fabrics, yarns. Adding food colouring to water, dough, and glue.
- To join in with familiar songs and action rhymes such as Goldilocks and the three bears and other Bear rhymes.
- To respond to sound with body movements.
- To show an interest in the way musical instruments sound - play percussion instruments and explore things that can be shaken and struck.
- To be able to act in role and know how to behave e.g. Goldilocks/We're going on a bear hunt.
- To have opportunities to act out stories based on themselves and people, places they know well.

Exit point:

Nursery children to bring in a teddy from home and have a teddy bears picnic.