




<p style="text-align: center;">Personal Social and Emotional Development</p> <p style="text-align: center;">Jigsaw Theme- Healthy Me</p> <p>Children will develop knowledge that they need to exercise to keep their bodies healthy. Children will notice and talk about the changes which they notice when they exercise.</p> <p>Children will know which foods are healthy and not so healthy and they will learn how they can make healthy eating choices. They will know what the word 'healthy' means and that some foods are healthier than others.</p> <p>Children will learn how to wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet.</p> <p>Children will go on a trip to the park to enjoy a Teddy Bear Picnic. They will be joined by their families.</p> <p>Children will continue to take part in 'Wellie-Wednesday' each week where they will visit the Forest School site and have the time and freedom to play and explore in nature. Children will be encouraged to put on their own coat and zip it up. They will be encouraged take off their own shoes and put on their wellies.</p> <p>Children will continue to brush their teeth daily. During this time, they will explore why it is important to brush our teeth and how this can contribute to keeping our bodies healthy.</p> <p>Children will continue to follow the behaviour system and rewards such as 'star of the day'. They will continue to be supported to follow the Nursery rules and begin to understand why these rules are important.</p>	<p style="text-align: center;">Communication and Language</p> <p>Children will take part in small group speaking and listening activities taken from the LINGO Chatterbox programme.</p> <p>Children will engage in daily story time where they will hear texts from the Repeated Text library. Children will develop their working memory by take part in echo storytelling, repeating phrases from the key texts.</p> <p>Children will hear the key texts 'We're Going on a Bear Hunt', and 'Where's my Teddy' read fluently without interruption. Children will spend time exploring a bear themed Talking Tub. The Talking Tubs will be used to stimulate discussions around bears, key stories, characters and story events.</p> <p>Children will be asked a range of targeted questions based on Blank's Levels of Questioning. These questions will focus on the key texts.</p> <p>Children will hear and use language associated with position such as over, under and through. Children will then go on a hunt in the outdoor environment to locate a hidden bear. They will follow positional clues through words alone. For example, 'the next clue is <i>under</i> the slide'. Children will then verbally recount their experience using learnt positional vocabulary. Children will look at images of bears in different positions (on, in, under over, down, next to, between, around, though, along). They will describe where the bear is using words alone. Children will then listen to instructions containing a preposition and place the correct item in the corresponding place. (2-word level; choice of bear/ doll, choice of position)</p> <p>Children will use colourful semantics colour coding to create who/ what doing sentences using familiar story characters. They will build up to verbally creating a who/ what doing/ where sentence. Children will use function words, such as 'is' 'and' 'the'</p>	<p style="text-align: center;">Physical Development</p> <p>Children will take part in regular 'Squiggle Whilst You Wiggle' sessions to develop their coordination, balance, hand-eye coordination, core strength and ability to use hand apparatus. Through this programme they will develop and master whole body fine and gross motor movements.</p> <p>Using the story 'Were Going on a Bear Hunt' as a springboard, Children will pretend to go on a bear hunt through the different settings seen in the story. They will use whole body movements to move through each setting. For example, Walking or jogging through the grass, taking long strides across the river and making slow, large steps through the mud</p> <p>Children will explore 'Bear Caves' (tunnels) in the outdoor environment. They will move through the tunnels in different ways. For example, crawling on hands and knees facing forwards, crawling on hands and knees backwards, wriggling/ sliding on front and back and rolling balls through the space.</p> <p>Children will continue to take part in Dough Gym activities to develop strength and flexibility in their arms, wrists, shoulders, and core.</p>	<p style="text-align: center;">Literacy</p> <p>Children will continue to develop phonological awareness through developing an awareness of rhyme and their ability to detect and produce rhymes. Specifically, they will develop their ability to; understand the pattern of syllables in the words presented to them, sing or chant the rhyming string along with the adult, recognise that words rhyme, listen and attend to the rhyming strings, play games with rhyming objects, generate their own rhymes, complete sentences using appropriate rhyming words, make a series of words that rhyme (a rhyming string)</p> <p>Children will begin to develop the ability to detect initial sounds, starting with the initial sounds from their own name.</p> <p>Children will listen to the key text 'Were Going on a Bear Hunt' and 'Where's my Teddy' read repeatedly.</p> <p>When reading books, pupil attention will be drawn to parts of the books; the front cover, the back cover and the title, their attention will be draw to where the text is, and how English print is read left to right and top to bottom. Adults will explicitly model how to handle a book. They will learn how to turn pages in a book, turn pages in order and follow the direction of print- top to bottom and left to right</p> <p>Children will explore story setting and 'where' through the different settings within the story 'Were Going on a Bear Hunt'. They will look at images of the settings and describe what they see.</p> <p>Adults will model labelling the different settings with written labels. Children will notice how what they say can be written down and recorded. Children will begin to notice initial sounds as adults write.</p> <p>Children will match familiar story characters to the corresponding setting.</p> <p>Children will use their name cards with their photo to make marks which resemble letters from their name. Children will give their marks meaning, knowing that it is their name. Children will be supported to develop an effective pencil grip.</p> <p>Children will give meaning to marks when they draw and engage in emergent writing.</p>
<h2 style="margin: 0;">Teddy Bear Picnic</h2> 			
<p style="text-align: center;">Characteristics of Effective Learning</p> <p style="text-align: center;">Playing and Exploring- Engagement</p> <p>Children will be encouraged to explore the environment and make independent choices in their play. Adults will work alongside children and talk with them about what they are doing and what they are noticing. Adults will further guide pupil thinking and actions by engaging in sustained shared thinking. This will support children to develop into their 'inner voice'.</p> <p>Children will be encouraged to bring their own interests and fascinations into Nursery. Adults will extend children's interests by providing stimulating resources for them to play with, on their own and with peers, in response to their fascinations. There will be a selection of appropriate non-fiction books to help children develop and follow their interests.</p> <p>Children will be provided with stimulating resources which are accessible and open-ended so they can be used, moved, and combined in a variety of ways. Whilst exploring resources they will begin to realise that their actions have an effect.</p> <p>Children will have a significant amount of uninterrupted time to play. Adults will help children as needed, supporting Children to plan and think ahead about how they will explore or play with objects. Adults will join in play sensitively, fitting in with children's ideas.</p> <p>Children will be encouraged to try new activities and to judge risks for themselves.</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Children will explore paintings of woodland animals by the artist Sarah Taylor. They will respond to these paintings by describing what they can see. They will draw and paint their own woodland animals from observation.</p> <p>Children will create collages of the settings seen in the story 'Were going on a Bear Hunt'.</p> <p>Children will use colored chalk to draw the different story settings on the ground in the outdoor environment. They will discuss the emotions each setting provokes.</p> <p>Children will make caves for bears using a range of junk-modelling materials</p> <p>Children will use instruments to create a 'sound story' when retelling the story of 'Were Going on a Bear Hunt'. They will have opportunity to select, handle and play instruments They will be encouraged to choose an instrument or noisemaker to</p> <p>Children will think about what they have chosen a particular instruments or noisemakers for different parts of the story. They will also think about the type of sound needed for each setting – is it a long/short sound? Is it loud or quiet?</p> <p>Children will create their own noise makers using junk modelling materials.</p> <p>Children will make their own role-play binoculars using cardboard tubes and look for soft toy bears around the outdoor environment</p>	<p style="text-align: center;">Understanding the World</p> <p>Children will bring their favourite bear (or soft toy) into school for a bear hunt. They will take part in a show and tell session and discuss what is special about their bear.</p> <p>Children to respond to questions such as 'Is the bear new or old?' 'How long have you had the bear for?' 'Did you have the bear when you were a baby?'</p> <p>Children will draw their own maps of the story 'Were Going on a Bear Hunt'. They will show different settings and places in the story, such as a river, cave and grass. They will explore real photos of the settings illustrated in the story and describe what they can see. Children will explore simple maps, using them as props in their play.</p> <p>The water tray will be enhanced to create different settings for small-world toys. Children will explore the deep, cold river with water and plastic ducks and the snowstorm with snowflake sequins and ice cubes. Children will observe the ice as it melts and talk about what they see.</p> <p>Children will complete a science experiment to see what happens to a gummy bear when it is added to a glass of water and left for several days. They will compare the bear that have been in the water with a new gummy bear and explore how they are they different.</p> <p>Children will have access to cars, other wheeled toys, and ramps. They will understand how the movement of a wheel makes an object move.</p>	<p style="text-align: center;">Mathematics</p> <p>Children will continue to work their way through 10 Town. They will explore Fiona Five/ 5 and Seal Six/6 through stories, songs, and games. They will practise and consolidate their understanding of the verbal sequence of counting; being able to say the number names in sequential order to at least 10. They will also practise counting, saying the names of the numbers in sequence, and ensuring each object receives one, and only one, count.</p> <p>Children will learn that when counting, the last number spoken in a counting sequence names the quantity for that set. Children will practise counting objects and then repeat the last number. For example: "1, 2, 3 – 3 cars". They will learn to answer the question 'How many?' saying how many there are in a set with the last number counted.</p> <p>Children will explore collections of buttons in different sizes, colours, and shapes. They will sort these by different attributes, such as collecting only the big, red buttons, and then count how many there are.</p> <p>Children will develop their understanding that the order that items are counted in is irrelevant—left-to-right, right-to-left, in a random fashion—as long as every object in the set is given one count and only one count.</p> <p>Children will identify number representations. They will explore standard representations, such as dice and fingers as well as nonstandard representations. They will link taught numerals to amounts, showing the right number of fingers/ objects to match a given number..</p> <p>Children will explore simple repeated ABAB patterns. They will match objects by colour/ size (such as compare bears) to duplicate a pre-made pattern. They will then develop their ability to recognise patterns and identify missing elements.</p>

