

**Communication and Language (listening and understanding and speaking)**

* Guided talk sessions (WELLCOMM focused)
* Vocabulary development and word collecting – linked to the stories we will be sharing and new knowledge about bears and their habitats
* Listening carefully to longer stories and understanding what has happened.
* Beginning to understand two-part instructions and “why” questions.
* Use longer sentences in speech focusing on correct pronunciation of words and use of connectives (and, because, so)
* Show an understanding of some prepositions
* Continue to develop communication, using future and past tense
* Start a conversation with an adult / friend and begin to continue it with many turns
* Use talk to organise selves / play
* Begin to retell a simple past event in correct order
* Begin to express a point of view

**Personal, Social and Emotional Development (self-regulation, managing self, building relationships)**

* Talk about feelings using words like ‘happy’ and ‘sad’ and begin to use other words
* With support begin to understand and talk about how others might be feeling and the reasons why
* Begin to help to find solutions to conflicts and rivalries.
* Begin to select and use activities and resources to achieve a set goal
* Increasingly follow classroom routines and rules
* Develop independence within self-care routines
* Play with one or more other children
* See themselves as part of a community
* Begin to share and take turns with others
* Begin to extend and elaborate play ideas with others
* **Think Equal –** Exploring feelings

**Expressive Arts and Design (exploring and using media and materials, being imaginative)**

* Exploring materials – bear collages/paintings
* Exploring textures – wet and dry oats/porridge
* Investigating textures
* Drawing with increased detail
* Begin to show different emotions in drawings and paintings, like happiness, sadness, fear
* Continue to explore colour mixing
* Play instruments with increasing control to express their feelings and ideas.
* Take part in simple pretend play and begin to using an object to represent something else
* Begin to develop complex stories using small world equipment
* Begin to make imaginative and complex ‘small worlds’
* Role play with Teddy bear masks/ puppets.
* Songs: Teddy bear’s picnic, When Goldilocks went to the house of the bears, Teddy Bear, Teddy Bear

**Physical Development (Fine and Gross Motor)**

* Go on a bear hunt obstacle course (over, under, through)
* Begin to learn to hop and skip
* Continue to develop climbing and balancing skills
* Take part in team games
* Begin to remember some sequences and patterns of movement related to music and rhythm
* Porridge oat play (rolling, squashing, cutting, patting, scooping)
* Using one handed equipment such as pencils, scissors and knives safely and effectively. Spreading honey on toast.
* Increase independence getting dressed and undressed, e.g. Working with zips and fastenings.
* Continue to develop a comfortable grip with good control when holding pens and pencils.

**Understanding the World (The past, people, culture and communities, the natural world)**

* Look at pictures of bears in their natural habitats. Compare different kinds of bears – polar bears, grizzly, pandas.
* Begin to know that there are different countries in the world
* Dress the bear according to the weather. Pack a suitcase for teddy going on holiday to various places. Use holiday brochures, equipment/clothes catalogues to match the climate with the type of clothes needed
* Baking and food preparation- Teddy Bears Picnic
* Investigation- Food, change and decay (Porridge, toast, picnic food) - Talk about what they see, continuing to use a wider vocabulary
* Begin to develop positive attitudes about the differences between people
* RE - Stories Jesus heard The Bible Key Old Testament Stories including: Daniel, Jonah.

**Mathematics (numbers, shape, space and measure)**

* Daily skills – Counting, counting songs, days of the week, using language of shape and size
* Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’)
* Show ‘finger numbers’ up to 5
* Say one number for each item in order:1,2,3,4,5.
* Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
* Link numerals and amounts: for example, showing the right number ofobjects to match the numeral, up to 5.
* Experiment with their own symbols and marks as well as numerals.
* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’

**Literacy (reading, writing)**

* Focused stories are:
* We’re Going on a Bear Hunt
* Bear Snores On
* Guided and supported writing sessions- introducing FANTASTICS writing lenses.
* Phase 1 Letters and Sounds (Phonics)
* Writing opportunities through role play
* Name recognition
* Attempt to write name
* Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary
* Continue to develop an understand the five key concepts about print

Spring 2025 Nursery: **Bears**

**Role Play**

* We’re Going on a Bear hunt sensory role play
* Dressing Teddy for the weather (see understanding the world also)