

Communication and Language

Personal, Social and Emotional Development

Listen and respond to a simple instruction.

Start to develop conversation, often jumping from topic to topic.

Be increasingly able to talk about and manage their emotions.

'This is the way we get to school' song (sang to the tune of 'Here we go round the mulberry bush').

Children to join in singing and actions.

Discuss different ways we all get to Nursery (walking, running, driving, cycling etc.)

Children to stand by objects e.g. buggy, car etc to represent how we get school.

Physical Development

Build independently with a range of appropriate resources.

Develop manipulation and control.

Explore different materials and tools.

Acting out moving through water, long grass and a forest like in the story.

Can children stomp, tiptoe, splash etc?

Children to help set up a den as a bear cave.

Understanding the World

Make connections between the features of their family and other families.

Explore materials with different properties.

Range of small world play (cars, trains etc)

Option for choice in independent play.

How can we get to Nursery?

Mathematics

Compare sizes, weights etc. using gesture and language- 'bigger/little/smaller', 'big/low', 'tall', 'heavy'.

Compare amounts, saying 'lots', 'more' or 'same'.

Comparing size of cars and trains and the lengths of the tyre tracks.

Literacy

Pay attention and respond to the pictures or the words.

Ask questions about the book. Make comments and shares their own ideas.

Going on a teddy bear hunt in the garden.

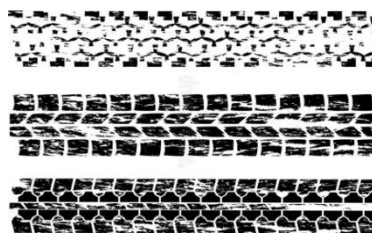
Acting out the story and searching for toy bears.

Expressive Arts and Design

Start to make marks intentionally.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Cars and trains through paint making tracks.



Characteristics of Effective Teaching and Learning

Children will be learning to...

...Make independent choices. Staff will provide a well-organised environment so that children know where materials and tools are and can access them easily. Staff will provide enough materials and arrange spaces so that children can collaborate and learn alongside peers.

...Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Staff will join in with children's play and investigations, without taking over. Talk with them about what they are doing and what they are noticing.

...Keep on trying when things are difficult. Staff will help children to think about what will support them most, taking care not to offer help too soon. Staff will provide a balance of open-ended play opportunities and structured adult-supported activities.

...take part in simple pretend play. Staff will provide open-ended resources that can be used in many ways and will encourage children's creative thinking.