

<u>Teddies</u>				
Autumn 2018/19				
		Nursery	Reception	Activities
Prime	PSED Physical, Social Emotional Development	<ul style="list-style-type: none"> Is more confident to talk to other children when playing. (30-50) . Beginning to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50) . Initiates play, offering cues to peers to join them. Responds to what others are saying or doing. Demonstrates friendly behaviour.(30-50) 	<p>Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests and opinions and will communicate freely about own home and community (40-60)</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy (40-60)</p> <p>understand and follow the rules. (ELG)</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)</p>	<ul style="list-style-type: none"> Model talking to eachother through play Circle times Scenario ppts stories with pertinent themes show and tell talk friends utilized partner work in challenges/p.e. teddy bear talk time register: tell me something... rules discussed and displayed pictorially
	PD Physical Development	<p>Moves freely and with pleasure and confidence in a range of ways. (30-50)</p> <p>Runs and negotiates space successfully, adjusting speed or direction to avoid obstacles.(30-50)</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60)</p> <p>. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. snips in paper with scissors. (30-50)</p> <p>Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. (30-50)</p>	<p>Child shows good control and coordination in large and small movements such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (ELG)</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters. (40-60)</p> <p>They handle equipment and tools effectively, including pencils for writing. (ELG)</p> <p>. Shows understanding of the need for safety when tackling new challenges. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. (40-60)</p>	<ul style="list-style-type: none"> P.E. coach Mr Rigg Obstacles in P.E. brought closer together Tig type games Finger gym/squiggle wiggle utilized Large outdoor tools: mops, long paintbrushes. Model scissor uses. Toilet stories Toilet posters made with the chn. Phonic letters taught Safety inspectors/safety problem sorters
	Communication and language	<p>Listens to others one to one or in small groups, when conversation interests them. . Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50)</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50)</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (30-50)</p>	<p>Beginning to understand 'why' and 'how' questions. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. (40-60)</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60)</p>	<ul style="list-style-type: none"> Snack time discussions and sing alongs Phonics includes rhymes P.E. and yard time includes prepositions Tidy up time song Poetry day 19.9.18 Hibernation, bear facts.

Specific	Maths	<p>Uses some number names and number language</p> <p>Spontaneously in play. . Knows that numbers identify how many objects are in a set.</p> <p>Shows an interest in numerals in the environment. Shows an interest in representing numbers. (30-50)</p> <p>Uses positional language. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50)</p>	<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5 and beyond (40-60, ELG)</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length, weight or capacity. (40-60)</p> <p>Orders and sequences familiar events. (40-60)</p>	<ul style="list-style-type: none"> ▪ Tidy up labels inc. numbers ▪ Number book to begin ▪ Counting rocks for vote ▪ Number hunt at home and in school ▪ Goldilocks size vocabulary ▪ 5 little bears poem ▪ Apple collecting, weighing and counting
	Literacy	<p>Enjoys rhyming and rhythmic activities. Listens to and joins in with stories and poems. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Looks at books independently</p> <p>Recognises familiar words and signs such as own name and advertising logos. (30-50)</p> <p>Sometimes gives meaning to marks as they draw and paint. (30-50)</p>	<p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them (40-60)</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books (40-60)</p> <p>Writes own name (40-60)</p> <p>Gives meaning to marks and uses some clearly identifiable letters to communicate meaning, (40-60)</p>	<ul style="list-style-type: none"> ▪ Where's my teddy? Going on a Bear Hunt. Goldilocks. ▪ Introduce talk for writing/story bags ▪ Homework: bring in packaging signs ▪ Weekly writing task ▪ Phonics ▪ Name writing: name outlines into writing area. Daily signing in.
	Creative	<p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Taps out simple repeated rhythms. (30-50)</p> <p>Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (30-50)</p> <p>Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. (30-50)</p>	<p>. Uses simple tools and techniques competently. Selects tools and techniques needed to shape, assemble and join materials they are using. (40-60)</p> <p>Child sings songs, makes music and dance, (ELG)</p> <p>Create simple representations of events, people and objects.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.(40-60)</p>	<ul style="list-style-type: none"> ▪ Teddy bear, teddy bear turn around. If you go down to the woods today...round and round the garden...hibernation action song.

	Knowledge and Understanding of the World	<p>Shows interest in the lives of people who are familiar to them (30-50)</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (40-60)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. (30-50)</p> <p>Knows how to operate simple equipment e.g. turns on CD player and uses remote control. (40-60)</p>	<p>. They know about similarities and differences between themselves and others (ELG)</p> <p>Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. (40-60)</p> <p>They can make observations of animals (ELG)</p> <p>Child recognises that a range of technology is used in places such as home and schools. (ELG)</p>	<ul style="list-style-type: none"> ▪ Teddy bear comparisons ▪ Walking around our school: signs and notices ▪ Bear facts inc. hibernation ▪ Seasonal change of autumn ▪ Harvest ▪ Growth and decay of apples ▪ Technology homework hunt ▪ Technology craft ▪ Remote control lego cars ▪ Story CDS ▪ Teddy Bear's picnic in the village: map.
	Collective Worship Theme	<p>School value: courage</p> <p>Celebrations: Harvest</p>		<ul style="list-style-type: none"> ▪ Harvesting apples ▪ Harvest festival ▪ Courage awards ▪ Huge Bag of worries story, Owl who was afraid of the dark.
	Computing/online Safety theme		<p>Understanding technology at home and in school.</p> <p>I am kind to my friends.</p> <p>I use a safe part of the Internet to play and learn. (inc. selfies)</p> <p>I make sure a trusted adult is with me when I play with devices.</p>	<ul style="list-style-type: none"> ▪ Technology circle times ▪ Selfie taking and P4C ▪ Computing rules embedded for tablets.

Children's interests to challenge and extend: Home corner/ dogs, weapons, diggers and building.

<https://www.nanascorner.com/15-teddy-bear-nursery-rhymes-and-poems/>