

EYFS Curriculum: Medium Term Plan

Nursery 3/4 | Autumn 1 | Cycle 2 | Bears



United Curriculum
Primary

Part of United Learning

Overview of EYFS Medium Term Plans

	Nursery 2	Nursery 3-4		Reception
		Cycle 1	Cycle 2	
Autumn	It's Good To Be Me	Marvellous Me	Look at Me!	Me and my World
	Colour	It's Getting Cold Outside	Bears	My Heroes
	Winter	Polar Express	Special Days	Standing Ovation
Spring	Buildings and Homes	On the Move	Toys	Castles, Knights and Dragons
	Dinosaurs	On the Farm	Food Glorious Food	Spring in Our Step
Summer	Water	Once Upon a Time 1	Once Upon a Time 2	Where We Live
	What's Outside?	All Creatures Great and Small 1	All Creatures Great and Small 2	Science Detectives



Unit overview

Communication & language and literacy



Communication and Language:

- Enjoy listening to longer stories and can remember much of what happens.
- Develop their communication but may continue to have problems with irregular tenses and plurals.
- Use a wider range of vocabulary.

Literacy:

- Engage in extended conversations about stories, learning new vocabulary.
- Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes.

Mathematics



Link numerals and amounts/Counting:

- Recite numbers to 5
- Show 'finger numbers' up to 5 when joining number songs and rhymes
- Showing the right number of objects to match the numeral for 1 and 2.
- Subitise small groups of objects.

Shape:

- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Notice and talk about shapes in the environment.

Positional Language:

- Understand position through words alone

Measure

- Make comparisons between objects relating to size.

Understanding the world



Development matters

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Physical Development



Development matters

- Match their developing physical skills to tasks and activities in the setting.
- Choose the right resources to carry out their own plan. Collaborate with others to manage large items.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

PSED



Development matters

- Increasingly follow rules, understanding why they are important.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- Play with one or more other children, extending and elaborating play ideas.

Expressive Arts and Design



Development matters

- Explore different materials freely.
- Develop their own ideas and then decide which materials to use to express them.
- Explore different textures.
- Begin to develop stories using small world equipment.
- Make imaginative and complex 'small worlds.'

Communication & language and literacy



Week	Focus	Core texts and learning tasks
1/2	<p>Communication and Language:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Develop their communication but may continue to have problems with irregular tenses and plurals. <p>Literacy:</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 	<p>We're Going on a Bear Hunt by Michael Rosen</p> <ul style="list-style-type: none"> Frequently re-read the text becoming increasingly familiar with it. Join in the retelling of the story including actions. Recall and retell the story in different contexts including, in role-play, den building, tough spots and small world.
3/4	<p>Communication and Language:</p> <ul style="list-style-type: none"> Use a wider range of vocabulary. Enjoy listening to longer stories and can remember much of what happens. Develop their communication but may continue to have problems with irregular tenses and plurals. <p>Literacy:</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 	<p>Where's My Teddy? by Jez Alborough</p> <ul style="list-style-type: none"> Answer simple questions about the story. Link to their own experiences about favourite toys. Engage in imaginative play outside- looking for the bear. Describe their bear. Begin to describe texture.
1-4	<p>Literacy:</p> <ul style="list-style-type: none"> Develop their phonological awareness by: <ul style="list-style-type: none"> - Joining in with nursery rhymes - Tuning into voice sounds - Talking about sounds - Spot and suggest rhymes 	<ul style="list-style-type: none"> Encourage the children to join in making the voice sounds from the story. Model, exaggerating voice movement. 'Squelch squerch' 'hooo woo' In provision introduce the words we use to describe sounds. slow, fast, quiet, loud, long, short Learning rhymes and songs: Teddy Bear, Teddy Bear, Turn Around When familiar with 'Where's My Teddy,' encourage children to predict the rhyming word.





Week	Focus	Core learning tasks
1	<p>Link numerals and amounts/Counting:</p> <ul style="list-style-type: none"> Recite numbers to 5 Begin to show 'finger numbers' up to 5 when joining number songs and rhymes Showing the right number of objects to match the numeral for 1 and 2. Subitise small groups of objects. 	<ul style="list-style-type: none"> Join in bear themed number rhymes. (<i>5 Bears Meeting in the Wood, 5 in the Bed</i>) Pack a bag for a bear hunt adventure counting out 1 and 2 objects. Count steps and actions, reciting numbers in sequence.
2	<p>Shape:</p> <ul style="list-style-type: none"> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Notice and talk about shapes in the environment 	<ul style="list-style-type: none"> Make bear pictures using pre-cut shapes. Select shapes appropriately to build caves and homes for bears.
3	<p>Positional Language:</p> <ul style="list-style-type: none"> Understand position through words alone – for example, "The bag is under the table," – <i>with visual cues</i> 	<ul style="list-style-type: none"> Hide and seek bear games in small world, outdoors and around provision. Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. Discuss routes and locations, using words like 'in front of' and 'behind'. Follow adult instructions to put the bear in different places.
4	<p>Measure</p> <ul style="list-style-type: none"> Make comparisons between objects relating to size. 	<ul style="list-style-type: none"> Sort and order Compare Bears according to size. Sort, match and order paw prints according to size. Use comparative language e.g., <i>bigger, smaller, smallest, biggest, larger, largest</i>.



Personal, Social and Emotional Development



Pupils should be able to:

Development matters

- Increasingly follow rules, understanding why they are important.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- Play with one or more other children, extending and elaborating play ideas.

	What the children will do	What the practitioners should do
Activity	<p>When familiar with the story '<i>Where's My Teddy?</i>' by Jez Alborough, identify how the characters are feeling at different points in the story.</p> <p>Bring in a special teddy bear or favourite toy. Talk about why they are special and how they make them feel.</p>	<ul style="list-style-type: none"> • Provide images of different emotions and explain what they are. • Model talking about the feelings of the characters. • Scaffold using simple sentence stems. • Re-model language linked to emotions.
Activity	<p>When familiar with the story '<i>We're Going on a Bear Hunt.</i>' by Michael Rosen, add speech or thought bubbles to reflect what the characters might be feeling. How can they tell?</p>	<ul style="list-style-type: none"> • Provide images of different emotions and explain what they are. • Model talking about the feelings of the characters. • Scribe the children's thoughts in the speech/thought bubbles.
Enhanced Provision: Mark Making	<p>Draw a picture of themselves with their teddy bear or favourite toy. This cut be inside a frame that can be decorated. What will their face look like? Will it be a happy/ sad/ excited face?</p>	<ul style="list-style-type: none"> • Provide images of different emotions and explain what they are. • Model drawing a picture and talking about how the bear makes you feel.



Personal, Social and Emotional Development



Pupils should be able to:

Development matters

- Increasingly follow rules, understanding why they are important.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- Play with one or more other children, extending and elaborating play ideas.

	What the children will do	What the practitioners should do
Activity	In preparation for re-enacting or den building with large equipment ' <i>We're Going on a Bear Hunt.</i> ' outside or den building with large equipment, explain what the rules are and how they keep us safe.	<ul style="list-style-type: none"> • Reinforce expected behaviours e.g. following instructions, staying near an adult, turn taking. • Act as a good role-model. • Praise positive behaviours as they are observed. • Talk about staying safe.
Enhanced Provision: Den Building/ Construction Area (Inside or outside)	Work in pairs to make caves and dens for the bears. Begin to use the constructions as a starting point for creating stories together linked to the theme.	<ul style="list-style-type: none"> • Model co-operative play. • Model taking turns in conversation and adding materials. • Introduce simple narratives. • Respond to the children's pretend play ideas to extend the play further.
Enhanced Provision: Outdoor Provision	Work together with a friend to find a bear that has been hidden.	<ul style="list-style-type: none"> • Encourage children to work together to find the bear. • Model co-operative play.



Physical Development



Pupils should be able to:

Development matters

- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

	What the children will do	What the practitioners should do
Activity	<p>Re-enact the story, story 'We're Going on a Bear Hunt.' by Michael Rosen. Explore moving in different ways e.g. splashing through the river, stumbling through the forest.</p> <p>Walk through tough trays containing materials from the story.</p> <p>Negotiate obstacle courses linked to the story.</p>	<ul style="list-style-type: none"> • Talk about and model different ways of moving e.g. ducking under low branches and tripping over tree roots. • Exaggerate movements as you model. • Create an obstacle course relating to the story and challenge children to go through a range of obstacle.
Enhanced Provision: Outdoor Physical	<p>Safely create their own obstacles courses linked to bear hunt stories. Decide how to travel over and under the obstacles.</p> <p>Collaborate to move larger equipment.</p>	<ul style="list-style-type: none"> • Reinforce safety messages about moving and handling the large equipment. • Support children to challenge themselves physically, offering physical support and encouragement.
Enhanced Provision: Den Building / Construction Area	<p>Work in pairs to make caves and dens for the bears. Collaborate to move larger items of equipment.</p> <p>Select materials appropriately for the purpose.</p>	<ul style="list-style-type: none"> • Model co-operative play. • Provide instruction on how to move benches, planks and crates. • Ask questions about their choice of materials and tools.



Understanding the World



Pupils should be able to:

Development matters

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	What the children will do	What the practitioners should do
Activity	<p>Listen to the story, <i>'Where Bear?' by Sophy Henn.</i> Talk about where the bear went to live. What were the features of that habitat? Find out about different types of bear (polar bear, panda bear and brown bear) in non-fiction books.</p>	<ul style="list-style-type: none"> • Provide age-appropriate non-fiction materials about bears. • Explain new vocabulary such as <i>habitat</i>. • Encourage children to create homes for bears in the provision.
Activity	<p>Identify where they live in the world and talk about their habitats.</p>	<ul style="list-style-type: none"> • Begin to talk about different countries in the world and how the weather they experience is different to ours. • Locate the UK and other places on a globe
Activity	<p>Explore the natural materials linked to the stories, <i>'We're Going on a Bear Hunt.'</i> by Michael Rosen and <i>'Where's My Teddy?'</i> by Jez Alborough. Describe what they can feel, smell, hear and see.</p>	<ul style="list-style-type: none"> • Use real materials – grass, mud, water, rock and sand – so that children can feel, smell, hear and see. • Model exploring the materials, describing what you can feel, smell, hear and see. • Encourage children to feel using different parts of their body including their feet.
Enhanced Provision: Sand and Water Tough Trays Outdoor provision	<p>Explore textured surfaces on tarpaulins, sheets with grass, mud or water. Explore natural materials in sand and water. Describe what they can feel, smell, hear and see.</p>	<ul style="list-style-type: none"> • Use real materials so that children can feel, smell, hear and see. • Model exploring the materials, describing what you can feel, smell, hear and see. • Encourage children to feel using different parts of their body including their feet.



Expressive Arts and Design



Pupils should be able to:

Development matters

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

	What the children will do	What the practitioners should do
Activity	Create textured bear pictures, selecting their own materials and beginning to talk about their texture.	<ul style="list-style-type: none"> • Provide a wide range of materials for children to use. • Model creating a bear picture, talking about the materials you have chosen and their texture.
Enhanced Provision: Construction Area / Small World	Create their own small worlds using construction equipment. Create narrative around the small worlds they create and those provided for them.	<ul style="list-style-type: none"> • Model creating small worlds and developing narrative around them. • Create simple story maps as a scaffold for retelling the core texts. • Provide non-fiction books about bears and where they live.
Enhanced Provision: Creative Area / Workshop	Decorate paper plates to look like bears selecting their own materials (<i>paint, colour or selection of collage</i>).	<ul style="list-style-type: none"> • Provide a wide range of materials for children to use. • Encourage children to explore and describe the textures of the different materials.



Resources

Topic Book Box

Fiction

- A Beginners Guide to Bear Spotting by Michelle Robinson and David Roberts
- We're Going on a Bear Hunt by Michael Rosen
- A Brave Bear by Sean Taylor
- Biscuit Bear by Mini Grey
- Can't You Sleep, Little Bear? by Martin Waddell
- Orange Pear Apple Bear by Emily Gravett
- Otto the Book Bear by Katie Cleminson
- The Everywhere Bear by Julia Donaldson
- Where Bear? by Sophy Henn
- Where's My Teddy? by Jez Alborough

Non-fiction

- Bear books

Songs, Rhymes and Poetry

- Teddy Bear, Teddy Bear, Turn Around
- 5 Little Bears Meeting in the Wood
- 5 In a Bed

Provision Areas

Small world

- Non-fiction books about bears
- Story maps
- Natural materials
- Bear hunt small world tough spot

Maths Area

- Pre-cut shapes for 2D bear pictures
- Compare bears
- Soft toys- mixed sizes

Den Building

- Binoculars
- Back-pack
- Lunch box

Outdoor Area

- Tarpaulins, sheets with grass, mud and water.
- Tough spots

Construction

- Non-fiction books about bears
- Story maps
- Natural materials

Sand and Water

- Selection of natural materials

Creative Area

- Paper plates
- Bear templates
- Wide range of collage and textured materials

Mark Making

- Photo frame template

Book Corner

- Story maps
- Props to support retelling

Role Play

- Binoculars
- Back-pack
- Lunch box
- Bear spotting checklist

Document Updates

The table below outlines any changes that have been made to this document.

Last Updated: 24/02/22

Date of change	Slide number	Change / Update	Explanation
24/02/22	Understanding the World (Slide 9)	<ul style="list-style-type: none">Reference to 'climate' removed	<ul style="list-style-type: none">Throughout EYFS refer to 'weather' only rather than climate. This is to avoid misconceptions as 'weather' and 'climate' have separate meanings.
24/02/22	Understanding the World (Slide 9)	<ul style="list-style-type: none">Added examples for types of materials in vocabulary modelled by practitioners: <i>grass, mud, water, rock and sand</i>	<ul style="list-style-type: none">These four types of materials are the minimum requirement, it is possible to extend to more types if these four are covered. Please take note: things in the book like the 'cave' should not be described as a material.
24/02/22	Understanding the World (Slide 9)	<ul style="list-style-type: none">Added examples of different types of bears for practitioners to refer to: <i>polar bear, panda bear and brown bear</i>	<ul style="list-style-type: none">To ensure there is a range of bears which come from different habitats

