

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





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



# 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"> <li>• Provide images of different emotions and explain what they are.</li> <li>• Model talking about the feelings of the characters.</li> <li>• Scaffold using simple sentence stems.</li> <li>• Re-model language linked to emotions.</li> </ul> |
| 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"> <li>• Provide images of different emotions and explain what they are.</li> <li>• Model talking about the feelings of the characters.</li> <li>• Scribe the children's thoughts in the speech/thought bubbles.</li> </ul>                          |
| Enhanced Provision:<br>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"> <li>• Provide images of different emotions and explain what they are.</li> <li>• Model drawing a picture and talking about how the bear makes you feel.</li> </ul>  |



# 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  |
|---|--|---|
| <b>Activity</b>   | 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"> <li>• Reinforce expected behaviours e.g. following instructions, staying near an adult, turn taking.</li> <li>• Act as a good role-model.</li> <li>• Praise positive behaviours as they are observed.</li> <li>• Talk about staying safe.</li> </ul> |
| <b>Enhanced Provision:</b><br>Den Building/<br>Construction Area<br>(Inside or outside) | Work in pairs to make caves and dens for the bears.<br>Begin to use the constructions as a starting point for creating stories together linked to the theme.   | <ul style="list-style-type: none"> <li>• Model co-operative play.</li> <li>• Model taking turns in conversation and adding materials.</li> <li>• Introduce simple narratives.</li> <li>• Respond to the children's pretend play ideas to extend the play further.</li> </ul>            |
| <b>Enhanced Provision:</b><br>Outdoor Provision   | Work together with a friend to find a bear that has been hidden.   | <ul style="list-style-type: none"> <li>• Encourage children to work together to find the bear.</li> <li>• Model co-operative play.</li> </ul>   |



# 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   |
|---|---|--|
| <b>Activity</b>   | <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"> <li>• Talk about and model different ways of moving e.g. ducking under low branches and tripping over tree roots.</li> <li>• Exaggerate movements as you model.</li> <li>• Create an obstacle course relating to the story and challenge children to go through a range of obstacle.</li> </ul> |
| <b>Enhanced Provision:</b><br>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"> <li>• Reinforce safety messages about moving and handling the large equipment.</li> <li>• Support children to challenge themselves physically, offering physical support and encouragement.</li> </ul>  |
| <b>Enhanced Provision:</b><br>Den Building /<br>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"> <li>• Model co-operative play.</li> <li>• Provide instruction on how to move benches, planks and crates.</li> <li>• Ask questions about their choice of materials and tools.</li> </ul>   |





# 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   |
|--|--|--|
| <b>Activity</b>  | <p>Listen to the story, <i>'Where Bear?' by Sophy Henn.</i><br/>Talk about where the bear went to live. What were the features of that habitat?<br/>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"> <li>• Provide age-appropriate non-fiction materials about bears.</li> <li>• Explain new vocabulary such as <i>habitat</i>.</li> <li>• Encourage children to create homes for bears in the provision.</li> </ul>   |
| <b>Activity</b>  | <p>Identify where they live in the world and talk about their habitats.</p>  | <ul style="list-style-type: none"> <li>• Begin to talk about different countries in the world and how the weather they experience is different to ours.</li> <li>• Locate the UK and other places on a globe</li> </ul>  |
| <b>Activity</b>  | <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.<br/>Describe what they can feel, smell, hear and see.</p>                                     | <ul style="list-style-type: none"> <li>• Use real materials – grass, mud, water, rock and sand – so that children can feel, smell, hear and see.</li> <li>• Model exploring the materials, describing what you can feel, smell, hear and see.</li> <li>• Encourage children to feel using different parts of their body including their feet.</li> </ul> |
| <b>Enhanced Provision:</b><br>Sand and Water<br>Tough Trays<br>Outdoor provision | <p>Explore textured surfaces on tarpaulins, sheets with grass, mud or water.<br/>Explore natural materials in sand and water.<br/>Describe what they can feel, smell, hear and see.</p>  | <ul style="list-style-type: none"> <li>• Use real materials so that children can feel, smell, hear and see.</li> <li>• Model exploring the materials, describing what you can feel, smell, hear and see.</li> <li>• Encourage children to feel using different parts of their body including their feet.</li> </ul>                                      |



# 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  |
|--|--|---|
| <b>Activity</b>  | Create textured bear pictures, selecting their own materials and beginning to talk about their texture.  | <ul style="list-style-type: none"> <li>• Provide a wide range of materials for children to use.</li> <li>• Model creating a bear picture, talking about the materials you have chosen and their texture.</li> </ul>   |
| <b>Enhanced Provision:</b><br>Construction Area /<br>Small World | Create their own small worlds using construction equipment.<br>Create narrative around the small worlds they create and those provided for them. | <ul style="list-style-type: none"> <li>• Model creating small worlds and developing narrative around them.</li> <li>• Create simple story maps as a scaffold for retelling the core texts.</li> <li>• Provide non-fiction books about bears and where they live.</li> </ul> |
| <b>Enhanced Provision:</b><br>Creative Area /<br>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"> <li>• Provide a wide range of materials for children to use.</li> <li>• Encourage children to explore and describe the textures of the different materials.</li> </ul>   |



# 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       | <a href="#">Understanding the World (Slide 9)</a> | <ul style="list-style-type: none"><li>Reference to 'climate' removed</li></ul>   | <ul style="list-style-type: none"><li>Throughout EYFS refer to 'weather' only rather than climate. This is to avoid misconceptions as 'weather' and 'climate' have separate meanings.</li></ul>  |
| 24/02/22       | <a href="#">Understanding the World (Slide 9)</a> | <ul style="list-style-type: none"><li>Added examples for types of materials in vocabulary modelled by practitioners: <i>grass, mud, water, rock and sand</i></li></ul> | <ul style="list-style-type: none"><li>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.</li></ul> |
| 24/02/22       | <a href="#">Understanding the World (Slide 9)</a> | <ul style="list-style-type: none"><li>Added examples of different types of bears for practitioners to refer to: <i>polar bear, panda bear and brown bear</i></li></ul> | <ul style="list-style-type: none"><li>To ensure there is a range of bears which come from different habitats</li></ul>   |

