

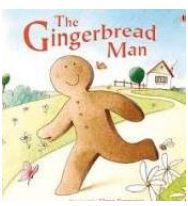
# Nursery – Spring Term 1

## Planned Continuous Provision enhancements

### Week 1 & 2



<p><u>Communication and Language</u></p> <p><b>New Language:</b> family, bear, long wavy grass, deep cold river, thick oozy mud, big dark forest, swirling whirling snowstorm, narrow gloomy cave,</p> <p>Each day, set up a large activity tray as one of the settings from the story (such as a snowstorm). As the children investigate, challenge them to use new vocabulary to describe each setting.</p> <p>Hide story sequencing cards around the outside area. Invite children to find them, sequence them on washing line and retell the story.</p> <p>Invite an adult to dress up as the bear. Children can ask the bear questions to find out more information about the character.</p>	<p><u>Personal, Social and Emotional Development</u></p> <p>Set up a 'bear hunt station'. Provide backpacks, torches, binoculars, camouflage, walkie-talkies and so on. Invite the children to investigate the area and prepare for going on a bear hunt.</p> <p>Using a toy bear, discuss how the bear might be feeling throughout the story. Children can take turns giving the bear a voice to say how they thought he was feeling and discuss.</p> <p>Using the bear from the story as a talking point about being a friend. If the bear wanted to make friend with family, what could he do? Encourage the children to talk about being a good friend and share ideas. (floor book activity)</p>	<p><u>Physical Development</u></p> <p>Create an obstacle course based on the story setting in an outside area or hall using a variety of equipment for the children to explore travelling through. Add opportunities for the children to climb under, over and through.</p> <p>Provide some large, white pom-poms or table tennis balls for children to see as snowballs from the snowstorm. Can they throw them into a bucket?</p> <p>Children can practise their small motor skills by using spoons, large tweezers and scoops to collect and sort small items representing different parts of the story, such as glass beads (the river) and white pom-poms (snow).</p> <p>Provide fine motor activities for each setting in the story around your learning environment, You could provide green spaghetti for children to cut (grass), soil and natural mark-making tools (mud), glue and silver glitter in a ziplock bag (snowstorm) and water with pipettes (river).</p>	<p><u>Literacy</u></p> <p>Practise reading letters and saying sounds by setting up a letter hunt. Children can use their binoculars for hidden letters.</p> <p>Create a reading cave with torches and books about bears for children to explore.</p> <p>Invite children to retell and share their own version of the story, Have the children draw their favourite scene from the story and encourage them to include characters and features of the setting they choose.</p> <p>Using some of the descriptive words found in the book practise working with opposites. For example, you could use pictures to illustrate a small bear and a big bear, long grass and short grass. Explore the idea of opposites with the children and let them practise guessing which is opposite.</p>
<p><u>Mathematics</u></p> <p>Create small world bear caves, numbered one to five. Provide a range of small world bears for children to place the matching number of bears into each cave.</p> <p>Encourage the children to make a 2D bear face using a variety of 2D paper shapes in different sizes. Can the children select, rotate and manipulate the different shapes to create the bear face they want?</p> <p>Provide a cut-out of the bear's paw for children to use to measure the length of different items around the setting,</p> <p>Hide numbered paw prints (could be subitising patterns also) around the outside area for children to find, read and</p>	<h2>Journeys</h2>		<p><u>Notes based on children's interests and next steps:</u></p>
	<p><u>Understanding the World</u></p> <p>Cover a table with paper and provide children with pens to draw a map of the story, Invite them to create an area of map for each story setting, including the bear in the cave.</p> <p>Use non-fiction books to investigate the different environments where bears live. Encourage children to talk about how the environments are similar/different to where they live. (floor book findings)</p> <p>Take children to the park to explore the natural world around them. (field, pond, woodland area). Encourage the</p>	<p><u>Expressive Arts and Design</u></p> <p>Design and make your own map for our own hunt? What are you looking for?</p> <p>Make some binoculars for your hunt. (egg trays, kitchen roll tubes, tissue paper, ribbon, string)</p> <p>Can you make a picture of what the bear looked like? One wet shiny nose, two eyes etc. (brown paint, forks, strips of brown tissue paper and soft fluffy materials alongside glue, tape, scissors etc.) Can the children describe the different techniques they used to create their bear.</p> <p>Provide a range of instruments and noise makers for the children to use and add sound effects to the story. Children can perform alone or as part of a</p>	



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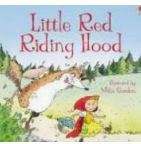


### Week 3 & 4

<p align="center"><u>Communication and Language</u></p> <p><b>New Language:</b> little, old, man, lady, cow, horse, pig, dog, fox, Gingerbread, fast, catch.</p> <p>What would happen if the Gingerbread man swam across the river? How could he get across the river? (Floor book activity)</p> <p>Make a Gingerbread man trap from construction toys and loose parts, Talk about how the trap will work.</p> <p>Read and re-tell the story together, Use a story map to encourage language and discussion. Listen to the story as an Audio version.</p> <p>Set up a small world of the story for the children to explore and use to help them re-tell the story or change it and make a new version themselves.</p>	<p align="center"><u>Personal, Social and Emotional Development</u></p> <p>Talk about the story and ask the children why they think the Gingerbread man kept running away&gt; Maybe he didn't want to be eaten, or broken, or maybe he wanted to play? (floor book activity)</p> <p>Think about each of the animals and people in the story and talk about why they might not have been able to catch him. How did the fox manage to catch him? Did he have to be faster than the Gingerbread man or did he use another way?</p>	<p align="center"><u>Physical Development</u></p> <p>Make and cook Gingerbread men.</p> <p>Have running races. Who is the fastest? Maybe they are the Gingerbread man!</p> <p>Use homemade brown playdough with ginger scent in to mould and cut like Gingerbread men. Add items that could be used for eyes and buttons.</p> <p>Make a Gingerbread man trap from construction toys and loose parts.</p> <p>Make streams and waterways using the water tray, pipes and guttering. Make bridges to go over the stream or boats to float in it. Blue material to be put on floor outdoors for children to make bridges over.</p> <p>Hide a Gingerbread man and send the children on a hunt for him.</p>	<p align="center"><u>Literacy</u></p> <p>Read and re-tell the story together, use a story map and encourage language and discussion.</p> <p>Design a 'LOST' poster looking for the Gingerbread man, Draw him and label it.</p> <p>Rhyming 'run, run as fast as you can, you cant catch me I'm the Gingerbread man'. Deliberately miss out the word can. Can the children find the missing word?</p>
<p align="center"><u>Mathematics</u></p> <p>Cut out 5 Gingerbread men and number them 1-5. Then offer a basket of small buttons and help the children to count the right number of buttons on to each man.</p> <p>Cut out Gingerbread men of different sizes and then sequence them by size.</p>	<p align="center"><b>Journeys</b></p>		<p align="center"><b>Notes based on children's interests and next steps:</b></p>
	<p align="center"><u>Understanding the World</u></p> <p>Make streams and waterways using the water tray, pipes and guttering.</p> <p>Look at different animals in the stories and find out about each of them using the internet and books.</p> <p>Try a science experiment. What would happen to the Gingerbread man if he had gone into the stream? (floor book predictions).</p>	<p align="center"><u>Expressive Arts and Design</u></p> <p>Design and make a Gingerbread man trap from construction toys and loose parts.</p> <p>Add felt Gingerbread cut outs and felt buttons and eyes to the homecorner area. The children can pretend to make their own gingerbread men.</p> <p>Paint with Gingerbread paint (brown paint and ginger powder)</p> <p>Set up a small world of the story for the children to explore</p>	



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Week 5, 6 & 7



<p align="center"><u>Communication and Language</u></p> <p><b>New Language:</b> basket, see, ears, granny, grandmother, food, forest, little red riding hood, wood, teeth, sharp, woodcutter, eat, house, eyes, bed</p> <p>Create a forest scene in tiff tray for children to create narratives together, soil, pebbles. Leaves and bark and cut out characters on lollipop sticks.</p> <p>Pass a red pebble around at circle time and encourage children to talk about their favourite part of the story using full sentences.</p> <p>Take a walk outside to find hidden small world woodland creature. Each time they find one, encourage the children to describe it using new vocabulary related to the story.</p>	<p align="center"><u>Personal, Social and Emotional Development</u></p> <p>Play a circle game. Name something to go in Grandma’s basket. Then, pass a pebble to the child next to you. Everyone gets a turn to choose an item to put in Grandma’s basket.</p> <p>Make a route using stick arrows through an imaginary forest and then use role play masks from little red riding hood to act out the story.</p> <p>Develop confidence by taking the children on a short walk to the park and look for trees and birds like those Little Red Riding Hood might have seen. Use this as an opportunity to talk about ways of keeping safe too.</p>	<p align="center"><u>Physical Development</u></p> <p>Tape paper to the wall outside so children can create tree painting using big paintbrushes. Let them try painting with mud on the trunks of trees.</p> <p>Use playdough scented with spices to encourage children to make cakes and biscuits for Grandma by rolling, squeezing and pressing. Include pictures of different cakes and biscuits and small baskets.</p> <p>Children to practise spreading and slicing by making some real sandwiches for a forest picnic using child-safe cutlery.</p> <p>Play what's the time Mr Wolf? In groups outside.</p> <p>Make a wolf’s head out of card with a cut-out mouth. Invite children to use tweezers to pick up conkers, acorns, and other natural resources and feed them to the wolf.</p>	<p align="center"><u>Literacy</u></p> <p>Using shallow trays of soil encourage children to write their names with sticks.</p> <p>Create chants based on the names of the characters or woodland animals. Clap, tap or stamp out the syllables.</p> <p>Create a Grandma’s cottage area including a bed and nightclothes for dressing up. Invite children to re-enact the story by using vocab from the book.</p> <p>Use magnetic letters to spell out the word ‘red’. Can the children think of any other words which rhyme? (Floor book activity)</p>
<p align="center"><u>Mathematics</u></p> <p>Explore subitising using forest items. Use a dice with one, two or three dots on each face to match to objects.</p> <p>Give the children 3D bricks of different shapes (wooden shapes) and sizes to build the wolf’s den. Encourage the children to describe the shapes.</p> <p>Using pebbles, sticks and leaves can the children continue alternating a ABAB pattern or create their own?</p> <p>Use plastic bottles with lids and yellow water. Get the children to make lemonade and explore capacity by filling and poring.</p> <p>One child to hide wolf picture/puppet in the outdoor learning area. Encourage the other children to use positional language o describe where the wolf is</p>	<p align="center"><b>Journeys</b></p>		<p align="center"><b>Notes based on children’s interests and next steps:</b></p>
<p align="center"><u>Understanding the World</u></p> <p>Look at a range of cloaks. Which would be best to wear in different types of weathers and why? (floor book activity)</p> <p>Explore leaves and seed with magnifying glasses. Can the children explore them using hearing, touch and tight?</p> <p>Make fairy cakes for Grandma so children can observe the changes that occur when mixing and baking.</p> <p>Help children to find out facts about wolves by using books and online resources.</p>			<p align="center"><u>Expressive Arts and Design</u></p> <p>Can you make a wanted poster for the Wolf?</p> <p>Make invites for a forest picnic for parents?</p> <p>Can the children build Grandma’s house using junk modelling and construction equipment.</p> <p>Children to make forest collages with natural materials.</p> <p>Can the children draw a picture of a wolf? Provide photographs and video clips as a stimulus. Use paper in the shape of a wolf’s head.</p>