

## Word Flower 1

Bear

Cave



## Expressive Arts and Design Focus

**Being Imaginative and Expressive – 36m** Creates rhythmical sounds and movements.

### Provocations;

Stage in outdoor area – musical instruments, microphones etc.

Listening to a range of music with a strong rhythm.

Singing familiar songs – moving to the rhythm.

Making own rhythms – music sessions

**Adults Role – Modelling of joining in with rhythms – those which are familiar to the children and new rhythms.**

**Provide opportunities to listen to a range of music.**

**Model turning children's names into a repeated rhythm.**

**Music and movement sessions.**

## Understanding the World Focus

**The natural World 36m** Uses all their senses in hands on exploration of the world.

### Provocations;

Sensory tray / tuff trays – shaving foam, leaves, barks, ice, variety of textures etc

**Adults Role – Play partner in sensory explorations – facilitate children's explorations – model using hands, feet, - sense of smell, touch etc.**

**Adults provide words to accompany sensory explorations – describing what they can feel, see smell etc.**

## Mathematics Focus

**Spatial Awareness – 48m** Responds to and uses language of position and direction.

### Provocations;

Hide and Seek games – where is the bear?

Retelling and oral rehearsing of Bear Hunt story to support understanding and use of 'over, under and through'.

Daily – where is the bear? Introduce the start of each day by locating the class bear – 'where' is bear today?

Play 'where' games and 'clear pics' games to support development of understanding and use of prepositions – provide challenge to more able – reading preposition picture cards to each other.

**Adults Role- Emphasise and provide plentiful opportunities to hear and explore prepositions within play. Use accompanying sign and gesture to emphasise / support visual learners. Where possible, provide home language prepositions alongside English vocabulary.**

## Physical Development

**Gross Motor Skills – 42m** Runs, climbs and jumps with confidence.

**Provocations;** Telling bear hunt story in meadow and field – running from bear cave to home.

Bear 'jump scotch' – jumping onto different bear feet illustrations.

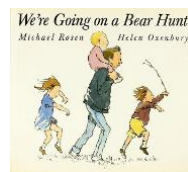
Obstacle course – climbing under, over and through various obstacles.

Climbing into boulders safely in meadow.

Jumping from benches and blocks safely.

**Adults Role – Create opportunities to run to and from different locations.**

**Create obstacle courses which involve climbing, over, under and through.**



## Learning Intentions

05.02.24

## 'We're going on a Bear Hunt'

### Moving the learning forwards from...

Children enjoying stories being read to them – 'We're going on a bear hunt' structured with high level of repetition, supporting children to retell more independently.

Understanding and some use of prepositions 'in' and 'on' – extend to; under, in front of, behind, in between'.

## Provision prompts/ Together Times

We're going on a bear hunt;

Reading and re-reading, creating class / group story maps, rehearsing as we go on a bear hunt around the setting and into our 'real' bear cave (hidden in the meadow) and field.

Rhythm making – listening to a range of music with catchy rhythms.

Music Stage – instruments

Playing Hide and Seek – prepositions.

Creating story map using sensory resources.

## Communication and Language Focus

**Listening, Attention and Understanding 48m** Talks about stories being read to them.

**Speaking 42m** Fills in missing words.

**Provocations;** Sensory bottles.

Story roll (ENS story bag).

Story tent – children bring in own favourite stories to share with friends – invite children to take a walk through the book prior to listening to story, talking about the story. .

Nursery rhyme singing / pausing for children to fill in gaps.

**Adults Role : Story rope and story map in small groups. Model talking about different parts of the story. What can we see? Adult pause during story telling – use 'who, what and where prompts' to initially support children to begin to talk about the focus story.**

## Personal, Social and Emotional Development

**Self-Regulation – (42m)** Talk about their feelings with words such as 'Happy, sad or worried'.

**Provocations –** Mirrors – encourage children to use throughout the day – how does their face look in the moment – use as a support for children to begin to label own emotions.

Emotions faces cards – posting games

If you're happy and you know it song.

Photographs of children in play – how do we look (feelings) how do you know – mouth shape, body language, gestures, actions, eyes, head placement etc.

**Adults Role – Staff label children's emotions to support their familiarity and confidence with emotional literacy – as an ongoing reference throughout Nursery sessions. Staff explain how they can see that children are feeling the way that they do – body language, gestures, context etc.**

## Literacy Focus

**Reading: - 42m** Joins in with repeated refrains.

**Phonics: 42m** Begins to develop phonological and phonemic awareness (rhythm).

**Provocations;** 'We're going on a Bear Hunt' – books, story sack, sensory bottles, small world characters and set, go on a bear hunt in different locations around the setting- field and meadow.

Visit the Nursery Bear Cave – move to the rhythm of the story.

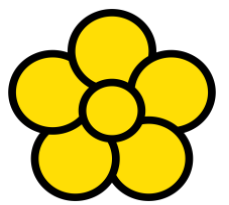
Create story maps with the children to support and provide opportunities to engage with repeated refrains.

Story map on wall inside and outside. Musical Instruments.

Listen to 'Michael Rosen telling story'. Provide actions to join in with.

Video children joining in with story-telling – play in whiteboard.

**Adults Role – Modelling reading and oral rehearsing in a range of contexts. Emphasise rhythm – by tapping in knees during storytelling. Sent link for book / telling of story / animation home to support parents and children enjoying together.**



## Word Flower 2

