


# Nursery Planning – We're Going on a Bear Hunt Term: Summer 2 2025

PSED	Com & Lang	Physical D	Literacy	Mathematics	Und the World	Ex Arts & Design
Week 1- 2/6/2025 AM-"Z" sound focus      PM- A sailor went to sea						
<p><b>Kindness- perspective</b>                      Read the story The Big Bad pigs and the wolf. Discuss how perspective changed the story. Encourage children to lie on their backs and look at the world upside down. Explore how perspective has changed.</p> <p style="background-color: #f4a460;">Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants (Range 5)</p>	<p>Set clear expectations for listening and following directions. Give simple directions related to the bear hunt such as "Swish your arms like you're moving through tall grass."                      "Jump like you're splashing in the river" "Crawl under an imaginary log"                      Encourage students to listen carefully to follow the directions. When the students here "the bear's coming" they need to run.</p> <p style="background-color: #d8bfd8;">Is able to follow directions (if not intently focused). (Range 5)                      May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. (Range 6)</p>	<p><b>Pencil control-</b> Name writing practice.                      Sports day practice- bear hunt themed.</p> <p style="background-color: #90ee90;">Creates lines and circles pivoting from the shoulder and elbow. (Range 5)                      Begins to form recognisable letters independently. (Range 6)</p>	<p><b>What's in my backpack?</b>                      Show the children a backpack. Explain that this is your backpack but you can't remember what you packed it for. Choose children to come and take things out of the backpack- binoculars, a water bottle, wellies and a map. Show the children the map. What is the map showing us? What do you think the bag is packed for? Where is the map leading to? It's a cave! What animal lives in a cave?                      Read the story.</p> <p style="background-color: #e6e6fa;">Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)                      Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (Range 5)                      Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by the activity.</p>	<p><b>2D Shapes</b>                      Encourage children to create a 2D bear face using a variety of 2D paper shapes in different sizes. Can children select and rotate. What shape should we use the nose? How can we make the ears? Monitor students as they begin to select and arrange their shapes. How can we use big and small shapes to make our bear look just right?                      Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes (Range5)                      Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes(Range 6)</p>	<p><b>Kindness- perspective</b>                      Read the story The Big Bad pigs and the wolf. Discuss how perspective changed the story. Encourage children to lie on their backs and look at the world upside down. Explore how perspective has changed.</p> <p style="background-color: #f4a460;">Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants (Range 5)</p>	<p><b>Create your own binoculars</b>                      Discuss binoculars. What are they used for? What do they look like? Show examples of binoculars and explain how they work, emphasizing the concept of looking closely at things. Use cardboard tubes, paper, glue, string. Demonstrate how to join materials together, stack them and create enclosures for the binoculars. Discuss the importance of balancing the binoculars so they can be held up easily. Encourage the students to think about how they can decorate their binoculars and what features they want to include.</p> <p style="background-color: #ff69b4;">Use various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. (Range 5)</p>
Week 2- 9/6/2025 AM- "Qu" sound focus      PM- One, two buckle my shoe						

<p>Read the book, 'I Don't Want Curly Hair.'</p> <p>What is happening in the story? What did the two girls learn about themselves? Provide photographs of children in the class but just faces. Can you create a new hair style for everyone? Use wool, crinkly paper, pasta, feathers, string etc</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings (Range 5)</p>	<p><b>Key vocabulary focus</b> from the main themed story 'We're Going on a Bear Hunt':</p> <p><b>Long wavy grass</b></p> <p><b>Swishy swashy!</b></p> <p><b>Deep cold river</b></p> <p><b>Splash splosh!</b></p> <p><b>Thick oozy mud</b></p> <p><b>Squelch squerch!</b></p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (Range 5)</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (Range 6)</p>	<p><b>Obstacle course</b></p> <p>Can the children climb under? Can the children climb over/under? Discuss how their bodies feel during different activities e.g. getting tired, heart beating faster.</p> <p>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture (Range 5)</p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies. (Range 5)</p>	<p><b>We're going on a bear hunt</b></p> <p>Read the story, can the children repeat the repeated refrains.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (Range 5)</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by the activity. (Range 6)</p>	<p><b>Go on a number hunt.</b></p> <p>Create a number scavenger hunt using large number cards placed around the classroom. Lead the children on an adventure asking them to find each number. Say "We're going on a number hunt, we're going to find some big ones, what a beautiful day, we're not scared."</p> <p>Beginning to recognise that each counting number is one more than the one before. (Range 5)</p>	<p><b>Outside walk</b></p> <p>Encourage the children to talk about what they can see hear and feel during our bear hunt. Introduce new vocabulary such as nocturnal and hibernation.</p> <p>Shows care and concern for living things and the environment. (Range 5)</p> <p>Looks closely at similarities, differences, patterns and change in nature. (Range 6)</p>	<p><b>Create Father's Day cards</b></p> <p>Can the children cut out the shapes of a rocket? Can they identify which shapes they have cut? Can they stick the shapes on the card? Can they write their name at the end of the card?</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes (Range 5)</p> <p>Uses tools for a purpose (Range 5)</p> 
--	---	--	---	---	---	--

Week 3

16/6/2025

Am- "Ch" sound focus PM- Pat a cake

<p>Use 'Handa's Surprise' as a stimulus for a food tasting activity: Which fruits do you like the best? Identify which parts of the world the fruits are from. Why was Handa carrying a basket on her head? How many bean bags can you balance on your head? Who can walk the furthest without dropping them?</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups</p>	<p><b>Key vocabulary focus</b> from the main themed story 'We're Going on a Bear Hunt':</p> <p><b>Big dark forest</b></p> <p><b>Stumble trip!</b></p> <p><b>Swirling whirling snowstorm</b></p> <p><b>Hoooo woooo!</b></p> <p><b>Narrow gloomy cave</b></p> <p><b>Tiptoe Tiptoe!</b></p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p><b>Sports day</b></p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (Range 5)</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment (Range 6)</p>	<p><b>We're going on a bear hunt</b></p> <p>Read the story, can the children repeat the repeated refrains.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (Range 5)</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by the activity. (Range 6)</p>	<p><b>Teddy bear pattern creating</b></p> <p>Sit with the children to guide them in creating simple repeating patterns. AB and ABC</p> <p>Explores and adds to simple linear patterns of two or three repeating patterns (Range 5)</p> <p>Chooses familiar objects to create and recreate patterns beyond AB pattern (Range 6)</p>	<p><b>Sun safety</b></p> <p>Use a teddy to explore sun safety. It is a hot day and teddy needs help staying safe in the sun. Can you help him? When should we wear our hats? What should we do if we feel very hot in the sun? Provide materials for children to create their own sun safety posters using pictures of sun safety items (hats, sunscreen). Discuss how our environment changes in the summer. Look at other places around the world. Do they change in summer?</p> <p>Talks about the features of their own immediate environment and</p>	<p><b>Sound effects</b></p> <p>Can you use the instruments to add sound effects to the story? Clap a simple rhythm and encourage students to repeat it. Introduce movements to correspond with the story e.g. swish, splash, stomp</p> <p>Taps out simple repeated rhythms. (Range 5)</p>
--	---	--	---	--	---	---

and to their peers (Range 5)	Builds up vocabulary that reflects the breadth of their experiences. (Range 5) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (Range 6)				how environments might vary from one another (Range 5)	
------------------------------	---	--	--	--	--	--

<p>Week 4 23/6/2025 AM- "Ck" sound focus PM- Ring-a-ring-a-roses</p>						
<p><b>Identifying emotions</b></p> <p>Show emotion cards to the children. What do you think this feeling is? When do you feel like this? Hand out some mirrors and ask the children to make the same expression e.g. can you show me a happy face? Provide crayons and ask the children to draw what they think happy looks like.</p> <p>Explores a wide range of feelings in interaction with others (Range 5)</p> <p>Talks about how others might be feeling and responds accordingly (Range 6)</p>	<p><b>Bear hot sitting</b></p> <p>Pass a bear around the circle. Encourage the children to ask the bear a question e.g. what do you eat? Where do you live? Note the questions down and explore the answers together.</p> <p>Questions why things happen and gives explanations (Range 5)</p>	<p><b>Pencil control-</b> Name writing practice.</p> <p><b>Print</b> – Use 'Bear Hunt' themed key words-looking at the print. Can the children identify any letters from their name?</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes (Range 5)</p>	<p><b>Caption writing</b></p> <p>Provide the children with a picture of each section of the story. Can the children tell you what is happening in the picture? Can they try to write it down?</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right (Range 5)</p>	<p><b>Positional language</b></p> <p>Use a large teddy bear and hide it in different positions in the classroom. Give the children clues using positional words e.g. the bear is under the table. Children to describe where the bear is using positional language when they find e.g. the bear was behind the chair.</p> <p>Responds to and uses positional language (Range 5)</p> <p>Talks about position using words like 'under', 'behind' and 'next to' (Range 6)</p>	<p><b>Bears environment</b></p> <p>Explore more about bears and animals through non-fiction books. Internet investigation</p> <p>Where do bears live? How are the environments similar/different?</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (Range 5)</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes (Range 6)</p>	<p><b>Bear faces with loose parts</b></p> <p>Using a variety of loose parts including beads, tiny pegs, polystyrene, wooden parts and grass etc. to create bear like face representations.</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. (Range 5)</p> <p>Develops their ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. (Range 6)</p>
<p>Week 5 30/6/2025 AM- "X" sound focus PM- Round and round the garden</p>						

<p><b>Kindness- compassion and empathy</b></p> <p>Read the story "Kindness is my superpower". How do you think the boy was feeling? Why? What could he do to feel better? Discussion around compassion and empathy and what it means. Carly Cat is feeling upset. What can we do to help her?</p> <p>Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants (Range 5)</p> <p>Talks about their own and others' feelings and behaviour and its consequences (Range 6)</p>	<p><b>The bear's feelings?</b></p> <p>Ask the children to reflect on the very last illustration in the story of the bear walking away. What do you think the bear wanted?</p> <p>What do you think he would have said to the people? How do you think the bear feels and why?</p> <p>What do you think he will do now?</p> <p>Beginning to understand why and how questions (Range 5)</p> <p>Understands questions such as who; why; when; where and how (Range 6)</p>	<p>Model using chalk to create a circle pivoting from your shoulder to your hand. Can the children copy this? Can they create lines pivoting from the shoulder and the elbow? Can they use these skills to create a bear? Do your bears look different?</p> <p>Create lines and circles pivoting from the shoulder and elbow (Range 5)</p> <p>Begins to use anticlockwise movement and retrace vertical lines (Range 6)</p>	<p><b>Teddy bear discussion</b></p> <p>Children to bring in their favourite teddy bears. Why is this your favourite? Does your teddy bear look the same or different to your friends? What do you like about your teddy? How does it make you feel?</p> <p>Beginning to understand why and how questions (Range 5)</p>	<p>Explain that they will be using small objects (e.g., toy bears, blocks) to compare groups.</p> <p>Show two small groups of objects (e.g., 3 bears and 2 bears) and model how to compare them: "I have 2 bears, you have 3 bears. Let's count together!"</p> <p>Use number symbols (1, 2, 3) to represent the groups visually.</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far. (Range 5)</p> <p>Matches the numeral with a group of items to show how many there are (up to 10).(Range 6)</p>	<p><b>Kindness- compassion and empathy</b></p> <p>Read the story "Kindness is my superpower". How do you think the boy was feeling? Why? What could he do to feel better? Discussion around compassion and empathy and what it means. Carly Cat is feeling upset. What can we do to help her?</p> <p>Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants (Range 5)</p> <p>Talks about their own and others' feelings and behaviour and its consequences (Range 6)</p>	<p><b>Create a bear journey mural</b></p> <p>Children to work together on a larger paper scroll to create a big artwork inspired by the different parts of the story. They will work in 6 sections.</p> <p>Swishy swashy grass- green paint.</p> <p>Splashy river- blue paint with sponges.</p> <p>Squelshy mud- brown paint with rollers.</p> <p>Forest- a variety of natural materials and glue.</p> <p>Snow storm- glue and cotton wool.</p> <p>Cave- dark paints, sponges and finger painting.</p> <p>Encourage the children to describe what they are doing.</p> <p>Explores colour, texture and form using a range of materials (Range 5)</p> <p>Creates representations of both imaginary and real life events people and objects (Range 6)</p>
---	--	---	--	--	---	--

Week 6

7/7/2025

AM- "Sh" sound focus PM- Wind the bobbin up

<p>Read the colour monster. How is the colour monster feeling? What colour is that feeling? Have you ever felt that way? Show emotions jars and link them to feelings from the book: Yellow=happy, red=angry, blue=sad, green= calm, black= scared.</p> <p>Children choose a colour to show how they feel today and colour their own monsters.</p> <p>Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants (Range 5)</p> <p>Understands their own and other people's feelings, offering empathy and comfort (Range 6)</p>	<p><b>Non fiction bears</b></p> <p>Explore more about bears and animals through non-fiction books. Introduce vocabulary such as hibernation and nocturnal.</p> <p>Builds up vocabulary that reflects the breadth of their experiences (Range 5)</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (Range 6)</p>	<p><b>Caption writing</b></p> <p>Provide children with a photo of the bear. Can they label the picture? Can they identify the first letter of bear and attempt to write it? Can they write the word bear? Challenge children to label the different parts of the bear.</p> <p>Begins to form recognisable letters independently. (Range 6)</p> <p>Shows a preference for a dominant hand. (Range 6)</p>	<p>Lead a group discussion where students recall events and characters, using prompts like "What did they family encounter in the tall grass?". Encourage children to suggest alternative endings by asking the question "What if they found something else instead of the bear?" Children will the a picture of what they think the family could've encountered instead of a bear.</p> <p>Talks about events and principal characters in stories and suggests how the story might end.(Range 5)</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves. (Range 6)</p>	<p><b>Mini beast hunt</b>-outside, can they talk about what real insects and minibeasts they can find? Can they count the mini beast?</p> <p>Counts up to 5 items, recognising that the last number said represents the total counted so far (Range 5)</p> <p>Count out up to 10 objects from a larger group (Range 6)</p>	<p><b>Mini beast hunt</b>-outside, can they talk about what real insects and minibeasts they can find?</p> <p>Shows care and concern for living things and the environment (Range 5)</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes (Range 6)</p>	<p><b>Cave roleplay</b></p> <p>Can the children mirror the actions of adults?</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously (Range 5)</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative (Range 6)</p>
--	---	---	--	--	--	---

Week 7

14/7/2025

AM- "Th" sound focus PM- Down at the station

Transition day- 15/7/2025

<p>Use 'Elmer' as a stimulus. Draw or paint your own elephant to represent you. Add pictures of food, hobbies, different materials and colours. Why have you chosen that picture to stick on? Share your Elmer with the class. Discuss the similarities and differences between the Elmers.</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies himself in relation to social groups</p>	<p>Discuss and plan a Teddy Bears picnic with the children for their last 'Bear' themed week. Discuss likes, dislikes and preferences.</p> <p>Can the children tell you why they don't like/do like that food?</p> <p>Beginning to understand why and how questions (Range 5)</p> <p>Understands questions such as who; why; when; where and how (Range 6)</p> <p>Uses talk to organise, sequence and clarify</p>	<p><b>Teddy bear invites</b></p> <p>Can the children write an invitation to our teddy bear's picnic? Can they talk about what they have drawn? Can they write their teddy's name at the top? Can they write their name at the bottom?</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. (Range 5)</p>	<p><b>Teddy bear invites</b></p> <p>Can the children write an invitation to our teddy bear's picnic? Can they talk about what they have drawn? Can they write their teddy's name at the top? Can they write their name at the bottom?</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. (Range 5)</p> <p>Attempts to write their own name, or other names and words, using combinations of</p>	<p><b>Problem solving</b> Working out how many things we will need for the picnic? Can they help set a picnic blanket for 2/3/4 bears or more ? Can the children discuss their thoughts, reasoning?</p> <p>Can they explore writing some numerals and or sums/results down?</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities. (Range 5)</p> <p>Begins to explore and work out mathematical</p>	<p><b>Discussions about special times-pass around a bear circle time</b></p> <p>What memories do the children have from being in Nursery as we come to the end of the school year? Set clear expectations for respectful listening and taking turns when speaking. Encourage each student to share their special time when they have the talking object.</p> <p>Remembers and talks about significant events in their own experience (Range 5)</p> <p>Talks about past and present events in their own life and in the lives of family members (Range</p>	<p><b>Singing &amp; dancing-p</b></p> <p>Perform 'Teddy Bear, Teddy Bear' Can the children change some words &amp; make up their own simple songs?</p> <p>Sings to self and makes up simple songs. (Range 5)</p> <p>Begins to build a collection of songs and dances. (Range 6)</p>
---	---	---	--	---	---	---

