



St Chad’s Cof E Nursery and Infant School – Summer Medium Term Plan (Year A)



Beachcomber

Teddy Bear, Teddy Bear, what do you see?



Core Values

peace / joy

Key Vocabulary:

History: old, new, a long time ago, before and next, family member names (mum, grandad, auntie), words to describe old and new bears (scruffy, matted), bear

Geography: seaside, ocean, beach, coast, house, shop, café, hotel

Wind, rain, sun, fog, ice, hail, cloud

Mon, Tues, Weds, Thur, Fri, Sat, Sun

Art: playdough, clay, roll, pat, squeeze, poke, eyes, nose, mouth, hair, arms, legs, flat, round, cut, in a line, in a circle, sun, land, sky, pattern

Design and technology: weave, lace, sew, tie, in and out, up and down, turn

Science: Coast, rock pool, seaweed, limpet, shells, crab, burrow, sea, ocean, swim, coral, octopus, shark (great white), whale (beluga, blue, grey, humpback), stingray, dolphin, fish (rainbow, clown, cat), star fish, jelly fish, rock, sand, salt water, seaweed, drift wood, shells, urchin, clam, grass, algae

Work scientifically: float, sink, heavy, light, waterproof, wide/big/small/long, boat

Immersive Resources indoors:

Tuff spot: seaside scene, sand, pebbles, shells, binoculars, boats, people

Mini dec chairs, seagulls

Malleable: boats, seaside cutters, people, shells, pebbles, buckets and spades, ice, dough, sewing station

Small world sea animals, clay, clay tools, empty frames (transient art)

Role Play: Seaside: sand, suitcase, buckets and spade, shells, nets, plastic sea animals, books, packed lunch, ice cream van, tea set, picnic blanket, boat, map of the seaside

Writing area: crate, pencils ordered by colour, clip boards, staplers, whole punch, tape, scissors, glue, puppet resources (TFW)

Different types of bears: (ask staff to bring their bears in, ask parents to send photos of their childhood toys)

Book corner: read with a bear teddy



Quality Texts:

The Bear in the cave by Michael Rossen

The Everywhere Bear by Julia Donaldson

Old Bear stories by Jane Hissey

That's not my bear

That's not my teddy

Splish splash in the ocean

Sea creatures

101 sea creatures

Significant individuals

James Brunt (artist)

David Attenborough (natural historian)

Coherence (head)

What are the connections to my previous learning?

People and Communities (History)

- Talked about past events
- Used the language before and next
- Named significant people from the past and present

The World (Geography)

- Explained similarities and differences between Derby and London using stories and non-fiction texts
- Explored the similarities and differences between our school field/park, a local allotment and the queens garden using stories and non-fiction texts

Expressive Arts and Design (Art)

- Developed skills in weaving and movement
- Developed skills in cutting, ripping, tearing and sticking (collage)
- Inspired by a local artist Kirstie Adamson

Expressive Arts and Design (Design and Technology)

- Talked about their ideas and plans
- Used the phrase 'I have a good idea'
- Attached two materials together using a range of resources
- Discussed how to make a join stronger

Understanding the World (Science)

- Named a range of mini-beasts and described their different features
- Worked scientifically: observed how cress seeds grew and developed over time

What are the connections to my future learning?

People and Communities (History)

- Link a known feeling with a past memory
- Use familiar language to describe a memory
- Make links with special objects and photographs

The World (Geography)

- Use senses to compare different places
- Use memories of holidays, trips and family experiences to make links

Expressive Arts and Design (Art)

- Use knowledge from dough disco, how to move, roll, pat and pinch
- Choose a specific tool for a purpose
- Use skills in pattern and placement

Expressive Arts and Design (D&T)

- Make decisions about size, colour and shape
- Select appropriate tools
- Make links with movement

Understanding the World (Science)

Working scientifically

- Identify the best material
- Discuss joins and how to make the object stronger
- Compare results

Credibility (head)

What will I learn?

People and Communities (History) (Old Bear stories by Jane Hissey)

- Can I use words like: old, new and a long time ago? (teddy bears)
- Can I compare me and the people in my family? How are we different?
- Can I describe a special memory about my family and their toys, using photographs?

The World (Geography) (The Bear in the Cave by Michael Rosen/The Everywhere Bear by Julia Donaldson)

- Can I compare where I live with the seaside?
- Can I name the day of the week and the type of weather I can see, feel and touch?
- Can I name/sort clothes depending on the type weather?
- Can I compare the weather from the beginning of the week to the end of the week?

Expressive Arts and Design (Art (sculpture) (James Brunt)

- How can I manipulate playdough and clay?
- Can I shape play dough and clay, add features and use tools to create a person or place?
- How can James Brunt inspire my own ideas to order and place natural materials?

Expressive Arts and Design (D&T) (a decoration for lonely old bear)

- Can I share my own ideas and make a plan?
- Can I use different tools to make holes?
- Can I thread, weave, lace and tie?
- Can I make changes to my plan?

Understanding the World (Science (living things and their habitats) (Discovery: Splash in the ocean/David Attenborough)

- Can I identify and describe animals that live in the sea or in a rockpool?
- Can I identify what animals eat?
- Can I identify the different places animals live?
- Can I work scientifically: Can you make a boat that floats? (for a bear)

Creativity (hands)

How will I be inspired to learn?

Big Start: Arrival of Teddy Bears for children

Teachers share own teddy bears

A lost teddy bear in the classroom

How will I celebrate my learning?

Big Finish: Visit Build a Bear

Community (hands, heart)

How will my learning help me to connect to the world around me?

Local links:

Community visitors

-grandparents, with toys and games

(ask for photographs/ videos)

Local trips:

Class visit to Tubby Bears soft play

(COVID permitting)

Compassion (heart)

How will my learning help me to become the best version of myself?

Practising self-care – mindfulness, stillness and reflection

I am unique and I make a difference – no one else can shine like me!

How to bring joy and light to those around me

Seeing and valuing peace and joy around me – connecting to nature

Learning how to become a peacemaker.

Recognising and talking about worries.