

## Personal, Social and Emotional Development

### Healthy Me

#### Learning Intentions:

- I understand that I need to exercise to keep my body healthy
- I understand that moving and resting are good for my body
- I know which foods are healthy and not healthy
- I know how to help myself go to sleep and why it is good for me
- I can wash my hands thoroughly and I know why it is important to stay healthy
- I know what a stranger is and how to keep safe if a stranger approaches me

#### Learning experiences:

- Play games, complete activities, listen to stories and role play with puppets to help us achieve our goals.
- Practise listening to the adults and our friends and using kind words with our friends.
- Celebrate our achievements!



## Communication and Language

#### Learning Intentions:

- I can listen to and talk about stories to build familiarity and understanding.
- I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.
- I can use new vocabulary in different contexts.

#### Learning experiences:

- Recording the soundtrack for 'Bear Hunt' and filming our version of 'Goldilocks and the Three Bears'.
- Listen well to visitors, expressing themselves effectively when asking and answering questions.



# Bears



## Literacy: Reading and Writing

#### Learning Intentions:

- I can blend and segment the sounds I have learnt so far
- I can read tricky words.
- I can read simple sentences.
- I can sequence sounds in words when writing.
- I can write labels, captions and short sentences in meaningful contexts.
- I can leave finger spaces.

#### Learning experiences:

- Developing writing skills through guided activities linked to core texts – fact writing about real bears and old teddy bears, role play writing – missing bear posters, 'wanted' posters, letter to Goldilocks, porridge recipe. Apply skills through independent tasks.
- Daily phonic sessions – focus on consonants blends
- Guided handwriting sessions - all letter families
- Individual reading



## Physical Development

#### Learning Intentions:

- I can use a pencil and hold it effectively to form recognisable letters.
- I can handle tools, objects, construction and malleable materials safely and with control.
- I can move confidently in a range of ways.

#### Learning experiences:

- Use a range of tools and techniques to make a new chair for Baby Bear!
- Sew an egg decoration
- Continue to develop handwriting skills
- Dance

#### Role Play

- The Three Bears' Cottage/ Bear Hunt
- A toy shop – link to money

#### Core Texts

- Ice Bear, We're Going on a Bear Hunt, Bear Non fiction texts, Goldilocks and the Three Bears, Old Bear

#### Visits/ Visitors/Experiences

- Stunning start – A bear hunt!
- Marvellous middle – Porridge making / Goldilocks breaking in!
- Fabulous finish – Our own toy shop

## Expressive Arts and Design

#### Learning Intentions:

- I can explore, use and refine a variety of artistic effects to express my ideas and feelings.
- I can explore and engage in music making and dance.

#### Learning experiences:

- Art – Bear Hunt collage, charcoal drawings of old bears, Easter sewing and weaving
- Music – Charanga – Big Bear Funk
- Dance – Bear Hunt / Toys dance – exploring travelling and using our bodies with control
- Role play – retelling Bear Hunt and Goldilocks

## Maths

#### Learning Intentions

- I can compare length and capacity.
- I can recognise different representations of 9 and 10.
- I can order numbers to 10.
- I can count backwards from 10.
- I can describe the composition of numbers to 10.
- I can build and print using 3D shapes.

#### Learning experiences:

- Measuring – length and capacity – linked to Goldilocks and the Three Bears
- Time – linked to Old Bears
- Money – toy shop role play

## Understanding of the World

#### Learning Intentions:

- I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.
- I understand the past through settings, characters and events encountered in books read in class and storytelling.
- I can draw information from a simple map.
- I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

#### Learning experiences:

- Compare real bears and their habitats – How are they the same or different?
- Mapping out the Bear Hunt story
- Fact finding about real bears
- Investigate seasonal change – early spring walks, observe the bulbs growing in our locality
- Compare old and new teddy bears and toys
- Investigate – a waterproof coat for Paddington
- ICT – recording the soundtrack for 'Bear Hunt' and filming our version of 'Goldilocks and the Three Bears'
- RE – celebrations – Spring, Easter