

Personal, Social and Emotional Development

Learning Intentions:

DREAMS AND GOALS

- I can stay motivated when doing something challenging.
- I keep trying even when it is difficult.
- I can work well with a partner or in a group.
- I have a positive attitude.
- I can help others achieve their goals.
- I can work hard to achieve my goals.

Learning experiences:

- In 'Buzzy Bee' time, 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!

Maths

Learning Intentions:

- I can add and subtract two single digits together by counting on or back.
- I can find 1 more or less.
- I can use everyday language to talk about size, capacity, money and time.
- I can compare and order objects by length, height and capacity.

Learning experiences:

- Addition and subtraction – counting on and back in context
- Measuring – length and capacity – linked to Goldilocks and the Three Bears
- Time – linked to Old Bears
- Money – toy shop role play

Visits/ Visitors/Experiences

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

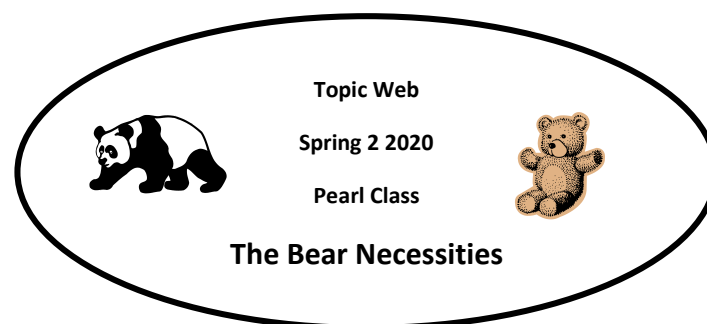
Communication and Language

Learning Intentions:

- I can listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, questions or actions.
- I can answer 'how' and 'why' questions about my experiences and in response to stories or events.
- I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- I can introduce a storyline or narrative into my play.

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.



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 own bear puppet
- Continue to develop handwriting skills
- Gymnastics – stretching and curling

Expressive Arts and Design

Learning Intentions:

- I can experiment to create different textures.
- I can manipulate materials to achieve a planned effect.
- I can represent my own thoughts and feelings in art, music, dance and role play.

Learning experiences:

- Art – Bear Hunt collage, charcoal drawings of old bears
- Music – Charanga – Big Bear Funk
- Dance – Bear Hunt / Toys dance – exploring speed of travel, pathways and turning
- Role play – retelling Bear Hunt and Goldilocks

Core Texts

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

Literacy: Reading and Writing

Learning Intentions:

- I can blend and segment sounds in 3 sound words –ship, light, boat...
- 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 digraphs – sh, ch, th, ng, ai, ee, igh, oa, oo, or, ar, ur, er, ure
- Guided handwriting sessions - all letter families
- Individual reading

Understanding of the World

Learning Intentions:

- I know about similarities and differences in relation to places, animals, toys and materials.
- I can talk about how environments vary from one another.
- I can look closely at change and talk about why it occurs.

Learning experiences:

- Compare real bears and their habitats – How are they the same or different?
- 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 with an emphasis on materials
- 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, Mother's Day, Easter

Role Play

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