

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:

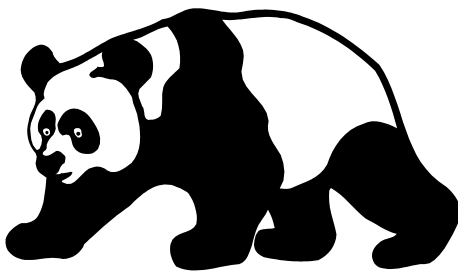
I can listen to and talk about stories to build familiarity and understanding.
I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.
I can use new vocabulary in different contexts.

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



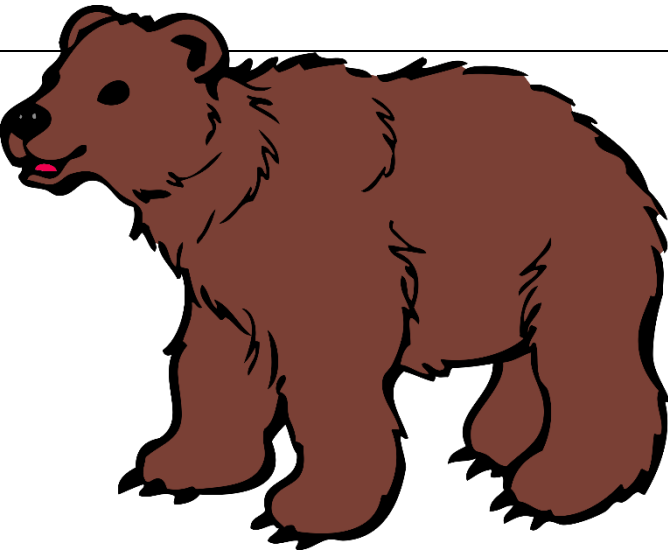
Literacy: Reading and Writing

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