

Personal, Social and Emotional Education

Learning Intentions:

GOOD TO BE ME!

- I can tell you things I like doing and things I don't like doing.
- I can tell or show you when I am feeling excited, good, happy or proud.
- I can stand up for my own needs and rights without hurting others.

Learning experiences:

- Explore different feelings through looking at photographs, puppet role play, reading stories and recalling own achievements and experiences during circle time.
- Use the role play puppets to show how to express feelings in a positive way.

Maths

Learning Intentions:

- I can find the total number of items in two groups by counting them up.
- 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 clay bear and a new chair for baby bear!
- Sew own bear puppet
- Continue to develop handwriting skills – long ladder and zig zag letters
- 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 – clay bears, sewing bears, charcoal drawings of old bears
- Music – Charanga**
- 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 blend and segment sounds in 4 and 5 sound words.
- 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 and blends
- Guided handwriting sessions - long ladder letters – l, l, t, y, u, j + zig zag letters – v, w, x, z
- Individual reading at school

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
- Compare old and new teddy bears and toys with an emphasis on materials
- ICT – recording the soundtrack for 'Bear Hunt' and filming our version of 'Goldilocks and the Three Bears
- RE – celebrations – Pancake day, Spring, Mother's Day, Easter

Role Play

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