



Woodland Adventure



Foundation Stage

Autumn 2020



Immersion



SPARCS

- Book to arrive in sparkly paper alongside some feely boxes with grass, snow, mud, sticks, water
- Reading shed - Bear reading cave
- Bring in their favourite bear

Experiences

- Woodland walk
- Go on a bear hunt around the field/school
- Baking in the mobile for Teddy bears picnic (PM)
- Trip to Play Avenue
- (If possible)

Presentation of Learning

- Teddy bears picnic dependent on restrictions.
- Video to parents of Children acting out the story

Resources for the term:

We're Going on a Bear Hunt by Michael Rosen

Fake snow

Ingredients for cakes

Reading

Going on a Bear Hunt

Draw on knowledge of vocabulary

- Look at pictures from the text to start with and talk about the characters, setting and key points
- Look at front cover—what information do we now from this? What do you know about bears and going on adventures already?
- Stop on key words (after first read) and talk about meaning
- List all the WOW vocabulary and pick key words to focus on each week—encourage pupils to use them in a sentence (related and unrelated to the text)
- Use new language in sentence orally
- Give them a picture as a group and use as many of the WOW words to describe
- Pupils to learn key phrases from the text using the WOW words

Catch
Scared
Long
Wavy
Deep
Thick
oozy

Swirling
Whirling
Narrow
Gloomy
Goggly eyes
Bear
Swishy swashy

Splash splosh
Squelch squerch
Stumble trip
Hoooo woooo
Tiptoe tiptoe

WHO	WHERE	WHAT DOING?
Dad Sister Brother Baby Dog bear	Wavy grass Oozy mud Cold river Dark woods Snowstorm Gloomy cave Seaside home	Running Tumbling Wading Playing Searching Hiding Shaking screaming

Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Look at non-fiction texts and learn about bears - find out more information about them and where in the world they live and what are their habitats like
- Find out key facts and information about bears - use non-fiction texts and draw key phrases and information - make an information booklet about bears
- What information can we find from the front cover? Who is going on a Bear hunt? How do they look and feel about their hunt?
- Look at the inside cover—where is this? What does that tell us?
- How is the baby and the dog feeling when they reach the cave? How do we know this?
- How are all the family feeling when they enter the cave? How do we know? How would you feel? Where have you been that scared you? When do you feel scared?
- Why does the bear run after them?
- Why do they say 'we're not going on a bear hunt again'?
- Look at the back cover. What does the picture tell us about the bear? Is he friendly or mean? What did he want with the family?
- Non-fiction texts - Talk about the contents page, titles on the page and how these books are for the purpose of finding information. Talk about the language in the texts - it is there to give us more information, not to tell us a story

Identify and explain the sequence of events in texts

- Where do they go? What order do they come across the different environment? Put in order
- Explain the sequence of events that leads up to them finding the cave
- Can you order the pictures from the story?
- Use signifiers for the different sections
- Order the story using Feet and Story mountain
- Pupils to use the key phrases from the text in order to tell the story in brief (long wavy grass, cold and deep water, oozy thick mud, dark forest, swirling whirling snowstorm, narrow gloomy cave)
- Order feelings from the story - have different emotions and order them according to the characters
- Order the characters from the front cover

1. Re-tell story using signifiers
2. Re-tell story using story map
3. Use key phrases from text
4. FS2 - read simple sentences from text
5. Story map on the floor in classroom
6. Small world

Predict what might happen on the basis of what has been read so far

- Look at the front cover and talk about what story will be about
- Read to the gloomy cave - what might happen? Who might live there?
- Read up to the page when we first see the bear - what might happen next?
- Read to the end and talk about the adventure they went on.

Read for enjoyment and pleasure

- Weekly WOW word - introduce new word mat each week and encourage pupils to use the WOW word in a sentence
- Read in the book corner - what is your favourite story? Can you re—tell it?
- Reading signs and everyday labels/posters
- Reading words with picture cards (cat, dog, man, pig, pin, tap etc.)
- Reading lotto - bingo with words and pictures
- Story stones —can you make your own story?



Reading (FS1)

Assessment

Emerging (22-36mths)	Expected (30-50mths)	Exceeding (40-60mths)
<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p>	<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>



Reading (FS2)

Assessment

Emerging (30-50mths)	Expected (40-60+)	
<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p>

Writing

Going on a Bear Hunt

Draw on phonic knowledge

- Stop on key words (after first read) and talk about meaning
- Explore the short repeated phrases (swirling whirling, squelch squerch)
- Pupils to make vocal and body noises to match the different sections of the text
- Pupils to use instruments to make sounds for the different environments
- Explore sounds - make new sounds for the grass, water, mud, forest, snowstorm, cave, bear
- Draw pictures of the different environments
- Letter sound of the week - pupils to be introduced to the sound, what it looks like, objects and pictures of that sound, pupils to look of things in the environment with that sound and add them to the sound of the week wall chart - can you write the sound (pupils to have a model and explore mark making of the letter sound)
- Play eye-spy weekly with pictures from the text to encourage them learn them and be able to distinguish between sounds
- Name writing - start with initial letter and build up only when ready - learn the sound as you learn to write each letter

Make marks that others are able to read and that they can read themselves

- Demonstrate how to write a simple sentence
- Daily writing in Talk for Writing sessions - opportunities for mark making for less about and modelled writing for others
- Sentence build up - jumbled sentences to put together
- Pictures from the text to mark make about
- Speech and Thought bubbles in the writing area to make own sentences
- Range of resources to encourage writing opportunities
- Character descriptions

Write for a range of purposes

- **Look at a range of pictures from the text as inspiration**
- Lists of objects, places visited and characters
- Speech bubbles and Thought bubbles
- Beginning, Problem, Solution and ending - story mountain
- Posters to show information about bears and the different environments
- Posters to capture a bear
- Information booklets about bears
- Free choice story books for making own stories
- Labels for role play area
- Labels for the classroom and outdoor area
- Large story map - indoors and outdoors.
- Sorry card from the bear
- Signs for the different environments
- Draw characters from the text
- Weekly funky fingers activities to strengthen fingers for writing

Outdoor opportunities

Exploring the different environments with their feet (how does it feel, smell, look, sound) Stand in trays with the different elements

Mark making on the floor with chalk

Brushing, sweeping, window scraper (develop arms for writing)

Mixing paint/water/mud/

Clay and playdough models to develop strength in arms and hands

Threading and weaving in large tray

Sentence work

- **Demonstrate how to orally say a simple sentence**
- **Daily mark making in Talk for Writing sessions**
- **Opportunities for mark making and modelled writing**
- Coloured feet with pictures - build up a sentence making sure all elements in the sentence
- Counting words in sentences - coloured strips - can you make a sentence
- Clapping syllables in words and recognising words
- Writing implements - writing area - opportunities for lots of mark making and talk about marks
- Whiteboards
- Handwriting pattern sheets
- Daily name writing
- Name label cards for copying name
- Older children - start to introduce the simple sentence (I can see the....) with a picture card at the end. Pupils to learn to read it, order it and complete the sentence



Writing

Assessment

Emerging (22-36mths)	Expected (30-50mths)	Exceeding (40-60mths)
<p>Distinguishes between the different marks they make.</p>	<p>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels and captions.</p> <p>Attempts to write short sentences in meaningful contexts</p>



Writing

Assessment

Emerging (30-50mths)	Expected (40-60+)	Exceeding (ELG)
<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels and captions.</p> <p>Attempts to write short sentences in meaningful contexts</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

Number

1 Ted Fell out of Bed

Count reliably with numbers

- Count characters from the story
- Join in with story predicting and prompting number that is going to come next
- Make a number line to help with counting using toys from the story
- Count children in a morning/ for dinner using numicon to represent
- Count physical activities such as hops skips, steps jumps
- Sing maths songs
- Ten in the bed, Ten green bottle, 5 little men in a flying saucer etc.
- Look for numbers and counting in the environment.
- Number blocks Maths NCTEM resources
- <https://www.ncetm.org.uk/resources/52060>
- Encourage/ model one to one correspondence when counting
- Bear hunt counting game.

Use quantities and objects

- Be able to subatise groups of objects
- Look at arrays and subatise
- Match quantities of objects to numicon
- Match quantities of objects to numeral
- Put the correct quantities of objects into/ onto things.
- Apples onto tree
- Toys into bed
- Sweets into jar etc
- Be able to identify what is NOT a given quantity
- Identify the quantity in lots of variations (link to subatising)
- Move through steps, pictoral, abstract, to concrete

Shows an interest in number in the wider environment

- Noticing numbers Number hunt around the school
- Number hunt
- Number challenges at home
- Numbers that important to them and their family
- Eg, age, number of people in family number of house etc
- Thinking about jobs where numbers are important and incorporating into role play and discussion

Use mathematical language

- Use more or less when looking at the quantity of toys in the story
- Ask the children questions beginning 'How many....'
- Ask children questions using language 'Share'
- Use number names in relation to class text.
- Use number names in relation to quantity of objects
- Use number names in relation to numerals

Shows an interest in number problems

- Share, toys, resources between people
- How many will we need for problems.
- Talk with children about the strategies they are using, e.g. to work out a solution to a simple problem by using fingers or counting aloud.
- Construction number problems—How many more bricks will we need etc.
- Work with a partner to solve problems
- Count money to match items in role play situations
- Count plates and cutlery out for correct number of people in home corner

Outdoor Learning

- Count physical activities such as hops skips, steps jumps
- Numbers in the outdoor environment
- Subitising groups of outdoor equipment
- Thinking about quantities when building with bricks
- Thinking about quantities when playing with sand and water
- Role play opportunities
- Use mathematical language during outdoor role play, construction and sharing resources
- Solving outdoor construction problems
- Sharing outdoor resources
- Counting out turns on equipment



Number



Emerging (22-36mths)	Expected (30-50mths)	Exceeding (40-60mths)
<p>Knows that things exist, even when out of sight.</p> <p>Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</p> <p>Says some counting words randomly</p> <p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>Recites some number names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>Knows that a group of things changes in quantity when something is added or taken away.</p>	<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p>



Number



<p>Emerging (30-50mths)</p>	<p>Expected (40-60+mths)</p>	<p>Exceeding (ELG)</p>
<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing</p>

Shape/Measure

1 Ted fell out of Bed

Shows an interest in shape in the wider environment

- Children to talk about the shapes they use and see in everyday life
- Children to match shapes and talk about where else they might find these shapes
- Children to hunt for shapes at home and share their discoveries at school
- Make a shape collage of shapes in the wider environment, HOME, OUTDOORS ETC
- Children to hunt for and spot shapes in the outdoor environment
- Children to talk about shapes they, in larger constructions they make or see
- Children to look at investigate shapes, colours and patterns in the natural world - link to Autumn
- Children to draw shapes they find or know about
- Make shape animas, including bears linked to our story

Shows an interest in simple pattern and colour

- Shape pattern pictures
- Sorting animals into categories/colours/patterns
- Animal patterns
- Similarities and differences between the animals
- How many ways can you sort the animals
- Patterns from the story
- Looking at symmetry - can you make symmetrical patterns using paint/ lines/ shapes/ crayons - link to Literacy text
- Can you name colours and use the to make patterns
- Pattern bingo games
- Pattern jigsaws
- Colour bingo games and colour jigsaws

Uses mathematical language to talk about shape

- Look at pictures and objects which have patterns or symmetry and discuss
- Children to use simple vocabulary to describe shapes they play with or create
- Children to make shape picture and talk about the shapes they are using
- Children to begin to assign the correct names to simple shapes
- Children to sort and match shapes
- Children to print shapes and talk about them
- Children to make play dough shapes and discuss

Examples of language children might use

shape', 'box',
'in', 'on', 'inside', 'under', long, longer', 'longest', 'short',
shorter', 'shortest', 'heavy', 'light', 'full' and 'empty'

Explores length, weight, capacity and time

- Use big and small when looking at bears.
- Ordering a set of teddy bears from smallest to biggest,
- Sorting teddies into big and small
- Use language related to capacity such a full and empty, when playing with sand and water
- Using language such as heavy, heaviest, during indoor and outdoor play.
- Sequence events from class texts
- Talk about classroom routines—do the children what happens in their school day and when
- Do they children understand what happened yesterday and what is happening tomorrow
- Play games involving positional language



Shape and Measure



<p>Emerging (22-36mths)</p>	<p>Expected (30-50mths)</p>	<p>Exceeding (40-60mths)</p>
<p>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</p> <p>Uses blocks to create their own simple structures and arrangements.</p> <p>Enjoys filling and emptying containers.</p> <p>Associates a sequence of actions with daily routines.</p> <p>Beginning to understand that things might happen 'now'.</p> <p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways</p>



Shape and Measure



Emerging (30-50mths)	Expected (40-60+mths)	
<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways</p>	

Woodland Adventure

PSE - Relationships, Behaviour and Self-Esteem, Self Confidence

- Daily circle - talking about feelings, friendship, likes, dislikes and addressing any difficulties from the day
- Have you filled a Bucket - reintroduce and talk about how our actions affect others and how we are responsible for our own actions - daily chart for those children who have filled a bucket (Weekly reward for bucket fillers)
- Paula and Carlos - weekly demonstration of key issues from the class - acting out the scenarios and encouraging pupils to give suggestions on how to solve them
- Reinforce class mantras (Be the best you can be, Everyone has the right to be heard, feel safe and learn) Encourage pupils to use these with each other to hold to account

Knowledge of the World - People/Communities, The World and Technology

- ICT - exploring a range of technology, using draw programs, Beebot, Ladybot, using talking binoculars to record findings, laptops, photographs of the outdoor area or pupils playing, pupils to photograph/seesaw work they are proud of - self assessment using ICT.
- Jigsaw circles.
- Photographs of the children using a range of technology in their home environment.
- Exploring grass, water, mud, snow - how does it feel, look, smell, sound?
- Changes to the season - What is happening to the trees, leaves and weather? Visit to the park
- Learning about habitats of woodland creatures
- Learning about Bears - where in the world and what?
- Harvest festival - food from around the world
- Where does a bear come from? What do they eat? What do they look like? Look at different types of bears.
- Construction - building different habitats for woodland creatures
- Build a bear cave

Creative Development - Expression and Exploring Media

- Use of 'Churanga' to learn a range of songs and start to use percussion instruments to assist children to express themselves.
- Learn some Christmas songs and songs about bears
- Painting bears
- Make different environments from the story
- Texture pictures using elements from story - grass, water, mud, snow
- 3d junk model homes for the bear
- Leaf printing
- Autumn collage and printing with autumn - finger print tree
- Vegetable printing - link to harvest
- Paint character pictures
- Movement to music / autumn inspired music

Physical - Moving and Handling and Health and Self-Care

- Daily funky fingers - range of activities (drawing to music, scrunch paper, cutting, stacking, threading, dough disco, flipper flappers)
- Weekly funky fingers challenges - threading, weaving, dough, cutting, snipping, twisting, tweezers, pincers, drawing etc.
- Screw driver play set - can you twist and turn your hand
- Sweeping outdoors and window cleaning
- Nuts and Bolts set
- Hygiene - washing hands before eating, washing hands after using the toilet, flushing the toilet, fingers away from mouths etc.
- Encourage pupils to eat fruit during the session - choose when you are hungry, get to know your body and how it feels, drinking milk and water to stay healthy and strong
- Using outdoor area to develop gross motor movements
- Weekly PE sessions
- Daily Mile FS2



Other Curriculum Elements



Enterprise

Selling Christmas Play to Parents

Selling Christmas Decorations

RE

Special People

Christmas

British Values and SMSC

As a British Citizen we will learn about respect for ourselves and each other. We will talk about how to respect the ideas and beliefs of others. As a British Citizen we will continue to work as a team to support each other with our learning challenges. We will talk about rules that help to keep us safe in the classroom and how our school rules help to make it a safe and happy place to learn.

Jigsaw PSHE

Being Me in My World

Celebrating Difference