

# Summer 1



# Topic: Bear Hunt

## Prime Areas

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><b>Listening and Attention</b> Children listen attentively in a range of situations. They listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity <b>(ELG)</b></p> <p><b>Speaking</b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. <b>(40-60m)</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events <b>(ELG)</b></p> <p><b>Understanding</b> Able to follow a story without pictures or props <b>(40-60m)</b> Understands humour, eg. Nonsense rhymes, jokes <b>(40-60m)</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events <b>(ELG)</b></p>	<p><b>Moving and Handling</b> Travels with confidence and skill around, under, over and through balancing and climbing equipment <b>(40-60)</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways safely negotiating space. They handle equipment and tools effectively, including pencils for writing <b>(ELG)</b></p> <p><b>Health and Self Care</b> Children know the importance for good health of physical exercise and a healthy diet <b>(ELG)</b> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. <b>(40-60m)</b> Shows understanding of how to transport and store equipment safely. <b>(40-60m)</b></p>	<p><b>Self Confidence and Self Awareness</b> Can describe self in positive terms and talk about abilities <b>(40-60m)</b> Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activity. They say when they do or don't need help. <b>(ELG)</b></p> <p><b>Managing Feelings and Behaviour</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <b>(ELG)</b></p> <p><b>Making Relationships</b> Takes steps to resolve conflicts with other children, e.g. finding a compromise <b>(40-60)</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activities. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children <b>(ELG)</b></p>
<p>Guided role play – Three Bears, Bear Hunt Retelling stories, using Pie Corbett story maps, Billy Goats Gruff Listening to stories Storyland activities Travelling Ted, All About Me bag – focus on asking questions in response to what has already been described. Story sacks, story telling activities. Discussions around what characters, events and dilemmas are in stories. Making up nonsense rhymes. Celebrating new vocabulary – Wonderful word wall, snack time challenges about alternative words.</p>	<p>Fine motor skills activities during continuous provision. Hand writing activities (continuation of 'pinchy crab' CTP programme where appropriate). <b>Games:</b> Real PE – Unit 5 Bridge building using different construction materials Den making – focus on safety and managing risks. Painting, playdough, plasticene, salt dough and tools Making healthy food for Teddy Bears picnic Collaging own plates of healthy food Bikes and scooters, obstacle courses, PE trolley focus on safety Snack group discussions about importance of healthy eating, exercise, sleeping and hygiene.</p>	<p>Plan Do Review (starting to use planning books and focusing on review, discussing abilities). All About Me bag. Board games Circle time – understanding how own actions affect others. RRR. Showing Tapestry entries from home, discussing achievements, abilities. Working as partners or part of a group when den building and bridge building. Partner planning in plan do review time.</p>

## Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p><b>Reading</b> Begins to read words and simple sentences <b>(40-60)</b> Continues a rhyming string <b>(40-60m)</b> 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 and about what they have read <b>(ELG)</b></p> <p><b>Writing</b> Breaks the flow of speech into words. <b>(40-60m)</b> Writes own name and other things such as labels, captions. <b>(40-60m)</b> Attempts to write short sentences in meaningful contexts <b>(40-60m)</b> 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 which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible <b>(ELG)</b></p>	<p><b>Numbers (MTP)</b> Write numbers 0-10 with correct letter formation Continue to record with pictures / lines Use a number track up to 20 Use numicon for place value up to 20 Ordering numbers up to 20 <b>Calculation—addition and subtraction (MTP)</b> Record work in their own way Add by combining 2 sets Add by counting on – using a numberline for more able. Practical subtraction by taking objects away, more able to start to subtract by counting back – using a numberline where appropriate. Introduce practical halving and doubling using objects and dominos. <b>ELG- numbers</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and object they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>Shape, space and measure (MTP)</b> — <b>Pupils can:</b> Name 2d / 3d shapes and discuss properties. Compare length, mass and capacity and make simple decisions Use positional language including days and months Use everyday time language Use coins in practical shopping activities Practical problem solving and decision making <b>ELG –SSM</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money, to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p><b>The World</b> Looks closely at similarities, differences, patterns and change <b>(40-60m)</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. <b>((ELG)</b></p> <p><b>People and Communities</b> Enjoys joining in with family customs and routines <b>(40-60m)</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions. <b>(ELG)</b></p> <p><b>Technology</b> Interacts with age-appropriate computer software <b>(40-60m)</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes <b>(ELG)</b></p>	<p><b>Exploring and Using Media and Materials</b> Selects appropriate resources <b>and adapts</b> work where necessary <b>(40-60m)</b> Explores the different sounds of instruments <b>(40-60m)</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>(ELG)</b></p> <p><b>Being Imaginative</b> Plays cooperatively as part of a group to develop and act out a narrative <b>(40-60m)</b> Initiates new combinations of movement and gesture in order to express and respond to feeling, ideas and experiences <b>(40-60m)</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <b>(ELG)</b></p>
<p>Daily phonic lessons – phase 3-4 Letters and Sounds</p>	<p>*Daily mathematics lesson <b>Continuous provision</b> – number sequencing</p>	<p><b>Science - Observe changes in the seeds planted in the out side area</b></p>	<p>Music – Three Bears Making music to go with Bear Hunt Story</p>

<p>Books –The Three Billy Goats Gruff, We're Going on a Bear Hunt, Goldilocks and the Three Bears, Where's My Teddy, Beanstalk, range of bear books, Non-fiction books about bears</p> <p>Guided and independent reading</p> <p>Library skills</p> <p>Writing descriptions, re-writing stories using story maps , writing own bear books, letters, making information sheets about old bears and different sorts of bears. Using story maps as a template for writing own "Going on a Bear Hunt" story</p> <p><b>Continuous provision</b> – book corner, independent reading with friends.</p> <p>Story sacks</p> <p>Writing areas – letters, speech bubbles, blank books, pretend registers , writing opportunities in role play area based on bears - signs for the Troll, letters to Troll.</p> <p>Child initiated writing books.</p> <p>Own stories.</p> <p>Writing tool kits, developing outside writing opportunities (scaffolded)</p> <p>Rhyming games</p>	<p>Numbered counting pots, estimating how many bears are in different containers , problem solving using compare bears. Using money in "Bear shop"</p> <p>2D and 3D shapes, sorting hoops, feely bags.</p> <p>Shapes, compare bears and beads to make repeating patterns.</p> <p>Exploring capacity in sand and water trays.</p> <p>Daily problem solving maths opportunities based around registers and dinner registers.</p> <p>Developing outside maths area (scaffolded)</p> <p>Encouraging own recording relating to outside sports i.e. writing and comparing scores football/basketball etc.</p> <p>Use of positional language related to Bear Hunt story and when using beebots.</p>	<p>Nature walks in outside area.</p> <p>Looking at history of teddy bears and exploring bears belonging to our parents/grandparents and differences from modern teddies –</p> <p><b>Science differences in materials</b></p> <p><b>Geography - Exploring our outside environment and comparing it with the "Bear Hunt" environment.</b></p> <p>Looking at different sorts of bears and the environment that they live in.</p> <p>All About me bag – encouraging children to celebrate the similarities and differences between families and communities.</p> <p>Recording and retrieving information using talking tins.</p> <p>Using microphones to make up sound effects for stories, using tablets and cameras to record our own stories</p> <p>Using tablets in plan, do, review</p> <p>CBeebies and Poison Rouge websites, 2 simple software, Phonics Play.</p> <p>Exploring the technology used at home and at school.</p> <p>RE – Celebrating what is special to us</p> <p>PSED – Being healthy and Safe</p> <p><b>Computing - Basic controls in a simple painting program- bear picture.</b></p>	<p>Making up own music and patterns of movements</p> <p>Painting own trolls</p> <p>Developing music area.</p> <p>Music during plan do review to dance and explore movements.</p> <p>Teddy Bear picnic dancing.</p> <p>Exploring colours and colour mixing whilst painting.</p> <p>Acting out stories together, developing appropriate narrative.</p> <p>Making Bear Hunt pictures using new media.</p> <p>Junk modelling.</p> <p>In review time discussing how we could change/improve/adapt what we have made and talk about the work of others (including artists).</p> <p><b>DT –creating bear cave</b></p> <p><b>ART – print making</b></p> <p><b>Music - HMS – Weather -Dimensions – dynamics and tempo</b></p>
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	<b>Main topic/book</b>	<b>Small group learning activities</b>	<b>Continuous provision</b>
<b>Week 1</b>	Book Week	Author visit – character based activities and writing activities based around Neal Leyton's books – including That Bear Belongs to Emily Browne. Making own books Author workshop (see separate timetable)	Little books for writing own stories Selection of Neal Leyton stories Once upon a time role play (in courtyard) Outside maths activities, opportunities for recording to be modelled.
<b>Week 2</b>	Bear Hunt	Children find footprints from 'bear' what could our next topic be? Do you think that this footprint comes from a large or a small animal? What do we know about bears? What different sorts of bears are there? How can we find out more information about bears? Exploring features of non-fiction books about bears. Finding out information from the internet. Reading Bear hunt Retelling Bear Hunt story – using story maps as prompts. Drawing pictures of bears on 2simple 2paint Woodland walk, retelling story	Various bears available for re-telling stories Story sacks Bear stories/information books about bears. Junk modelling Sound mats for helping to write bear stories Blank books for writing own stories. Ordering bear chairs etc. in "3 bear's house" Role play bear masks. CI writing books, following children's own ideas and interests. Colour mixing In covered area and on playground outside maths opportunities, including recording (adult to support). Little books to write own bear stories
<b>Week 3</b>	Bear Hunt	Making bear dens – focus on team work and safety Looking at illustrations together, drawing one of the scenes and writing own sentences in the pattern of Bear Hunt.	Story sacks Role play masks Small world bear hunt props Musical instruments to make noises from the story Painting own pictures of the story, mixing own colours. Problem solving maths opportunities using compare bears – estimating. In covered area and on playground outside writing opportunities - chinks, large pieces of paper, writing tool kits. (adult to support).
<b>Week 4</b>	Bear Hunt	Making up our own stories based on bear hunt story Acting these out in outside area (using positional language). Exploring features of our outside environment and comparing this with the environment in the story. Look at different bears and which countries they come from, using globe and google earth to explore their environments.	In covered area and on playground outside writing opportunities - chinks, large pieces of paper, writing tool kits. Small world play using tough tops to make different bear environments i.e. polar bears in snowy scenes etc. (shaving foam) Role play areas and den making In covered area and on playground outside writing opportunities- chinks, large pieces of paper, writing tool kits (adult to support).

<p><b>Week 5</b></p>	<p>Teddy Bear's Picnic Children to choose which bear story they would like this week (from those books already explored and books from home).</p>	<p>Discussing what is healthy food Making food for our picnic – making healthy choices. Making bear biscuits (discussing that some treats are ok, just not all the time – asking children to recognise why this is) Writing invitations to our families and our bears. Writing labels for our bears</p>	<p>Collaging plates of healthy food Books to write own bear stories – writing challenge Writing opportunities to be based around this week's book choice. Sports challenges in outside area (involving recording of scores etc). Music making – based on teddy bears picnic</p>
<p><b>Week 1</b></p>	<p>Billy Goats Gruff – Pie Corbett Talk for Writing week</p>	<p>Making notes for the Troll to stop the goats going on his bridge. Making up our own Troll and sentences/captions to describe him. Using story maps to re-tell the story/write about our favourite part of the story Making bridges tall enough for the Troll to fit underneath, ordering goats according to size and weight. Filling containers with grass for the trolls, exploring capacity- i.e full, empty, half full, most/least.</p>	<p>Making bridges from different materials Story sacks Role play masks Making music for the different characters in the story. Letter writing – to the troll in response to a letter from him explaining why he didn't want goats on his bridge. Tough top small world play Discuss seeds that we have been growing at home (including how our beans have changed) In covered area and on playground outside writing opportunities - chinks, large pieces of paper, writing tool kits (adult to support). Little books to write own fairy story.</p>