

PSED

MR-Keeps play going by responding to what others are saying or doing.

SCSA-Welcomes and values praise for what they have done.

Enjoys responsibility of carrying out small tasks.

MFB-Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

PD

MIH-Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

HSC-Observes the effects of activity on their bodies.

Understands that equipment and tools have to be used safely.

C+L

L-Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

U-Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

S-Uses a range of tenses

K+U

PC-Remembers and talks about significant events in their own experience.

W-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

T-Knows how to operate simple equipment, e.g. turns on

We're going on a Bear Hunt

DM-30-50

Read the story and encourage the children to join in with the repeating refrains.

Watch Michael Rosen on youtube reciting his own book.

Retell the story using small world characters and by building a 3D story map

Sequence the story using objects and pictures.

Make a large scale display of each section of the story using a variety of media and materials

Go on a bear hunt around the school grounds using positional language

Make bear paw cookies

Make and perform own version with musical accompaniment and body percussion.

Make porridge

Create own obstacle courses

Read other bear books...

Continuous Provision Enhancements

Tuff Trays-Shaving foam, mud and mashers

Small world story map

Porridge oats, tweezers and sorting colour bears

Play dough- google eyes, buttons etc for making own bears/bear shaped cutters

Creation Station- collage materials and paper plates

Doodle Desk-bear hunt colouring, empty bear faces to draw expressions

Light box-

strips of green paper, cotton wool, glass pebbles etc to make scenes from the story

L

R-Recognises rhythm in spoken words.

Listens to and joins in with stories and poems, one-to-one and also in small groups.

W-Sometimes gives meaning to marks as they draw and paint.

M

N-Knows that numbers identify how many objects are in a set.

Beginning to represent numbers using fingers, marks on paper or pictures.

SSM-Uses positional language.

EAD

EMM-

Beginning to be interested in and describe the texture of things.

BI-

Captures experiences and responses with a range of media, such as music, dance and paint and other materials

Characteristics of Effective Learning

playing and exploring - children investigate and experience things, and 'have a go'.

active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Health and Well being

Learning and recall of Key concepts

Cultural capital

Reading

Relationships

Learner Dispositions

Learner Skills

British values-Democracy. The Rule of law. Individual Liberty. Mutual Respect and Tolerance of different faiths.