

### Personal Social and Emotional Development

- Following daily routines: where to put book bags and water bottles, finding names, classroom areas, outdoor areas, tidying up, toilets, snack time, home time, Golden Time.
- Introduction of Jig-Saw whole school RHE programme. Unit 1: Being Me in My World.

(Help others to feel welcome, think about everyone's right to learn, care about other people's feelings, work well with others). Care Bears characters to support.

- Introduce Sparkle time and voting for a class reward.

### R.E

- Myself - recognise and explore feelings.
- Special people to me - recognise and respond appropriately to key figures in

### Communication and Language

- Bring in a photograph to discuss family with a grown-up/small group.
- Bring in a soft toy bear to discuss and describe with a partner.
- Role Play Three Bears cottage
- Repetitive language in Brown Bear, Brown Bear- what can you see??
- Wellcomm screening

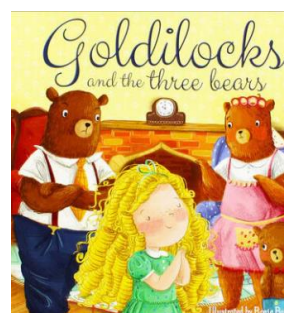
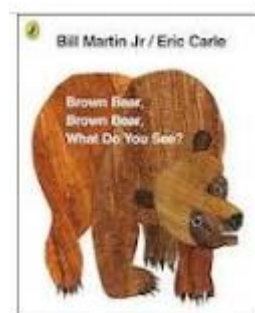
### Physical Development

- Fine motor practise e.g threading, dough disco, scissor skills.
- Get Set 4 P.E Introduction to P.E Unit 1
- Learning how to safely use the outdoor climbing equipment.
- Teddy Bear's Picnic- which foods can we take on our healthy picnic (kitchen to provide a picnic for lunch that day).

### Literacy

- Bear songs and rhymes- one to focus on per week e.g Teddy Bear, Teddy Bear.
- Focus texts: Goldilocks and the Three Bears, Brown Bear Brown Bear and We're Going on a Bear Hunt.
- Daily story time often linked to bears e.g Where's My Teddy?
- Letter from the Bear- share the letter with the children to introduce the Bear Hunt
- Learn to read and write Read Write Inc Set 1 Sounds
- Daily Phonological Awareness to support Phonics sessions.

## Into the Woods



### Mathematics

- Counting forwards and backwards
- Introducing and investigating numbers 0-5 (Number Blocks)

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| <p>their lives.</p> <ul style="list-style-type: none"> <li>My special things – understand why some things are special/precious.</li> </ul> | <p style="text-align: center;"><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>First Day handprint and drawing</li> <li>Paint a picture of a bear using soft toy from home.</li> <li>Staff to perform the Goldilocks and The Three Bears story to children. Children to re-tell the story using small world resources.</li> <li>Colour in bear bunting for the teddy bear's picnic.</li> <li>Charanga Music Unit 1</li> <li>Singing bear themed songs- particular focus on 'We're Going on a Bear Hunt' song using Makaton signs.</li> </ul> | <p style="text-align: center;"><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Talk about My Family- link to Goldilocks and the Three Bears. Use examples from real life and from books to show many different families.</li> <li>History linked to old bears- staff to bring in a bear when children do. Staff to model describing it and talk about why their bear is special to them.</li> <li>Using photographs and non-fiction texts, learn vocabulary for some types of real-life bears. Have photographs available around the setting.</li> <li>Brown Bear Brown Bear- link to school environment- what can you see? Tour around school.</li> <li>Go on a bear hunt on the South Site.</li> <li>Bear cave- light and dark- what can you see? Provide torches etc ready for next terms' Light and Dark theme.</li> <li>Autumn resources for enhanced provision e.g different coloured leaves, acorns, pumpkins.</li> </ul> | <ul style="list-style-type: none"> <li>Bear size ordering linked to Goldilocks- compare bears</li> <li>Circles- teddy bear cutting</li> <li>Bear songs linked to counting e.g Five Little Polar Bears</li> <li>Capacity- porridge oats and different size bowls and spoons. Full, half-full, empty vocabulary.</li> </ul> |
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