

Bears

<p>Nursery Spring 1</p>	<p>Book of The Week Where's my Teddy? Frank and Bert Lanterns and Firecrackers We're Going on a Bear Hunt Goldilocks and the Three Bears. Ruby's Worry. The Bear in the Cave</p>	<p>Songs and Rhymes When Goldilocks went to the House of the Bears Teddy bear, Teddy bear</p>	<p>Enhancement Come as a bear day Seven Stories Visit</p>
<p>Communication and Language Listening and Attention: Single channelled attention; can shift to a different task if attention is fully obtained. Understanding: Understands who, what, where in simple questions and uses a variety in their speech. Speaking: Learns new words very rapidly and is able to use them in communicating. Uses longer sentences. Beginning to use word endings.</p>	<p>Personal, Social and Emotional Development Making Relationships: Shows some understanding that other people have ideas and needs that are different to theirs. Shows empathy and concern for people who are special to them. Seek out others to share experiences with and may choose to play with a friend who has similar interests. Sense of Self: Makes choices and decisions. Understanding Emotions: Responds to the feelings of others, showing concern and offering comfort. May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do.</p>	<p>Physical Development Jumps up with both feet leaving the floor and can jump forward a small distance. Begins to understand and choose different ways of moving. Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. Uses wheeled toys with increasing skill. May be beginning to show preference for dominant hand and/or leg/foot. Holds mark-making tools with thumb and all fingers. Health and Self-Care: Able to help with putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots. Begins to recognise danger and seeks the support and comfort of significant adults. Can tell adults when they are hungry, full up or tired.</p>	<p>Characteristics of Effective Teaching and Learning: Playing and Exploring ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go' Active Learning MOTIVATION Being involved and concentrating Keep Trying Enjoying and achieving what they set out to do Creative and Critical Thinking THINKING Having their own ideas Making Links Working with ideas</p>
<p>Listen and participate during small group sessions. Listen and respond to two-part instructions related to our daily routine. Continue to plan and articulate where they want to play using a sentence. Recall their play activity with more confidence and clarity within speech.</p>	<p>Discuss what makes us happy and sad during circle time and add feeling anxious. Continue to develop the correct way to express feelings. Continue to develop friendships with other children. Play board games such as matching pairs with others to encourage turn taking.</p>	<p>Explore different ways of moving to represent the movements of different characters in the story. Ask the children to run, walk, jump, crawl, skip and hop as different characters. Practise balancing on a low beam, children to travel in different ways. Enjoy a bear hunt in different terrain that is uneven and different to flat ground.</p>	<p>Key Vocabulary Types of bear – teddy, polar, brown, black, koala. Habitat of bears – Cave, woods, mountains, ice. Feelings – sad, happy, scared, love, calm, anxious.</p>

<p>Continue to build conversation skills in play-based activities. Discuss our favourite type of bear and why that may be. Hold a class discussion about what the children might like to learn about bears e.g. where they live? What do they eat? Etc.</p>	<p>Tasting porridge with different toppings and discuss different likes or dislikes with confidence.</p>	<p>Practise zipping up own coats and then taking them off. Put on items such as jumpers, hat, scarves and mittens with increasing independence.</p>	<p>Lunar New Year – Year of the Rabbit, celebration, lucky, red, gold, money, noodles, spring rolls, prawn crackers, feast.</p>
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<p>Literacy Reading: Listens to and joins in with stories and poems, when reading one-to-one and in small groups. Begins to recognise familiar logos or signs. Begins to develop phonological and phonemic awareness. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words, songs, poems and rhymes. Claps or taps the syllables in words during sound play. Writing: Enjoys drawing and writing on paper, on screen and on different textures.</p>	<p>Mathematics In everyday situations, takes or gives two or three objects from a group. Beginning to notice numerals. Beginning to count on their fingers. Explores differences in size, length, weight and capacity. Begins to remember their way around familiar environments. Responds to some spatial and positional language. Explores how things look from different viewpoints including things that are near or far away. Beginning to understand some talk about immediate past and future. Uses some number names and number language within play.</p>	<p>Understanding the World People and Communities: Learns that they have similarities and differences that connect them to, and distinguish them from, others. The World: Enjoys playing with small world reconstructions, building on first-hand experiences. Technology: Knows that information can be retrieved from digital devices and the internet. Plays with a range of materials to learn cause and effect.</p>	<p>Expressive Arts and Design Creating with materials: Uses 3D and 2D structures to explore materials and/or to express ideas. Beginning to describe sounds and music imaginatively. Being Imaginative and Expressive: Creates rhythmic sounds and movements.</p>
<p>Aspect 4 (Rhythm and Rhyme) – Rhyming soup, what’s in the box? Continue to take a story book to share at home. Read traditional tale of Goldilocks and the Three Bears and role play the story. Copy a representation of their name.</p>	<p>Match two objects that are the same. 1:1 correspondence 1-5 using a range of counting opportunities. Recognise a representation of 1-5 - numicon, 1-1 correspondence, dots, dominoes, numerals, counting a range of objects and actions etc. Order 3 objects by size, large, medium and small. Sort compare bears by size and match to numerical amount 1-5. Capacity – full, half full/half empty and empty using porridge oats.</p>	<p>Awareness of seasons – winter leading to spring. Spotting the signs of spring. Go on a spring walk around the school grounds to spot the signs. Finding out about bears, types of bears, their habitat and what they eat.</p>	<p>Draw/mark make a bear and choose a media in which to colour/paint/collage. Colour mix green using hand prints on large paper topped table. Make a valentine gift. Role play – Three bears cottage, Chinese restaurant. Come as a bear day – children to role play as bears and bring their favourite bear.</p>

N.B – this curriculum can be changed as necessary at discretion of staff members dependent on the needs and the interests of the children.