

Summer 1 2025



# WE'RE GOING ON A BEAR

## HUNT

EYFS

5 week  
study

### What's it all about?

In this topic your child will ...

- read lots of different fiction and non-fiction books about bears.
- create artwork related to the story of the week and print objects related to 'We're Going on a Bear Hunt'.
- count on from any number, say the next number in a sequence and explore the composition of numbers to 10.



### The topic will start with ...

foot prints left in the classroom leading to a note. Who could it be from? Is it a large or small animal? Let's investigate and compare the footprint to our feet.

### Outcome:

At the end of the topic your child will be able to act out parts of the story, describe characters, recognise words and phrases from the story, double and half numbers and learn how to be creative in art, music and dance.

### Curriculum Focus:

#### Personal, social and emotional development:

- show an understanding of their own feelings and those of others.
- set and work towards simple goals.
- being confident to try new activities and show independence, resilience and perseverance in the face of challenges.
- negotiate and solve problems.
- show sensitivity to their own and to others' needs.
- know and talk about the different factors that support their overall health and wellbeing.

#### Literacy: Reading and Writing

Children will be able to:

- demonstrate an understanding about what they read by retelling stories and narratives using their own words and recently introduced vocabulary. Share books in groups and talk about characters and settings in stories. Use vocabulary and forms of speech that they read in books. Discuss non-fiction books and their layout.
- write labels, captions and simple sentences using a capital letter and full stops. They will also be encouraged to start writing their own narratives. We will be focussing on forming letters correctly.
- write information about bears.

#### Mathematics:

Children will be able to:

- read, write and order numbers to 20 and above.
- Subitise
- Explore the composition of numbers to 10.
- begin to automatically recall number bonds to 5 and 10.

## Ways to support your child at home

- ❖ Help your child to recognise and write the numbers up to 20 and their values - carry out a number hunt, e.g. which numbers can you find? Can you make the number 12 out of blocks? How much bigger is a block of 20?
- ❖ Play board games, preferably games involving dice and counting on. Board games are also great for turn taking.
- ❖ Share your child's school reading book and write a comment in their Reading Record diary.
- ❖ Find out about different bears around the world. Where do they live? Do they look the same? Do they eat the same things? Bring into school any facts you find out.

## Important Dates:

Monday 5th May - Bank Holiday

Thursday 22nd May - Teddy Bears' Tea Party - More details to follow

## In addition to the topic based learning outlined above, your child will also be learning about:

### Expressive Arts and Design

- Printmaking - make prints using different objects from the Bear Hunt story.
- Observational drawing of bears.
- Creating music and dances to accompany our stories.

### Understanding the World

- Create bear pictures using the 2Simple computer programme.
- Use the Beebots to programme a route for the bears.
- Learn about different bears. Where do they live? What do they look like?
- Compare old bears and new bears, exploring the different materials they are made of.
- Visit our seasonal tree study - What has happened to your tree?

### Physical Development

- Continue to form our letters correctly.
- Learn to show good control and co-ordination in large and small movements.
- Learn about what makes us healthy and the need for safety when tackling new challenges.
- Making dens for bears, transporting equipment safely, considering possible risks.

## Topic Finale:

Our topic will end with a 'Teddy Bears' Tea Party.



## Key Vocabulary

bears, world, map, facts, habitat, diet, live, non-fiction, contents page, headings, title