


We're Going on a Bear Hunt - Summer 1

(6 weeks)

PRIME AREAS			
Communication and Language	Personal, Social and Emotional	Physical Development	
<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> Use a wide range of vocabulary Sing a large repertoire of songs Know many rhymes and talk about familiar books and be able to tell a long story Develop their communication Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use talk to organise themselves and their play <p>Children in Reception</p> <ul style="list-style-type: none"> Learn new vocabulary and use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives Articulate their ideas in well-formed sentences. Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in non-fiction books. 	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them Develop a sense of responsibility and membership of a community Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries Develop appropriate ways of being assertive. Talk to others to solve conflicts. <p>Children in Reception</p> <ul style="list-style-type: none"> Express feelings and consider the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate feelings socially and emotionally. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing. 	<p>3-4 Year Olds</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, bikes and trikes) and ball skills Use large muscle – movements to wave flags and streamers, paint and make marks. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Children in Reception</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, coordination and agility. Further develop and refine a range of ball skills. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	
SPECIFIC AREAS			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>3 – 4 year olds</p> <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables in words Recognise words with the same initial sound. Use some of their print and letter knowledge in their early writing. <p>Children in Reception</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondence. Read some letter groups that each represent one sound and say sounds for them. Read common exception words matched to the school's phonic programme. Read simple phrases and sentences made up with known letter-sound correspondence and, when necessary a few exception words. Reread there books to build up their confidence in word reading, their fluency and their understanding and enjoyment Form lower and upper case letters correctly. Spell words by identifying the sounds with letter/s Write a short sentence using a capital letter and full stop. Reread what they have written to check that it makes sense. 	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> Develop fast recognition of objects, without having to count them individually (subitising) Link numerals and amounts Talk about 2D and 3D shapes Make comparisons between objects relating to size and length. <p>Children in Reception</p> <ul style="list-style-type: none"> Count objects, actions and sounds Subitise Link a symbol (numeral) with its cardinal number value Count beyond 10 Compare numbers Understand one more/less relationship to consecutive numbers Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-5 and some to 20. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just like numbers can. Compare length. Continue, copy and create repeating patterns. 	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> Explore collections of materials with similar and/ or different properties. Show an interest in different occupations Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and change they notice <p>Children in Reception</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Recognise that people have different beliefs and celebrate different special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of seasons on the natural world around them. Understand that some places are special to members of their community. 	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a fine sung by another person (pitch match) <p>Children in Reception</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in a group.

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EYFS Week by week overview

Week	Theme for the week	Prime Areas			Specific Areas			
		Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1	Billy Goats Gruff -Pie Corbett	<p>PSHE - Heartsmart – Fake is a Mistake – Lesson 1- Boris and the Scrapman's lies</p> <p>Family Group/ Snack chat time-</p> <p>All about me bag</p> <p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p>	<p>Mondays - Real P.E. Unit 5 – Physical Coordination – sending and receiving Agility – reaction/ response</p> <p>Thursdays - VS Unit B Gymnastics (6 sessions)</p> <p>Bikes and scooters</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – Fake is a Mistake – Lesson 1- Boris and the Scrapman's lies</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p>	<p>Introduce children to the story 'Billy Goats Gruff'</p> <p>Children to sequence the story and write captions to retell the story.</p> <p>Little Wandle – Summer 1 – Week 1- Phase 4 CVCC words with short vowels</p> <p>Reading practice – 3 sessions per group</p>	<p>Number formation</p> <p>Number rhymes and oral counting</p> <p>Number of the week – 16</p> <p>Mastering number – Week 21- Cardinality, ordinality and counting</p>	<p>Discuss what has happened to our beans that we planted before the holidays</p> <p>Welly Walk Wednesday –Tree Study</p> <p>Computing- E-safety- Share computing charter and Thinkuknow Jessie & Friends Ep 1_Watching Videos</p>	<p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p> <p>Art- Printing with ink and blocks</p> <p>Construction area – Can you build a bridge for the Billy goats to cross. Can you make a troll?</p> <p>Music – The Weather</p>

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2	<p>Find out about Bears</p>	<p>PSHE - Heartsmart – Fake is a Mistake – Lesson 2- Cheer up Boris!</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p> <p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p>	<p>Mondays - Real P.E. Unit 5 – Physical Coordination – sending and receiving Agility – reaction/ response</p> <p>Thursdays - VS Unit B Gymnastics (6 sessions)</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – Fake is a Mistake – Lesson 2- Cheer up Boris!</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p>	<p>Little Wandle – Summer 1 – Week 2- CVCC words</p> <p>Reading practice – 3 sessions per group</p> <p>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?</p> <p>Look at different bears and which countries they come from, Write information about a bear.</p>	<p>Number formation Number rhymes and oral counting</p> <p>Number of the week – 17</p> <p>Mastering number – Week 22- Subitising</p>	<p>Geography – Look where different bears can be found over the world, using globe and google earth to explore their environments. Recognise some similarities and differences between where we live and other countries.</p> <p>Welly Walk – Find out about different places/ environments. How do they compare to where we live?</p>	<p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p> <p>Art- Printing with different objects</p> <p>Music – The Weather</p>
3	<p>Old Bears</p>	<p>PSHE - Heartsmart – Fake is a Mistake - Lesson 3- How Rabbit got his Long Ears</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p> <p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p>	<p>Mondays - Real P.E. Unit 5 – Physical Coordination – sending and receiving Agility – reaction/ response</p> <p>Thursdays - VS Unit B Gymnastics (6 sessions)</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – Fake is a Mistake - Lesson 3- How Rabbit got his Long Ears</p> <p>Family Group / snack chat Time</p> <p>All about me bag</p>	<p>Little Wandle – Summer 1 – Week 3- short vowels CCVCC CCCVC CCCVCC Longer words</p> <p>Reading practice – 3 sessions per group</p> <p>Old bear- Thread bear</p>	<p>Number formation Number rhymes and oral counting</p> <p>Number of the week – 18</p> <p>Mastering number – Week 23- Composition</p>	<p>Old bear- Thread bear</p> <p>Welly Walk Wednesday –draw information from a simple map of the school grounds.</p> <p>Computing - 2 simple drawing programme –</p> <p>Children to draw a picture of a bear.</p> <p>Learning about the kings coronation and past members of the royal family.</p>	<p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p> <p>Art- Print with sponges –repeating pattern. Rubbings from textured surfaces</p> <p>Music – The Weather</p>

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4	<p>We're Going on a Bear Hunt</p>	<p>PSHE - Heartsmart – Fake is a Mistake - Lesson 4 – Hat Game</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p> <p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p>	<p>Mondays - Real P.E. Unit 5 – Physical Coordination – sending and receiving Agility – reaction/ response</p> <p>Thursdays - VS Unit B Gymnastics (6 sessions)</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – Fake is a Mistake - Lesson 4 – Hat Game</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p>	<p>Little Wandle – Summer 1 – Week 4 - longer words compound words</p> <p>Reading practice – 3 sessions per group</p> <p>Children to write about the bear- character description Paint a scene from the story.</p> <p>Write invitations to our 'Teddy Bears Picnic'</p>	<p>Number formation Number rhymes and oral counting</p> <p>Number of the week-19</p> <p>Mastering number – Week 24- Composition</p>	<p>Welly Walk Wednesday – Outside Bear Hunt walk</p> <p>Old bear</p> <p>Computing - 2 simple drawing programme – Children to draw a picture of a bear.</p>	<p>Art- Hand printing – create a bear.</p> <p>Music – The Weather</p> <p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p>
5	<p>We're Going on a Bear Hunt</p>	<p>PSHE - Heartsmart – Fake is a Mistake - Lesson 5- Thankful Heart</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p> <p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p>	<p>Monday - VS Dance Unit 2</p> <p>Thursday – Outdoor games</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – Fake is a Mistake - Lesson 5- Thankful Heart</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p>	<p>Little Wandle – Summer 1 – Week 5 - root words ending in: -ing, -ed /t/, -ed /id/ /ed/ –est</p> <p>Reading practice – 3 sessions per group</p> <p>Retelling Bear Hunt story – using story maps as prompts. Children to retell the story by writing parts of the story using pictures.</p>	<p>Mastering number – Week 25 - Comparison</p> <p>Number formation Number rhymes and oral counting</p> <p>Number of the week – 20</p>	<p>Welly Walk Wednesday – Look at Tree study- Display the pictures and the children need to explain how their trees have changed.</p> <p>Computing - 2 simple software to make a caption and picture</p> <p>Teddy Bear's Picnic- Make food- Fruit Kebab's and Teddy Bear Biscuits</p>	<p>Music – The Weather</p> <p>Junk modelling.</p> <p>Art- Colour Mixing</p> <p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p>

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6	<p>Special Clothes – Linked to R.E.</p>	<p>PSHE - Heartsmart – Fake is a Mistake - Lesson 5- Thankful Heart</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p> <p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p>	<p><u>Monday - VS Dance Unit 2</u></p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – Fake is a Mistake - Lesson 6- Tell me about you</p> <p>Family Group/ snack chat time</p> <p>All about me bag</p>	<p>Little Wandle – Summer 1 – Week 6 - Review and assessments - root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p>Reading practice – 3 sessions per group</p> <p>R.E. unit- Special clothes Children to write about their own special clothes</p>	<p>Number formation Number rhymes and oral counting</p> <p>Addition and subtraction problems</p>	<p>Welly Walk Wednesday</p> <p>Computing - 2 simple software to make a caption and picture</p>	<p>Art- Colour mixing</p> <p>Role Play areas- Courtyard – Home corner- linked the family in the story 'We're going on a Bear Hunt'</p> <p>Outside- The bears Cave</p> <p>Music – The Weather</p>
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