

## Spring Term 1 2023

(Please refer to the curriculum year plan for more detail about the intent, implementation and impact in each curriculum area.)

Weeks	3 <sup>rd</sup> January to 20 <sup>th</sup> January.	23 <sup>rd</sup> January to 10 <sup>th</sup> February
<b>Core Book</b>	'We're Going on a Bear Hunt' by Michael Rosen	'Goldilocks and the Three Bears'
<b>Other Books</b>	'Brown Bear, Brown Bear', 'So Much' 'The Very Lonely Firefly', 'The Gingerbread Man – core books from last term re-read.	'Brown Bear, Brown Bear', 'So Much' 'The Very Lonely Firefly', 'The Gingerbread Man – core books from last term re-read.
<b>Songs</b>	'Teddy Bear's Picnic'	'When Goldilocks Went to the House of the Bears'
<b>Rhymes</b>	'Let's Put On our Mittens'	'Pease Porridge Hot' rhyme/song
<b>Key interests/PitM /Projects/Themes /Provocations</b>	Winter – seasonal changes/ice and snow/cold. Children's interests – especially vehicles, animals, dinosaurs, superheroes, emergency vehicles (fire station)	<i>Retell core story by acting it out with props – extending and adapting the story.</i> Activities linked to core story – make porridge with the children/porridge at snack time. <i>Develop interest in print in the environment and in books.</i> Large scale mark making – washing windows, chalk on the ground, large paper under tables/on the floor.
<b>Special/Cultural Events/ Festivals</b>	Christmas and New Year Discussion regarding children's experiences of the holiday.	Lunar New Year (22/01) (Rabbit)
<b>Equality, Diversity and Inclusion (Anti - Racist Education/ Gender, EAL, Disabilities and Different abilities)</b>	Know that each person is unique and special and has their own interests – 'It's Okay To be Different'. Use words in each other's home languages to help children feel included. Counting in different languages. 'Head, Shoulder, Knees and Toes' in English and in French.	Encourage all children to take on different roles in the home and other settings – home corner/shop/café role play.  Which role in the 'Three Bear's' story do they want to play. Children to look at various versions this story that portray the roles that the bear's play e.g. daddy bear cooks the porridge, Goldilocks has golden hair or she has gold beads in her beaded hair.
<b>Personal Social Emotional Development</b> <i>Skills, Knowledge and Understanding</i> <i>Activities/Resources/ Opportunities</i>	A warm and welcoming environment for children settling in and settling back. Know children and their interests – form attachments. Provision to reflect children's interests. Express, name and talk about feelings (eg. using empathy dolls, feelings charts, emotions books, solution cards). Support with transitions in the morning and knowing the nursery routine. Washing Hands – how do we do this? When and How?	Continue A warm and welcoming environment for children settling in and settling back. Children learn each other's names and use these names as they play. Support children to say please and thank you and to realise that doing this supports as all feeling safe and happy, and appreciated. Know children and their interests – form attachments. Provision to reflect children's interests. Express, name and talk about feelings (eg. using empathy dolls, feelings charts, emotions books, solution cards). Support with transitions in the morning and knowing the nursery routine. Washing Hands – how do we do this? When and How?

<b>Physical Development Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</b>	<p>Keep warm outside by staying active.</p> <p><i>Develop skills in using equipment outside safely – climbing on climbing frame/A-frames/obstacle courses with tyres, crates and planks (linked to positional language/core story).</i></p> <p>Use one-handed tools, such as scissors, hammers, paintbrushes, and develop hand strength</p>	<p>Adults to support children to safely explore the outdoor space and to support children to use the activities set out.</p> <p>Scissor skills supported as children create in the art areas.</p> <p>Support with snipping skills –</p> <p>Teachers to use support scissors.</p> <p>Peg boards and sewing cards out daily</p>

<b>Makaton Signs</b>	Home, toilet, cold,	Home, toilet, cold, chair
<b>Communication and Language</b>	<p><i>Develop listening and attention skills, through activities such as Bucket Time, finger gym, using fidget toys, etc. Support speaking through modelling, commentary, extending, confidence building and co-regulation.</i></p> <p>Children supported with ‘serve’ and ‘return’ interactions as they play and as adults support children following their interests.</p> <p>Listen to and join in with familiar stories – acting out the story and/or using props to retell the story/<i>create own stories.</i></p> <p>Use repeated phrases and refrains from the core story. ‘Going on a Bear Hunt’</p> <p>Vocab linked to feelings: sad, happy, angry, scared, tired.</p> <p>Vocab linked to science/materials: cold, warm, melt, freeze, ice, water, mud, snow, forest, grass</p>	<p><i>Develop listening and attention skills, through activities such as Bucket Time, finger gym, using fidget toys, etc. Support speaking through modelling, commentary, extending, confidence building and co-regulation.</i></p> <p>Children supported with ‘serve’ and ‘return’ interactions as they play and as adults support children following their interests.</p> <p>Vocab linked to feelings: sad, happy, angry, scared, tired.</p> <p>Listen to and join in with familiar stories – acting out the story/using props to retell the story.</p> <p>Use repeated phrases and refrains from the core story.</p>
<b>Literacy Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</b>	<p><i>Retell core story by acting it out outside and using props to retell the story – extending and adapting the story, and create own stories.</i></p> <p>Activities linked to the core story – messy play and active experiences outside using different terrain.</p> <p>Mark making using a range of media – water/brushes; cornflour; chalk; soap; crayons.</p>	<p><i>Goldilocks and the Three Bears</i></p> <p><i>Retell core story by acting it out with props – extending and adapting the story.</i></p> <p>Activities linked to core story – make porridge with the children/porridge at snack time.</p> <p><i>Develop interest in print in the environment and in books.</i></p> <p>Large scale mark making chalk on the ground, large paper under tables/on the floor.</p>
<b>Letters and Sounds</b>	<p>Environmental Sounds: Drum outside using pots, pans, posts, buckets, etc.</p> <p>Listening walk in the garden.</p> <p>Sounds of the ‘Bear Hunt’ journey.</p> <p>Animal Sounds of the animals in ‘Brown, Bear Brown</p>	<p>Enjoy the rhymes and alliteration in our core songs and rhymes. Explore pitch and volume of the voices of the bears and of Goldilocks in our core story. Creating sound effects for the story as we retell the story the e.g. knowing on the door of the cottage, blowing on the hot porridge, the sound of the baby bear’s chair breaking etc.</p>

<p><b>Mathematics</b> <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i></p>	<p>In play/real-life – count a set of objects with one-to-one correspondence, knowing how many in the set. Compare two set, saying which has ‘more’/’fewer’. <i>Develop an interest in number/mathematical language linked to own interests.</i> Spatial/positional language in play – obstacle courses/climbing frame/soft play.</p>	<p>Mathematical skills will be developed as we count the three bears and compare their physical size of the bears and the size of the items in the bear’s home. Support children to use the language of comparing and qualifying such as big, bigger, biggest, small, smaller, smallest. One to one correspondence teaching as children count the bears, bowls, chairs and beds. Recognising the numerals 1, 2, 3.</p>
<p><b>Understanding the World</b> <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i></p>	<p>We will explore different kinds of bears panda, brown bears, Koala etc. We will talk to the children about animals that people look after, (domestic) and animals that can look after themselves (wild.) We will learn the names of wild animals such as bear, fox, wolf, otter, badger, squirrel, animals that live in British or Northern European woods and learn about their habitats. We will look at ‘information books’ with children and learn interesting facts about animals.</p>	<p>Using ‘Goldilocks and the Three Bears’ as an opportunity to look at making our own porridge. Learn that many of the foods that we eat are plants that we cultivate including the oats in the porridge that we eat. Explore how the oats change when we add milk and heat. Look at and name the different fruits that we can add to porridge to make it super tasty.</p>
<p><b>Expressive Arts and Design</b> <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i></p>	<p>Acting out the storyline of the wonderful ‘We are Going on A Bear Hunt’. Use the rich language from the book as children supported to play out the narrative with teachers and friends. Opportunities to create the images of the landscape that the ‘Bear Hunt’ story characters travel through e.g. the wavy grass, the squelchy mud, the whirling storm, the dark cave using a variety of materials including paint, chalk, and clay. Create and use puppets to support their exploration of the story.</p>	<p>During this block of learning children will be supported to act out the storyline of the wonderful ‘Goldilocks. They will be encouraged to use the rich language from the book as they play out, using puppets, masks and props, the narrative with teachers and friends. Supporting children to explore and play with wide range of media and materials such as percussion instruments to accompany songs and rhymes. Dough and clay and card creating scenes from story.</p>