

<p>Core Book - We're going on a bear hunt</p> <p>Supplementary Books - Goldilocks and the Three Bears Peace at Last</p>	<p>Literacy</p> <p>Repeats words or phrases from familiar stories</p> <p>Listens to and joins in with stories (in small group) with increasing attention and recall</p> <p>Joins in with repeated refrains and anticipates key events</p> <p>Describe main story settings</p> <p>(Sometimes) give meanings to marks as they draw, write and paints</p> <p>Hears and says the initial sounds in words</p> <p>Can segment sounds in simple words, blend them together and know which letters represent some of them</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>Link sounds to letters</p>
<p>Personal, Social and Emotional Development</p> <p>Separates from main carer with support and encouragement</p> <p>Shows understanding and cooperates with some boundaries and routines</p> <p>Interested in others play and starting to join in</p> <p>Can play in a group and extend play ideas</p> <p>Initiates play offering cues to join in</p> <p>Confident to talk to other children when playing</p> <p>Demonstrates friendly behaviour, initiating conversation and forming good relationships</p> <p>Begins to accept needs of others and can take turns, sharing resources</p> <p>Can select and use activities and resources with help</p> <p>Confident to speak to others about own wants, needs and interests</p> <p>Aware of the boundaries set</p> <p>Initiate conversation and takes account of what others say</p>	<p>Mathematics</p> <p>Recites some number names in sequence</p> <p>Begins to use the language of size</p> <p>Uses some number names spontaneously/accurately in play</p> <p>Recites numbers in order to 10</p> <p>Sometimes matches number and quantity correctly</p> <p>Knows that numbers identify how many objects in a set and realises that anything can be counted</p> <p>Use positional language and can describe their relative position</p> <p>Counts actions or objects which cannot be moved</p> <p>Recognises some numerals of personal significance and some numerals to 5</p> <p>Begins to count with 1-1 correspondence</p> <p>Orders and sequences familiar events</p>
<p>Communication, Language and Literacy</p> <p>Listens with interest to the noises adults make when they read stories</p> <p>Developing understanding of simple concepts</p> <p>Uses simple sentences</p> <p>Respond to simple instructions</p> <p>Shows understanding of prepositions by carrying out actions</p> <p>Uses talk to connect ideas</p> <p>Uses vocabulary linked to objects/people that are important to them</p> <p>Listen to stories with increasing recall</p> <p>Able to follow directions</p> <p>Joins in with repeated refrains and anticipates key events</p> <p>Able to follow a story without pictures or prompts</p> <p>Maintains attention, concentrates and sits appropriately</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Understanding the World</p> <p>In pretend play imitates everyday actions and events from their own family and background</p> <p>Notices detailed features of objects in their environment</p> <p>Comments and asks questions about their familiar and natural world</p> <p>Can talk about some things that they have observed such as natural objects</p> <p>Knows how to operate simple equipment</p> <p>Enjoys joining in with family customs or routines</p> <p>Looks closely at similarities and differences</p> <p>Interacts with age appropriate software</p>
<p>Physical Development</p> <p>Walk upstairs or downstairs holding a rail</p> <p>Climbs confidently and is beginning to pull themselves up on equipment</p> <p>Beginning to use tripod grip</p> <p>Mounts stairs using alternative feet and walks downstairs carrying a small object</p> <p>Move freely and with pleasure, confidence in a range of ways</p> <p>Hold pencil between thumb and two fingers and uses one handed tools and equipment</p> <p>Draw lines and circles using gross motor movement</p> <p>Can copy some letters</p> <p>Dresses with help</p> <p>Experiments with different ways of moving and jumps off an object and lands appropriately</p> <p>Travels with confidence and skill using balancing and climbing equipment</p> <p>Uses simple tools to effect changes to materials</p>	<p>Expressive Art and Design</p> <p>Experiment with blocks, colours and marks</p> <p>Beginning to make-believe by pretending</p> <p>Beginning to construct, making different enclosures and spaces, building and balancing</p> <p>Begin to be interested and describe texture</p> <p>Uses available resources to create props to support role play</p> <p>Uses movement to express feelings</p> <p>Explores the different sounds of instruments</p> <p>Manipulates materials to achieve a planned effect and constructs with a purpose in mind</p> <p>Create simple representations of events, people and objects</p> <p>Explores what happens when colours are mixed and choose colours for a particular purpose</p> <p>Plays alongside other children who are engaged in the same theme</p>

Area of Provision	Enhancements (additional resources, visits, visitors, displays etc)	Resource Implications
Literacy	Invitations to a teddy bears picnic Drawing bears Tracing bears Sound of the day table	Bear paper, tracing paper, templates, bear pictures , envelopes, cards , bear stories and books
Maths	Counting bears Ordering bears by size, number Bear hide and seek	Numbered bears, different sized bears, loose parts, Numicon, numbered foot prints, numbered bowls , natural objects, trellis, number books with 1-5 focus
Role Play & Small World	Bear stories 3 Bears Cottage Mini scene scapes Teddy bears picnic	Home/cottage props linked to Goldilocks Bowls, chairs, blankets, pillows, tea set Figures, bears Story sack props - materials Story telling spoons
Construction	Building a bear cave Building a bridge to cross the river Building their house	Boxes, crates, blankets, natural objects Blue material, building blocks and bricks
Investigation, sand, water	Investigate different environments Planting grass	Mud, grass, insects, books Pots, seeds, soil
Creative	Loose part bears Bear masks Sound stories Painting bears/families	Playdough, loose parts Paper plates, range of collage materials Musical Instruments Paints
Physical	Obstacle course Cutting grass Drawing maps Dressing the teddies Tweezing, scooping bears	P.E, climbing equipment Grass, scissors Pens and paper Teddies and clothes Plastic bears, tweezers

Area of Learning	Possible adult-led experiences/provocations/activities	Resource Implications
PSE	Talking about own special bears Building a bear cave Teddy bear hunt—working in a team	Personal bears Teddy bears
CLL	Where is the bear? Under/on top/ behind (link to Maths) Sharing bear stories Talking about own families, traditions, what we like to do	Boxes/ dolls house Bear books
PD	Going on a bear hunt Making/preparing food for teddy bears picnic (toast, sandwiches, biscuits etc) Bear hunt obstacle courses Modelling correct hand washing	Food goods, cooking equipment
MD	Counting and comparing bears Hide the bear (positional language) Sandwich shapes	Shapes
LIT	Phonics/phonological awareness Letter formation	Sound bags
UW	Sensory bare foot nature walk Natural object bears Planting and observing grass grow	Natural materials, trays Pots, seeds, soil
EAD	Building route maps using natural resources Musical instrument story map	Natural materials Instruments