

# Bears, bears everywhere!



## Essential Knowledge

By the end of this unit the children will ....

- Use language that is increasingly influenced by stories we have read.
- Enjoy and increasing range of stories and use story language in their play.
- Have begun to know some initial sounds and some children will be beginning to record those sounds.
- Count and recognise numbers up to 5 and beyond.
- Share and take turns when playing games.
- Uses a pencil and scissors with increasing control.
- Be put on their own coat and change for PE independently.
- Be able to sit on the carpet and maintain concentration for increasing lengths of time.

### Launch

'We're going on a bear hunt!' The bear has left a trail of honey sandwiches, we have to find him!

### Explore

Making caves, nets and traps to capture the bear using a variety of different materials.

### Energise

'Who's been visiting our classroom!'

### Celebrate

We will spend a day in the forest to build a house for our bears and see if we can find Bertie!

## Writing

Hearing and saying the initial sounds in words.  
Enjoying a wide range of books.  
Beginning to read some words.  
Give meaning to their marks.  
Can write name.

## Mathematics

Counting rhymes and songs.  
Recognising numbers 1-5.  
Recognising numbers to 10.  
Counts objects accurately.  
Can compare sets of objects saying which has more.  
Beginning to name and recognise 2D shapes.  
Can select and named 2D shape.

## Reading

Enjoys a wide range of books.  
Uses vocabulary influenced by their experience of books.  
Hears and says initial sounds in words.  
Recognises some tricky words.  
Uses phonics to decode words.  
Listens to a story.

## Bears, bears everywhere!

### Characteristics of Learning - Playing and exploring focus

Shows curiosity about people, events and places.  
Uses senses to explore the world.  
Representing experiences in play, taking on roles in play.  
Initiating activities.  
Playing alongside other children.  
Showing a can do attitude and persevering.

### Knowledge and Understanding of the World

Begin to understand that we are all different and have different needs and wants.  
To know that all families are different.  
To celebrate our differences,

### Communication and Language

Begins to build concentration and sit quietly during appropriate activity.  
Can focus at an activity for an increasing period of time.  
Is increasingly able to communicate opinions, needs and wants.

### Physical Development

Shows preference for a dominant hand.  
Holds their pencil with increasing control.  
Learns to use scissors.  
Experiments with ways of moving.  
Developing skills such as throwing and catching.  
Be able to dress and undress with increasing

### PSHE

Taking turns and sharing.  
Working together as a class.  
Developing independence.  
Developing confidence to try new things and speak out.

### Expressive Arts and Design

Begins to develop a repertoire of songs and dances.  
Learns to use different instruments.  
Experiments with different textures and materials.  
Introduces a storyline into their play.  
Plays co-operatively with friends.

### Managing feelings and Behaviour

Develop an awareness of the boundaries and expectations of behaviour in Saplings.  
Learn to have use hands and words.  
Begin to develop an awareness of other peoples feelings.

independence.	
---------------	--