

Personal, Social and Emotional Development:

Children are confident to try new activities, and say why they like some activities more than others. Children can self-select new activities with confidence. Children can talk about their likes and dislikes. Children can ask for support when needed. Children to experience a range of new activities linked to the topic.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and it's consequences, and know that some behaviour is unacceptable. Children can identify feelings and discuss what things may make them feel like that. Children can express these emotions effectively. Children are aware of the behaviour expectations and adhere to these. Children to talk about the difference characters in the stories and their behaviours and feelings.

Communication and Language:

They answer how and why questions about their experiences and in response to stories or events. Children can confidently, answer a range of questions about fiction and non-fiction texts. The children to respond to the events that happen in the stories and can answer questions about these.

They listen to stories accurately anticipating key events and respond to what they hear with relevant comments. Children can predict ending of stories. Children can listen and respond to questions. Children can hold a two-way conversation about what they have heard or read. The children can predict ending in stories and talk confidently about the stories they have heard.

They develop their own narratives and explanations by connecting ideas or events. Children can act out their own stories. The children can act out the stories they have listened to.

Physical Development:

Children show good control and co-ordination in large and small scale movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health and exercise. Children can explore outdoor equipment effectively. Children can form most letters correctly. Children know what space is and can use it. Children know healthy and unhealthy foods. Children can talk about the importance of exercise and what happens to the body as it takes place. PE and fitness sessions and outdoor learning.

They handle equipment and tools effectively, including pencils for writing. Children use a tripod grip to hold pencils and other mark making equipment. Children can form most letters correctly. Children use tram lines correctly. Children can use ascenders and descenders correctly. – Daily classroom activities. Writing about the stories. Indoor and outdoor provocations.

Expressive Arts & Design:

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, think about uses and purposes. Children can use and explore a range of media and materials. Children can self-select art resources and tools, know how to use these correctly and achieve a planned effect.

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children have a repertoire of songs and dances. Children have a knowledge of familiar stories that they can use to act out and adapt. Children are confident to use and apply their own ideas. Children can talk about and evaluate their work.

Children to explore a variety of media and materials to make representations of bears and their habitats. Children to act out the stories they have learnt about.

Reception



Maths:

Please see Maths Mastery Planning.

Safeguarding and Wellbeing:

Children know how to keep themselves healthy and safe.

Children know how to use equipment correctly.

Children can take controlled and managed risks independently.

Literacy:

Children use their phonic knowledge to write words in ways in which match their spoken sounds. Children can write cvc/cvcc/ccvc words using their phase 2 and 3 phonic knowledge. They also write some common irregular words. Children write phase two and three tricky words. They write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children apply their phonic knowledge to write simple sentences which can be read by themselves and others.

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud. Children can read pink and red band reading books. They also read some common irregular words. Children can read phase two and three tricky words. They demonstrate understanding when talking with others about what they have read. Children can answer questions about what they have read and answer questions about characters, settings and feelings.

Texts to cover:

Biscuit Bear

Peace at last

Can't you sleep little bear?

Non-Fiction texts about bears.

Understand the World:

Children talk about past and present events in their own lives and in the lives of family members. Children are able to talk about celebrations at home. Children know about the past and present. Children use past and present tenses correctly. Children can talk about event in their own lives that link to those in the stories.

Children know about similarities and difference in relation to places, objects, materials and living things. Children can compare objects and living things in both the indoor and outdoor environment. They talk about the features of their own immediate environment and how environments vary from one to another. Children can talk about their own environment (indoor and outdoor) Children can observe contrasting environments and discuss differences.

They make observations of animals and plants and explain why some things occur, and talk about changes. Children experience different experiments and growth of plants. Children know how and why animals adapt to their environments. Children to learn about variety of bears, their habitats, food etc. Children to compare where the bears live to where they live and the similarities and difference between these locations.