

Personal Social and Emotional Development

I will learn...

- To play cooperatively with others, extending and elaborating play ideas.
- To begin to set goals and problem solve with a supportive adult.
- To develop ways of being assertive within a community and have a sense of responsibility.
- To express feelings and consider the feelings of others.
- To manage their own personal needs with increasing independence.

Physical

I will learn...

- To progress towards a more fluent style of moving.
- To combine movements with ease and fluency.
- To develop overall body strength, balance, coordination and agility.
- To develop a range of ball skills.
- To further develop fine motor skills to use a range of tools competently, safely and confidently.
- To develop the foundations of a handwriting style.
- To develop an understanding of factors that support overall health and wellbeing.(exercise, food, toothbrushing, 'screen time' sleep and road safety)

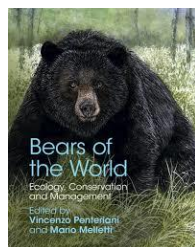
Prime Areas

Topic related language:

Old, new, modern, tatty, dirty, threadbare, fluffy, scratchy, soft, hard, fur, favourite, special, Grizzly Bear, Moon Bear, Sun Bear, Black bear, Polar Bear, Panda Bear, Spectacled Bears, forest, woods, cottage, porridge, hot, cold, big, large, enormous, medium, small, tiny, scared, frightened, lonely, brave, design, feelings, sad, apprehensive, walk, route, follow, direction, path, hide, seek, lost, found.

WOW words

Modern, threadbare, apprehensive, direction, obstacle, route, snout, hibernate.



Spring 1 Bears

Colehill Core Values:

Respect
Reflect
Resilience

I will learn to...

- Show respect for each other's feelings.
- Learn to be more resilient and set own goals at Forest School.
- Be fascinated by the variety of real bears living around the world.
- Play cooperatively with others, listening well and elaborating on play ideas.
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Learning Capture:

Think of a bear.
What comes to mind?
Meet my favourite bear.

End of topic:

Change a small teddy into a large teddy overnight.
What has happened?

Enrichment:

Planning and going on a Teddy Bears Picnic.

Forest School

Communication & Language

I will learn...

- To expand and use new vocabulary in different contexts.
- To articulate their ideas and thoughts in well-formed sentences.
- To connect ideas using a range of connectives.
- To describe events in some detail.
- To retell a story, once they have developed a deep familiarity with a text using some exact repetition.
- To listen to and talk about selected non-fiction to develop new knowledge and vocabulary.

EYFS Knowledge & Skills Organiser Spring 1- Bears

Maths

I will learn...

- To apply practical understanding of 'zero' and numeral '0'.
- To develop understanding that all numbers are made up of smaller numbers. Explore and notice the different compositions of 4 and 5 (begin to subitise).
- To notice how numbers can be composed of 2 parts or more than 2 parts.
- To explore capacity, building on understanding of half full, nearly full and nearly empty. Investigate using different sized and shaped containers. Make direct comparisons by pouring from one container into another. Make indirect comparisons by counting how many pots it takes to fill each container.
- To continue to apply counting principles when counting to 6, 7, and 8. Represent 6, 7, and 8 in different ways and count out the required number of objects from a larger group.
- To explore matching to find and make pairs. Begin to understand that a pair is two. Arrange small quantities into pairs and notice that some quantities will have an odd one left over with no partner.
- To begin to subitise 6, 7 and 8 on a 10-frame. Can they see how many without needing to count in ones?
- To combine 2 groups (using various contexts and real objects) to find how many altogether. Use subitising skills to solve but sometimes counting in ones to find how many in total.

Expressive Arts and Design

I will learn...

- To develop colour mixing techniques to match colours they see and want to represent.
- To create collaboratively sharing ideas, resources and skills.
- To discuss problems and how they might be solved when constructing a design.
- To consider which joining techniques would work best.
- To use tools and techniques with greater precision and care.
- To experience galleries, art and artists as inspiration for own creations.
- To make responses to what is observed around them and express their ideas and feelings in creative forms.
- To listen attentively to music and talk about it, (discuss changes and any patterns that develop as well as making responses and expressing feelings.)
- To incorporate ideas from live performance art into their pretend play.
- To begin to keep a steady beat with instruments or by tapping.
- To match musical sounds to movements. Eg. March to a drum.
- To explore and engage in spontaneous music making and dance and as well as choreographed pieces, performing solo or in groups.
- To readily sing songs and rhymes with greater accuracy, matching the pitch and following the melody.
- To sing an increasing number of songs that are sung regularly.
- Uses roleplay resources, props and costumes to retell stories or recount experiences.

Specific Areas

Literacy

I will learn...

- To talk about the main points/key events in a text. Eg. Main setting, events and principle characters.
- To know that information can be retrieved from different sources Eg. books, posters, computers.
- To read all the individual letters by saying the corresponding sounds.
- To use GPC knowledge to more confidently sound out and blend CVC words in simple phrases.
- To begin to read a few common exception words in pace with the phonic programme.
- To begin to spell some phonetically plausible words in line with their phonics knowledge in labels and captions.
- To begin to memorise a simple phrase with support by saying it out loud ready to be written.

Understanding the world

I will learn to...

Science

- Explores the natural world around them, making close observations and drawing pictures of animals and plants.
- Begin to describe some plants and animals and name a few familiar ones encountered outside.
- Observe, interact and comment on natural processes as occasions arise - ice melting, sound causing a vibration, light passing through transparent materials, shadows, magnets, boats floating.

Geography

- Continue to experience and explore the changing seasons and weather patterns, demonstrating some understanding of seasonal changes.
- Draw simple maps of a familiar space and use story maps to retell familiar stories.
- Begin to develop an understanding that there are other countries in the world supported by globes, world maps and fiction and non-fiction texts.

RE

- Explore different families from real life or books.
- Have opportunities to make comments and question each other about families and other familiar people in the community.
- Continue to take up opportunities to engage with religious and cultural communities and their practices at appropriate times of the year.
- Begin to know about the importance of a place of worship for some members of the community.

History

- Talk about experiences that are familiar to them and how these may have differed in the past.
- Recognise the similarities and differences noted in pictures, stories, artefacts and accounts from the past.
- Organise events using basic chronology.
- Beginning to understand the past through settings, characters and events encountered in books read in class and storytelling.
- Begin to compare and contrast characters from stories, including figures from the past.

In our topic we will also be learning about...

Teddy Bears

Learn about teddy bears old and new. Look at similarities and differences. Think about what makes a teddy your favourite.



Real Bears

Investigate real bears from around the world. Learn their names and what countries they live in. Find out about what they eat and how they behave.



Out and about with bears

Think about the outdoor environment and the different natural features encountered. Think about routes, paths, maps, obstacles, hiding places and picnic spots.



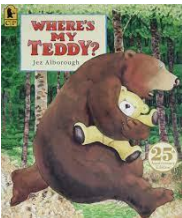
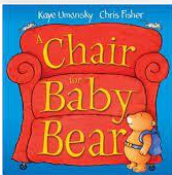
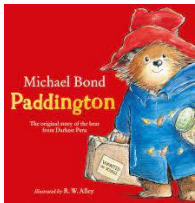
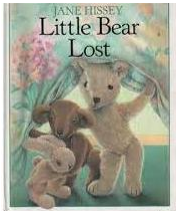
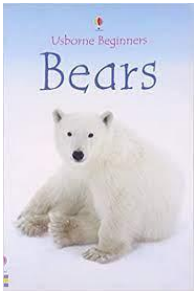
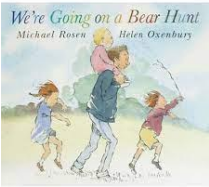
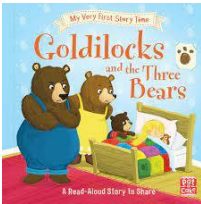
Chinese New Year

Learn about this tradition, how it is celebrated and why.



Key Vocabulary/Definitions	
Modern	New or in the present time.
Threadbare	Fabric that is becoming thin and tattered with age.
Apprehensive	Feeling anxious or unsure.
Direction	Direction follows an imaginary line connecting two points. People show directions by pointing.
Obstacle	Something that gets in the way of your progress.
Route	A way taken to get from a starting point to a destination.
Snout	The projecting nose and mouth of an animal.
Hibernate	An animal or plant that spends the cold winter in a dormant state.

Key Texts



Please share this with your child and talk about our new topic and what these terms mean. ☺