

## PSED

- Emotions, feelings, facial expressions** – Talk about how all the bears will be feeling before/after Goldilocks and how Goldilocks felt when she saw the Bears.
2. Continue to ask the children how they feel each of the character swill be feeling in each bear book they read.
  3. Children to use their facial expressions and body language to show how they are feeling.
  4. Children invited to talk about things that make them sad and happy.

## Literacy

1. Listen and respond to a variety of well known 'Bear Stories' including Goldilocks and the Three Bears, This is the Bear, The Bear and the Scary Night, Bears Best Friend
2. Help the children identify and talk about the rhyming patterns in 'This is the Bear ' series of story books.
3. Mark making/writing - letters to /from Goldilocks and Little Bear, Bear shaped paper,
4. Encouragement to hold pencil correctly and use their name cards and attempt to copy write their name on their firework picture.
5. Listen and respond to stories read by an adult at the end of each session.
6. Sharing/independent looking at books in book corner including special basket of Bear Stories.
7. Using Finger puppets to retell story of Goldilocks.
8. Encourage children to look at print in the environment - use labels in 'role-play' Bears Cottage.
9. Creating claw marks in sand and paint

## Understanding the World

**Talk about : Bears homes** - different parts of world where bears live - their habitats.

Bears food - what do they like to eat- fish, honey

Different types /colours of bears

**Hibernation**

**Children in Need** : Talk about and participate in Children in Need fund raising - bring teddies to school - bear ears /noses, Teddy Bear Picnic - making bear biscuits and jam sandwiches for the picnic.

**ICT** - My World software - Dress the Bear.

## Communication & Language

1. Encourage children to listen to instructions for making porridge, bear biscuits, jam sandwiches, mixing paints and other activities in all areas of provision.
2. Introduce and explore vocabulary - habitats, hibernation, size etc
3. Children to talk about their own 'special bears'.
4. Children to 'express how they feel' - what makes them sad/happy.

## Foundation 1 planning

**Theme: Bears**  
(Linked to Children in Need)

## Spontaneous activities

## Physical Development

1. Construction area - children building caves/homes for the bears.
2. .Playdough/clay - bear characters
3. Fine motor skills - using pencils, crayons and paints in mark making and art areas.
4. Gross motor skills - construction, bicycles, climbing / outdoor
5. 5. Dance and Movement - move like a bear, swish through the trees etc

## Mathematics

1. Using language of measurement - big, medium and small.
2. Comparing and ordering bears, bowls, chairs and beds by size. Practical activity and template ordering activity.
3. Playing games using positional language -on top, underneath/below, behind, in front, next to.
4. Counting - through songs and rhymes counting to 10 and 1:1 correspondence

## Expressive Arts

1. Painting story settings for role-play corner.
2. Through painting explore mixing primary colours - also using white/black to create shades light/dark
3. Singing songs and nursery rhymes including learning new topic songs e.g. When Goldilocks went to the house of the bears, Ten bears jumping on a bed, Teddy Bear's Picnic
4. Making porridge and bear biscuits
5. Engage in roleplay area - Bears Cottage 3 of everything.
6. Making collage bears.
7. Making bearears.

**PSED: Making relationships / Self-confidence and self-awareness / Managing feelings and behaviour** · Shows affection and concern for others who are special to them (22-36)

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)
- Shows confidence in asking adults for help. (30-50 months)
- Confident to speak to others about own needs, wants, interests & opinions (40-60 months)
  - Aware of own feelings, and knows that some actions and words can hurt others' feelings
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50months)

**Literacy : Reading / Writing** · Shows awareness of rhyme AND Recognises rhythm in spoken words.

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Listen to stories with increasing attention and recall.
- Shows interest in illustrations and print in books and print in the environment.
  - Looks at books independently.(30-50 months)
  - Sometimes gives meaning to marks as they draw and paint.
  - Ascribes meanings to marks that they see in different places (30-50)

**Communication & Language : Listening and attention Understanding / Speaking** · Listens to others one to one or in small groups, when conversation interests them.

- Listens to stories with increasing attention and recall
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50months)
- Is able to follow directions (if not intently focused on own choice of activity). (30-50months)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50 months)
- Responds to instructions involving a two-part sequence (40-60months)
- Beginning to understand 'why' and 'how' questions.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what
  - Builds up vocabulary that reflects the breadth of their experiences

**Understanding the World: People and communities / The world / Technology** · Enjoys joining in with family customs and routines (40-60 months)

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work over time.
- Shows care and concern for living things and the environment (30-50)
- Uses ICT hardware to interact with age-appropriate computer software.(40-60 months)

## Characteristics of Effective Learning

**Playing and exploring - engagement**

**Finding out and exploring**

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

**Playing with what they know**

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

**Being willing to 'have a go'**

**Initiating activities**

- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

**Active learning - motivation**

**Being involved and concentrating**

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

**Keeping trying**

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

**Enjoying achieving what they set out to do**

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something - not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

**Creating and thinking critically - thinking**

**Having their own ideas**

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

**Making links**

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

**Choosing ways to do things**

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategies as needed

**Physical Development: Moving and handling / Health and self-care** ·

Moves freely and with pleasure and confidence in a range of ways (22-36 months)

- Experiments with different ways of moving
  - Handles tools, objects, construction and malleable materials safely and with increasing control (40-60 months)

Draws lines and circles using gross motor movements.

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Can copy some letters, e.g. letters from their name(30-50)

**Mathematics : Numbers / Shape, space and measure**

- Uses familiar objects and common shapes to create and recreate patterns and build models. (40-60 months)
- Begins to use the language of size
- Uses positional language.(30-50 months)
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.(40-60months)
- Recites some number names in sequence (22-36months)
- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.(30-50 months)
- Counts up to three or four objects by saying one number name for each item.(40-60months)

**Expressive Arts : Exploring and using media and materials / Being imaginative**

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.(30-50months)
- Explores what happens when they mix colours.
- Constructs with a purpose in mind, using a variety of Resources (40-60months)