

### Personal, Social and Emotional Development

- Taking turns and listening to others
- Playing co-operatively with others and sharing resources
- Making sensible choices - link to Goldilocks and the Three Bears and be aware of how our actions affect others
- Thinking about others feelings and being sensitive to them– link to Goldilocks and the Three Bears
- Knowing about people who help us
- Learning about road safety

### Literacy

- Writing names without a name card
- Forming all letters correctly (F2)
- Making story maps of the Three Bears and Going on a Bear Hunt
- Saying a range of Nursery rhymes
- Writing one or more simple sentences with a capital letter and full stop
- Read and write by Segmenting and blending simple words
- To read regularly
- To take an interest in bear stories – Goldilocks and Going on a Bear Hunt and talk about them
- To take an interest in non-fiction books about bears
- To take part in daily Phase 3 Rocket phonics sessions

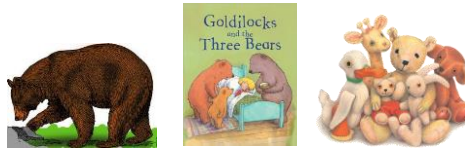
### Understanding the world

- Finding out facts about different types of bears and their habitats – introduce vocab
- Comparing old and new bears – linked to Old Bear stories by Jane Hissey
- Baking bear biscuits
- Bring your bear to school day!
- Looking for signs of Spring – comment on changing season and introduce vocab
- Planting and looking after the FS raised beds and bulbs
- To think about how and why people celebrate Easter – compare to other places around the world
- Follow simple maps – linked to Going on a Bear Hunt

### Communication and Language

- Taking turns and listening during circle times – channel attention and focus on speaker
- Listening and remember key points from a story
- Introducing vocabulary relating to Goldilocks and the Three Bears
- Use vocab related to bears and Goldilocks story through use of small world role play
- Retell the story of the Three Bears and Going on a Bear Hunt using Talk for Writing
- To speak confidently to a small group of children – eg tell them about your birthday

## Foundation Unit Theme : Bears Spring (second half) Cycle B



### Mathematics

#### Using NCETM Numberblocks Scheme – linked to White Rose

- Recognise, count and write numbers to ten (FS1) and 20 (FS2)
- Making a pictogram about porridge toppings
- Saying the number that is one more or less than a given number
- Counting in twos and tens
- Using the language of size to compare objects – matching bowls / beds etc to correct bear (F1)
- Properties of 2D and 3D shapes – introduce vocab
- Write a number sentence using the + and = symbols (F2)
- Positional language linked to Going on a Bear Hunt

### Physical Development

- Throwing and catching small balls and bean bags
- Kicking a football
- Bouncing and shooting a ball
- Playing tag games and races with obstacles
- Aiming at a target
- Pedal and balance on a bike
- Cutting accurately with scissors
- Forming letters correctly starting in the right place and using anti-clockwise movements where needed
- To take part in a weekly yoga session
- To continue Penpals Handwriting scheme book 2 letter formation

### Expressive Arts and Design

- Imaginative play in the Three Bears Cottage / Going on a Bear Hunt small world
- Imaginative play in the mud kitchen / builders yard during outdoor play.
- Collage and paint techniques using Spring Colours
- Making moving bears with split pins – using joining techniques
- Painting the three bears and Goldilocks
- Mother's Day and Easter crafts and cards
- Printing Spring flowers
- Box modelling and joining techniques to make Goldilocks cottage
- To take part in weekly singing sessions
- To explore the sounds instruments make
- To keep a beat using a percussion instrument (F2)