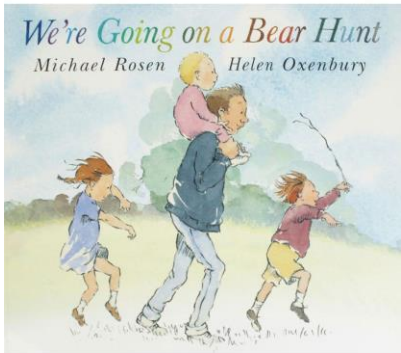


<p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>• To speak in front of others.</li> <li>• To work with a partner.</li> <li>• To take turns sharing resources</li> <li>• To select resources independently</li> <li>• To be aware of boundaries and routines</li> <li>• To talk about their dreams and goals.</li> <li>• To complete simple challenges without giving up.</li> <li>• To overcome obstacles.</li> </ul>	<p><b><u>Enrichment/Wow moment</u></b></p> <ul style="list-style-type: none"> <li>• To go on a Winter walk and ice/frost hunt. To re-enact the bear hunt outside.</li> <li>• To go on a Bear Hunt on the school field.</li> <li>• To watch the Bear Hunt movie.</li> <li>• To listen to the author chant the song.</li> </ul>	<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• To listen to stories</li> <li>• To join in with familiar refrains and repeat simple phrases</li> <li>• To experiment with mark making</li> <li>• To recognise their name without a picture</li> <li>• To give meaning to marks</li> <li>• To write some letters in their name</li> </ul>
<p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• To develop pencil grip</li> <li>• To sequence the bear hunt movements</li> <li>• To dance to simple routines that they can follow listening to the beat of the music</li> <li>• To roll play dough into a ball shape - snowmen</li> <li>• To use tools - small scoops and spoons with control</li> <li>• To use large paint brushes and small brushes</li> <li>• To catch and kick a ball in pairs</li> <li>• To connect links together to make a chain</li> </ul>		<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Looking at sizes of boxes - what will fit in</li> <li>• Finding shapes that are the same.</li> <li>• Subitising amounts to 3</li> <li>• Showing 1,2,3 on fingers</li> <li>• Numerals 1 2 and 3 - match them to the correct amount</li> <li>• Positional language - on, under, through, between.</li> </ul>
<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>• To talk about the feelings of the different characters - scared, worried, anxious</li> <li>• To retell the story using the familiar language</li> <li>• To talk about the sequence of simple Nursery Rhymes</li> <li>• To use simple sentences</li> <li>• To answer who, what, where questions</li> <li>• To listen to initial phonemes in words</li> <li>• To join in with alliteration - swirling snowstorm</li> <li>• Talk about the events of the story Going on a Bear Hunt. What do they go? Why do they run? What do they find?</li> </ul>	<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>• To join in with familiar songs - Teddy Bear's picnic and Boom Chic a Boom making different noises</li> <li>• To learn I'm a Little Teapot</li> <li>• To draw and paint bear pictures</li> <li>• To use glue to stick materials together</li> <li>• To engage in role play - The Three Bears, Going on a Bear Hunt</li> <li>• To make caves and dens</li> <li>• To explore the sound of different instruments and make their own rhythms</li> </ul>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>• To talk about animals and features of the natural environment</li> <li>• To look at different types of bears and the countries where they live</li> <li>• To look at winter and explore ice</li> <li>• To look at bears - adults and babies</li> <li>• To show care for animals in the environment</li> <li>• To explore different textures how do they feel? Spaghetti/Foam</li> </ul>

<p><b><u>What I can talk about at home.</u></b></p> <ul style="list-style-type: none"> <li>• Talk about winter and how the weather has changed.</li> <li>• What do you know about bears? What do they eat? Where do they live?</li> <li>• Research different types of bears such as panda bears, brown bears, grizzly bears and polar bears.</li> <li>• Go for a walk in your local area. Can you find a forest/cave/river? Can you act out the story?</li> </ul> <p><b><u>Key Vocabulary</u></b></p> <p>Bears – paws, claws, fur, cubs          Grizzly bears, polar bears, panda bears, brown bears          Ice – freezing, frozen, slippery, smooth, hard          Noises from the book – Swishy, swashy, splash, splosh, squelch, squerch          Different movements in the book – stumble, trip          Settings – river, long wavy grass, mud, cave, forest, snowstorm          Positional language – under, over, around, through</p>	<p><b><u>Maths activities I can do at home.</u></b></p> <ul style="list-style-type: none"> <li>• Positional language- using a toy, on top, next to, behind, in front.</li> <li>• Patterns, look at colours and shapes on umbrellas, scarves and other objects.</li> <li>• How many teddy bears can you find in your house?</li> <li>• Compare size of teddy bears at home, which is the tallest? Which is the shortest?</li> </ul> <div data-bbox="1055 643 1400 951" data-label="Image"> </div> <p><b><u>Books I could share at home.</u></b></p> <ul style="list-style-type: none"> <li>• Whatever Next</li> <li>• Can't You Sleep Little Bear</li> <li>• Peace at Last</li> <li>• Oscars starry night</li> <li>• Where's my teddy?</li> <li>• Oops says Olly bear</li> <li>• One bear lost</li> <li>• Little bears big jumper</li> <li>• Goldilocks and the Three bears</li> <li>• My friend Bear</li> </ul>	<p><b><u>Literacy activities I can do at home.</u></b></p> <ul style="list-style-type: none"> <li>• To mark make with paints, pens, etc.</li> <li>• To practise writing their name or letters from their name</li> <li>• Use large pieces of paper and ask your child to draw big circles and lines.</li> <li>• Lifting and pushing heavy objects outside helps your child develop upper body strength.</li> </ul> <p><b><u>Activities I can do at home.</u></b></p> <p>Find out what their favourite bear is.          Does everyone in the family like that type of bear?</p> <p>Make a bear mask or picture</p> <p>Plan your own teddies bears picnic. Can they help you prepare the sandwiches?          Talk about how to use tools safely.</p> <p>Pretend to be Goldilocks for the day and try some porridge. Do they like the taste?</p> <p>To find some ice outside and talk about how it feels and where it is?</p> <p>Draw a simple map of a route that they take – what do they see?</p>
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