

# We're going on a Bear Hunt!

## English

### Phonics and spelling:

Lessons taught daily.

### Grammar and Punctuation:

Taught throughout each text type, as appropriate.

### Sentence Structure / Noun Phrases:

Developing our vocabulary and grammar

### Cumulative and Repetitive Stories/Poems using Senses:

Reading and analysing a repetitive story.

Retelling and rewriting using T4W as the initial starter.

### Speaking and Listening:

#### **Discussion**

Tell a story or describe an incident clearly

Listen and respond appropriately to adults and peers. Take turns in a group and question each other

## Music

### **Charanga - How can we make friends when we sing together? Introducing Beat**

Understanding Music.

Listen and respond

Did you know - Find the Beat.

Learn to sing

Perform the song

## Mathematics

### Number: place value (within 10)

Sort objects, count objects, represent objects

Count, read and write forwards and backwards from any number 0 to 10

Compare groups using language such as equal, more/greater, less/fewer

Introduce =, > and < symbols

Number bonds to 10

### Number: addition (within 10)

Addition

Finding a part

## Computing

**Research:** (Initially whole class, teacher led)

Using weblinks to find information about their body and senses and bears.

### **E-safety:**

Understanding the importance of staying safe online, including what to do when they have concerns about content and the importance of keeping personal information,

**Purple Mash** Unit 1.1—Online Safety and Exploring. Unit 1.2—Grouping and Sorting

## History

### Timeline:

Changes in living memory

Developing an understanding of days, weeks, months, years and "a long long time ago!".

Comparing toys now and then.

## PSHE

### Me and my Relationships

Why we have classroom rules

Thinking about feelings

Our feelings

Feelings and bodies

Our special people balloon

Good friends

How are you listening?

## Science

### Working Scientifically —

#### Investigations:

Conducting fair tests, using a range of equipment and skills making predictions, recording and explaining results. Including the opportunity to solve real-life problems related to the human body.

#### Animals, including Humans:

Investigations involving the five senses

#### Seasonal:

Observing the changes of the seasons and using the outdoor area regularly

## Art and Design

**Drawing:** Observational drawings of teddy bears based on work by David Shepherd and Mandy Shepherd

**Textiles:** Templates and joining  
Experiment with different ways of cutting materials into different shapes

Weaving

## PE

Fundamental movement skills

**Athletics**—running for distance

### Skipping

### Games/Ball Skills

Netball: Bouncing, catching, matches, games

## RE

### **Unit 1.1 Philosophy What do my senses tell me about the world.**

Session 1: Explore and compare items using my senses

Session 2: Identify religious

artefacts and discuss what they represent Session 3: Explain how and why artefacts are used in worship

Session 4 and 5: Design and create a sensory experience