

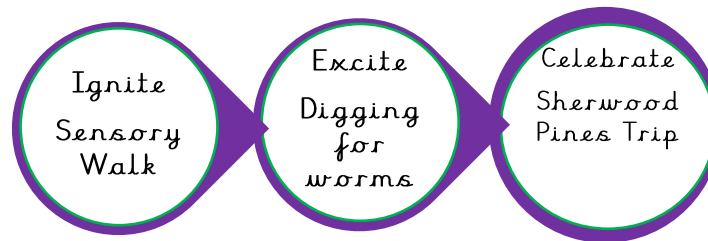


# A Story to Remember.

During the children's first term in their new exciting setting we will introduce the story 'We're Going On a Bear Hunt'. We will use learning opportunities to build relationships and settle them into their new school. The children will meet their new teachers and other members of staff in school during learning walks to familiarize them with the school environment. They will make their own class expectations to show how we learn together happily. We will use the term to form a concrete baseline of each individual child in order for us to monitor progress throughout the year. We will also explore the stories 'We're Going on a Bear Hunt' and 'The Gruffalo' and take them on their first school trip to Sherwood Pines and/or Belton House. We will introduce Phase 2 phonics using Phonics Bug and other resources. We will hold parent sessions to introduce Tapestry, reading at home and Phase 2 phonics. Parents will also begin to be invited in once a week to join us for story time.



EYFS  
Autumn  
Term  
1



Theme	Let's go on a Bear Hunt at your school!	Who has terrible teeth and terrible claws?
Possible Learning Challenges	<p>Can you draw a bear?</p> <p>Can you retell the story of We're going on a Bear Hunt?</p> <p>Can you film a friend retelling the story We're going on a Bear Hunt?</p> <p>Can you make a teddy's bears picnic?</p> <p>Can you draw a picture of one of the stories setting?</p>	<p>Can you make a cape for Superworm?</p> <p>Can you build a trap to catch the evil crow?</p> <p>Can you draw superworm?</p> <p>Can you make your own worm farm and hunt for worms?</p> <p>Can you make a magic wand for the evil crow?</p>
Texts	<p>We're going on a bear hunt - Michael Rossen</p> <p>Goldilocks and the three bears</p> <p>Believe me Goldilocks rocks! - Nancy Lowen</p> <p>Brown Bear Brown Bear - Bill Martin</p> <p>Old Bear - Jane Hissey</p> <p>Where's my teddy? - Jez Alborough</p> <p>Peace at last - Jill Murphy</p> <p>Can't you sleep little bear? - Martin Waddell</p> <p>Sneezy Bear - Neil Griffiths</p>	<p>Superworm and other Julia Donaldson stories:</p> <p>Tiddler the fish</p> <p>Monkey Puzzle</p> <p>The Singing Mermaid</p> <p>The Gruffalo</p> <p>Charlie Cooks favourite book</p> <p>The Flying Bath</p> <p>Snail and the Whale</p> <p>What the ladybird heard</p> <p>The Highway Rat</p> <p>Night Monkey Day Monkey</p> <p>Jack and the Flumflum Tree</p>

Poems/songs	Traditional Song - Incy Wincy Spider, Ba Ba Black Sheep, 5 Little Ducks, Row row row your boat, head shoulders knees and toes, The Wheels on the Bus, I'm a dingle dangle scarecrow, The Grand Olde Duke of York, If your Happy and you know it, 5 little monkeys		The gruffalo song, Squash and a Squeeze - You Tube Continue with traditional songs	
Moving images	We're Going on a Bear Hunt - Channel 4 animation We're going on a Bear Hunt - Michael Rosen youtube		The Graffalo, The Gruffalos Child, Room on a Broom, Zog, The Highway Rat, Stickman	
Topic Word Bank	setting, family , explore, adventure, seasons, forest, trekking, beautiful, googly, cave		Prickle, wart, knobbly, hero, transient art, villain, wormery, author, character, trail	
Role Play Areas	Home Corner / Shop		Home Corner / Shop	
Events	Tapestry introduction evening Base line Data Autumn walk to Belton House		Phase 2 introduction to Phonics Story Time with Parents Trip to Sherwood Pines	
Personal, social and Emotional Development	<b>Teaching Input and Activities</b> AL: Circle times: AL: Begin to for positive relationships with adults and children in the class through 'getting to know you' exercises. AL: Set out class expectations and create a 'Class Expectations' board for all the children to sign.	<b>Continuous Provision</b>  Opportunities for children to play together. Areas for children to go to share toys and books.	<b>Teaching Input and Activities</b> AL: Circle times: AL: Speaking about family and home life. AL: Model holding conversations about home life and weekend activities during snack time. AL: Create a class 'Family Photograph' album.	<b>Continuous Provision</b>  Opportunities for children to share the class photograph album with peers.
Communication and Language	<b>Teaching Input and Activities</b> AI: Children will discuss topics during chatter times by sharing non-fiction books. AL: Children will learn a bank of key words related to the story 'We're going on a bear hunt'.	<b>Continuous Provision</b> Create a language rich environment, that is underpinned with clear modelled spoken language from all adults in the setting.	<b>Teaching Input and Activities</b> AL: Children will share photographs from Tapestry during 'Show and Tell'. AL: Children will learn to retell the story of The Gruffalo using puppets and props.	<b>Continuous Provision</b> Create a language rich environment, that is underpinned with clear modelled spoken language from all adults in the setting.

Literacy	<p>Teaching Input and Activities</p> <p>AL: Sequencing Stories AL: Introduce story maps AL: Use T4W to learn the story 'We're Going on a Bear Hunt'</p> <p>Opportunities for Mark Making: AI: Introduction to using white boards and pens AI: Introduction to use of the writing area AI: Introduction to the use of the art easel</p>	<p>Continuous Provision</p> <p>Writing area: Colouring Sheets Well stocked and set up writing area with a daily intended task around letter formation.</p> <p>Role play areas/ puppet areas set up to allow children to re-enact the story 'We're Going on a Bear Hunt'.</p>	<p>Teaching Input and Activities</p> <p>AL: Rhyming and Rhythmic activities AL: Name writing practise</p> <p>Opportunities for mark making: AI: Labelling Characters AI: Thinking of own food ideas eg scrambled snake AI: Wow Words</p>	<p>Continuous Provision</p> <p>Writing area: Colouring Sheets Well stocked and set up writing area with a daily intended task around letter formation.</p> <p>Role play areas/ puppet areas set up to allow children to re-enact the story 'The Gruffalo' and 'Superworm'.</p>
Phonics	<p>Teaching Input and Activities</p> <p>Recap Phase 1 Phonics- Rhyming Begin Phase 2 - Using Phonics Bug Set 1, Set 2, Set 3 plus tricky words AL: Children to complete a weekly activity around phonics learning.</p>	<p>Continuous Provision</p> <p>Phase 2 sounds in writing area and equipment to mark make. Phonics challenges to be set up daily.</p>	<p>Teaching Input and Activities</p> <p>Continue to use Phonics Bug. Phase 2 - sound books sent home Set 4, Set 5, Set 6 plus tricky words AL: Children to complete a weekly activity around phonics learning.</p>	<p>Continuous Provision</p> <p>Phase 2 sounds in writing area and equipment to mark make. Phonics challenges to be set up daily.</p>
Mathematics Underpinned by White Rose Maths and Numberblocks	<p>Teaching Input and Activities</p> <p>White Rose- Phase 1 'Getting to Know You'/ Numberblocks 0-5</p> <p>AL: Introduction to Numeracy area. AI: Getting to know key times of the day. AL: Positional language modelled through questioning of where things belong.</p>	<p>Continuous Provision</p> <p>Well stocked and set up numeracy area with a daily intended task around number formation.</p>	<p>Teaching Input and Activities</p> <p>AL: Recognising and writing numbers 5-10 AL: Matching and sorting amounts to 5. AL: Comparing size, mass and capacity using the water/sand areas. AI: Exploring pattern ECP: Numbers around the outdoor environment.</p>	<p>Continuous Provision</p> <p>Well stocked and set up numeracy area with a daily intended task around number formation. Different containers to explore capacity in sand/water</p>
Understanding the World	<p>Teaching Input and Activities</p> <p>AL Getting to know the school / Walk around the school AL: Meet the adults that work in the school environment AL: Opportunities to talk about the lives of people around them during circle time. AI: Discuss the days of the week/ months by keeping a class calendar.</p>	<p>Continuous Provision</p> <p>Information books on bears, Binocular's, magnifying glasses, back packs, maps.</p>	<p>Teaching Input and Activities</p> <p>AL: Exploring the environment around school - Autumn hunt to Belton House, making observational drawings of the changes in the season. AI: Using an iPad to take pictures of The Gruffalo Characters AL: Making worm farms AL: Interactive books - Phonics Bug Phase 2</p>	<p>Continuous Provision</p> <p>IPads, Information books on worms, materials to make worm farms.</p>

	ECP: Exploring Bears - where they live, what they eat.		AL: Children will take part in an afternoon devoted to recycling, learning how to take care of the environment.	
Expressive Arts and Design	<p><b>Teaching Input and Activities</b></p> <p>AI: Begin to learn a bank of songs using outdoor musical instruments.</p> <p>AL: Re-enact Bear Hunt Story outside using instruments and props.</p> <p>AI: Drawing and Colouring pictures of bears</p> <p>AL: Exploring colour mixing when creating self-portraits.</p>	<p><b>Continuous Provision</b></p> <p>Instruments, tools for mark making eg chalks and paint</p>	<p><b>Teaching Input and Activities</b></p> <p>AL: Performance time, children will have the opportunity to perform nursery rhymes to their friends.</p> <p>AI: Food for the Gruffalo in the mud kitchen</p> <p>AI: Making Food from ideas eg scrambled snake - play dough, foam, kinetic sand.</p> <p>AL: Drawings of the Gruffalo</p>	<p><b>Continuous Provision</b></p> <p>Instruments, playdough, tools for mark making eg chalks and paint</p>
Physical Development Health and Self-care	<p>Introduction to P.E lessons/expectation's</p> <p>AI: introduction to using the balance bikes</p> <p>ECP: Use the balance bikes independently.</p> <p>AI: introduction to dough disco</p> <p>AI: introduction to using the trim trail and outside equipment</p> <p>AI: Getting Changed independently</p>	<p>Fine-motor skills opportunities for:</p> <p>Threading, weaving, Playdough, posting slotting, sewing, building, sorting making constructing</p> <p>Gross-motor skills opportunities for:</p> <p>Bikes, balls, climbing, throwing, swinging, dancing #</p>	<p>Introduction to P.E lessons/expectation's</p> <p>AI: introduction to using the balance bikes</p> <p>ECP: Use the balance bikes independently.</p> <p>AI: introduction to dough disco</p> <p>AI: introduction to using the trim trail and outside equipment</p> <p>AI: Getting Changed independently</p> <p>AI: Five minutes Joe Wicks</p>	<p>Fine-motor skills opportunities for:</p> <p>Threading, weaving, Playdough, posting slotting, sewing, building, sorting making constructing</p> <p>Gross-motor skills opportunities for:</p> <p>Bikes, balls, climbing, throwing, swinging, dancing</p>
Well-Being	<p>AL: All about me for records of achievement.</p> <p>AL: Circle times - Speaking and Listening skills</p>		AL: Circle times - Speaking and listening skills	
<p>EYFS:</p> <p>New EYFS Curriculum.</p> <p>Continuous provision provides breadth across the whole of the new EYFS Curriculum.</p>	<p><b>Personal, Social and Emotional Development- Building Relationships.</b></p> <p>Children form new friendships and may form a special friendship with one friend.</p> <p><b>Personal, Social and Emotional Development- Managing Self</b></p> <p>Children understand the boundaries set in school and suggest ideas for the 'Class Expectations.</p> <p><b>Personal, Social and Emotional Development- Self- Regulation</b></p> <p>Children begin to understand why sharing is important when working together to retell the story of 'We're Going on a Bear Hunt' using props.</p> <p><b>Communication and Language- Listening and attention</b></p> <p>Children learn to hold a conversation centred around different topics during 'Chitter chatter' times.</p> <p><b>Communication and Language- Speaking</b></p> <p>Children discuss their home life with their new friends.</p> <p><b>Physical Development- Gross Motor Skills</b></p>		<p><b>Personal, Social and Emotional Development- Managing Self</b></p> <p>Children will be encouraged to manage their own basic needs by asking to go to the toilet and encouraged to wash their hands throughout the day.</p> <p><b>Personal, Social and Emotional Development- Self- Regulation</b></p> <p>Children will begin to follow several instructions during tidy up time.</p> <p><b>Communication and Language- Listening and attention</b></p> <p>Children will listen to one another when discussing ideas and opinions during circle times.</p> <p><b>Communication and Language- Speaking</b></p> <p>Children discuss their home life with their new friends when creating a family photograph album.</p> <p><b>Physical Development- Gross Motor Skills</b></p> <p>Children show good control and co-ordination when using the balance bikes.</p> <p><b>Physical Development- Fine Motor Skills</b></p>	

	<p>Children show good control and co-ordination with large and small apparatus such as the trim trail.</p> <p><b>Physical Development- Fine Motor Skills</b></p> <p>Children enjoy learning to strengthen their finger muscles during Dough Disco.</p> <p><b>Literacy- Comprehension</b></p> <p>Children use the Topic words bank in the correct context.</p> <p><b>Literacy- Word Reading.</b></p> <p>Children recognise their own name and single phonemes in set 1,2 and 3.</p> <p><b>Literacy- Writing</b></p> <p>Children explore mark making in writing areas and art areas.</p> <p><b>Understanding the World- People, Culture and Communities</b></p> <p>Children will explore their environment and speak about it from observation.</p> <p><b>Understanding the World- Past and Present</b></p> <p>Children will speak about experiences during circle time.</p> <p><b>Expressive Arts and Design-Creating with Matherials</b></p> <p>Children will use props to role play the story of the Gruffalo.</p> <p><b>Expressive Arts and Design- Being Imaginative</b></p> <p>Children will learn and perform a range of songs and nursery rhymes.</p>	<p>Children enjoy learning to hold their pencil correctly using the correct pencil grip.</p> <p><b>Literacy- Word Reading.</b></p> <p>Children will begin to read words taken from 's,a,t,p,i,n'</p> <p><b>Literacy- Writing</b></p> <p>Children begin to learn to write their first names.</p> <p><b>Mathematics- Number</b></p> <p>Children will learn to count quantities to 5 using 1:1 correspondence.</p> <p><b>Mathematics- Numerical Patterns</b></p> <p>Children will verbally count numbers to 5 and above.</p> <p><b>Understanding the World- People, Culture and Communities</b></p> <p>Children will explore their environment and speak about it from observation.</p> <p><b>Understanding the World- The Natural World</b></p> <p>Children will explore the natural world when on an Autumnal walk to Belton House/ Sherwood Pines.</p> <p>Children will take part in an afternoon devoted to recycling to understand how to look after our planet.</p> <p><b>Expressive Arts and Design-Creating with Materials</b></p> <p>Children will explore the mud kitchen to make food for the Gruffalo, they will speak about their ideas and share the resources available.</p>
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KEY AL - Adult Led

AI - Adult Initiated

AL- Adult Led

ECP - Enhanced Continuous Provision





*We're Going on a Bear Hunt*  
Michael Rosen Helen Oxenbury



# Let's Go On a Bear Hunt







Who has terrible teeth  
and terrible claws?

