



EYFS Autumn Term 1- 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.



Theme	Let's go on a Bear Hunt at your school!	Who has terrible teeth and terrible claws?
Possible Learning Challenges	<ul style="list-style-type: none"> Can you draw a bear? Can you retell the story of We're going on a Bear Hunt? Can you film a friend retelling the story We're going on a Bear Hunt? Can you make a teddy's bears picnic? Can you draw a picture of one of the stories setting? 	<ul style="list-style-type: none"> Can you make a cape for Superworm? Can you build a trap to catch the evil crow? Can you draw superworm? Can you make your own worm farm and hunt for worms? Can you make a magic wand for the evil crow?
Focus Texts Other texts to explore during story times:	<p>We're going on a bear hunt - Michael Rossen</p> <p>Goldilocks and the three bears Believe me Goldilocks rocks! - Nancy Lowen Brown Bear Brown Bear - Bill Martin Old Bear - Jane Hissey Where's my teddy? - Jez Alborough Peace at last - Jill Murphy Can't you sleep little bear? - Martin Waddell Sneezy Bear - Neil Griffiths</p>	<p>The Gruffalo/Superworm and other Julia Donaldson stories:</p> <p>Tiddler the fish Monkey Puzzle The Singing Mermaid The Gruffalo Charlie Cooks favourite book The Flying Bath Snail and the Whale What the ladybird heard The Highway Rat</p>

		Night Monkey Day Monkey Jack and the Flumflum Tree
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 the park. Visit to Queen Elizabeth park. Walk to the Coop to buy banana.	Phase 2 introduction to Phonics Story Time with Parents Trip to Sherwood Pines Visit to the church for Harvest.
Communication and Language Listening, Attention and Understanding, Speaking	<p>Communication and Language Birth to Three-</p> <p>Adults will support children in developing conversation. They will focus on helping children to talk around a topic. Adults will model listening to other people's talk with interest. They will support children in following conversations and question other peoples experiences.</p> <p>Built upon by: Teaching Input and Activities 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'. Create a 'family photo album' to place in the reading area - children can access this freely to speak about their family and experiences with their family Place non-fiction books about bears (linked to We're Going on a Bear Hunt) in the provision not just in the reading area i.e. art/FMS to encourage independent use and speaking of what they see in the books Bear Hunt tuff tray exploration with book, characters, sequence cards - objects related to each scene too i.e. sticks for forest</p>	<p>Communication and language Three and Four Year olds-</p> <p>Adults will begin to read children longer stories and can remember much of what happens. Adults will continue to model a wider range of vocabulary. Children will be asked open ended questioned to encourage the use of longer sentences of four to six words</p> <p>Built upon by: Teaching Input and Activities 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. AL: Speaking about family and home life. AL: Model holding conversations about home life and weekend activities during snack time. Gruffalo tuff tray exploration with book, characters, sequence cards</p>
Continuous Provision	Create a language rich environment, that is underpinned with clear modelled spoken language from all adults in the setting.	Create a language rich environment, that is underpinned with clear modelled spoken language from all adults in the setting.
Personal, social and Emotional Development Self-Regulation	<p>Personal, social and Emotional Development Birth to Three-</p> <p>Adults will model talking about and managing their emotions. They will praise children for showing empathy to others and making the correct choices. Adults will encourage friendships with other children.</p>	<p>Personal, social and Emotional Development Three and Four Year olds-</p> <p>Adults will be give children roles in the classroom to develop their sense of responsibility and membership of a community Children will begin to show more confidence in new social situations. Adults will create conversations around school and what children enjoy.</p>

<p>Managing Self Building relationships</p>	<p>Built upon by: Teaching Input and Activities AL: Circle times/small groups to discuss children's feelings.. AL: Begin to form 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. AL: Introduction to P.E lessons/expectation's AL: Making banana milkshakes; thinking about healthy choices..</p>	<p><i>Children will be familiar with and follow rules, understanding why they are important. Adult will praise children for children making the right choices.</i> Teaching Input and Activities AL: Circle times: That explore speaking and listening, emotions and following expectations. AL: Create a class 'Family Photograph' album. AI: Children will be given roles in the classroom, register monitor etc. AL: Children will join assembly.</p>
<p>Continuous Provision</p>	<p>Opportunities for children to play together. Areas for children to go to share toys and books.</p>	<p>Opportunities for children to share the class photograph album with peers.</p>
<p>Physical Development Gross Motor Skill Fine Motor Skills</p>	<p>Physical Development Birth to Three- <i>Adults will provide opportunities for children to fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</i> <i>Adults will model good technique when walking, running, jumping and climbing - and start to use the stairs independently.</i> <i>Adults will support children to gain effective control through finely tuned fine motor skills activities..</i> <i>Adults will model eating independently and learning how to use a knife and fork.</i></p> <p>Built upon by: Teaching Input and Activities AI: introduction to using the balance bikes AI: introduction to dough disco AL: Children will make 'bear toast and learn about washing hands.</p>	<p>Physical Development Three to Four- <i>Adults will build upon skills gained and continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</i> <i>Adults will create opportunities to use one-handed tools and equipment, for example, making snips in paper with scissors.</i></p> <p>Built upon by: Teaching Input and Activities AI: introduction to using the trim trail and outside equipment AI: Getting Changed independently AI: Various pictures from 'We're Going on a Bear Hunt' to cut out. AI: Children will be shown how to use a knife and fork correctly during lunchtimes. AI: Getting Changed independently AI: Five minutes Joe Wicks</p>
<p>Continuous Provision</p>	<p>Fine-motor skills opportunities for: Threading, weaving, Playdough, posting slotting, sewing, building, sorting making constructing Green paper to cut out 'long wavy grass' Magazine and Catalogues to cut out. To mould and sculpt with hands characters from the Bear Hunt using playdough - playdough themed Bear Hunt mats. To explore using different mediums to create a large scale (whole class creation) of different scenes from the Bear Hunt - grass (cutting), river (paint sticks), mud (oil pastels) etc. To mould and sculpt with hands characters from the Bear Hunt using playdough - playdough themed Bear Hunt mats. To explore using different mediums to create a large scale (whole class creation) of different scenes from the Bear Hunt - grass (cutting), river (paint sticks), mud (oil pastels) etc. Various pictures from 'We're Going on a Bear Hunt' to cut out. Children will be shown how to use a knife and fork correctly during lunchtimes.</p> <p>Gross-motor skills opportunities for:</p>	<p>Fine-motor skills opportunities for: Threading, weaving, Playdough, posting slotting, sewing, building, sorting making constructing Pictures from 'The Gruffalo' and 'Super worm to cut out. Manipulate playdough to create a superworm and its habitat using knives/rollers to help. Creating fur of the Gruffalo - exploring different mediums (oil pastels, felt tips, water colours, paint sticks etc) Manipulate playdough to create a superworm and its habitat using knives/rollers to help Collage a picture of superworm (filling in white spaces) to create a full look Pictures from 'The Gruffalo' and 'Super worm to cut out.</p> <p>Gross-motor skills opportunities for: Bikes, balls, climbing, throwing, swinging, dancing Introduction to using the trim trail and outside equipment</p>

Bikes - adult guidance for moving through/past obstacles,
 Balls - adult led simple games for throwing/kicking/passing
 Climbing - introduce climbing tree
 Throwing - ball games
 Swinging - introduce hula hoops
 Dancing - streamers/pom poms for free movement (musical instruments and familiar nursery rhyme books to encourage links to musical dance)
 Use the balance bikes independently.
 Introduction to using the trim trail and outside equipment

PE Session

Implement Get Set 4 PE: Introduction to PE: Unit 1
 In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.

Learning Objectives-

- To move safely and sensibly in a space with consideration of others.
- To develop moving safely and stopping with control.
- To use equipment safely and responsibly.
- To use different travelling actions whilst following a path.
- To work with others co-operatively and play as a group.
- To follow, copy and lead a partner.

Assessment Criteria

I can demonstrate balance. I can make independent choices. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I use movement skills with developing balance and co-ordination.

Literacy
 Comprehension
 Word Reading
 Writing

The fundamentals of English are built into the classroom setting daily by use of high quality adult interactions with children. Children are consistently questioned and introduced to

Literacy Birth to Three-

Adults will share books with children throughout the day. They will question children to show their attention and encourage them to respond to the pictures or the words.

Adults will introduce the schools literacy Spine to develop a catalogue of favourite books. Children will be able to seek them out, to share with an adult, with another child, or to look at alone. As a class children will repeat words and phrases from familiar stories to build up a bank of new vocabulary.

There will be a strong emphasis on joining in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes.

Built upon by: Teaching Input and Activities

AL: Sequencing Stories
 AL: Read a large variety of fiction and non-fiction books. Building on children's favourite stories as provided by parents.
 AL: Learn the story of 'We're Going on a Bear Hunt' by reading the book, providing the children with their own copies to 'read'.
 AL: Learn a variety of traditional nursery rhymes (see above)

Literacy Three to Four

Children will use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.

Built upon by: Teaching Input and Activities

AL: Rhyming and Rhythmic activities
 AL: Name writing practise

Literacy Three to Four

Engage in extended conversations about stories, learning new vocabulary.

Opportunities for mark making:

AL: Labelling initial sounds of characters.
 AI: Thinking of own food ideas e.g. scrambled snake. Verbalising these ideas for adults to model writing.
 AI: Wow Words, copying letters.

new vocabulary throughout the day. This is under pinned by meaningful Literacy lessons that's are explored through various ways to entice and excite the children.

Continuous Provision

English

Phonics

Literacy Birth to Three-

Adults will support children in drawing freely. They will encourage children to add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. This will be modelled by adults consistently.

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.

Writing area:

Colouring Sheets

Well stocked and set up writing area with a daily intended task around letter formation.

Children have various letter types to explore and copy.

Role play areas/ puppet areas set up to allow children to re-enact the story 'We're Going on a Bear Hunt'.

Writing area:

Colouring Sheets

Well stocked and set up writing area with a daily intended task around letter formation.

Provide pictures of various bears/ Characters from The Gruffalo and Superworm to inspire drawings.

Role play areas/ puppet areas set up to allow children to re-enact the story 'The Gruffalo' and 'Superworm'.

Provide words from the story for children to copy.

Provide copies of names for children to begin to copy.

Provide various papers/ paper books/ white boards/ chalk boards.

Transcript

Handwriting, punctuation and spelling - use of phonics ion

Transcription

Handwriting, punctuation and spelling - use of phonics

Composition

Oral Composition - We're going on a bear hunt - retelling

Oral composition - We're going on a ____ hunt. E.g. tiger/lion

Composition

Oral composition (shared write) - List of what is expected for the trip.

Introduction to Non-fiction - Purpose and Audience - the adults who haven't been with us and a reminder for the children for the morning of the trip.

Use the story sack for Oral composition.

Exploratory

Oral composition - We're going on a ____ hunt. E.g. tiger/lion

Exploratory

Children talking about what they might need and the things they need to think about for their trip.

Presentational

Teacher to model reading We're Going on a Bear Hunt. Copies of the text available for the children to "read" the story.

Oral Composition - We're going on a bear hunt - retelling

Presentational

Teacher to model reading the Gruffalo. Copies of the text available for the children to "read" the story.

Oral Composition - retelling of the Gruffalo.

Present the list to the adults who are helping on the trip - What do they need to know?

Literacy Three to Four-

Adults will begin to develop the children's phonological awareness, so that they can: · spot and suggest rhymes · count or

Literacy Three to Four-

Adults will continue to support children's understanding in the five key concepts about print: · print has meaning · print can have different purposes ·

	<p><i>clap syllables in a word · recognise words with the same initial sound, such as money and mother.</i></p> <p>Built upon by: Teaching Input and Activities 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. Labelling characters with initial sounds.</p>	<p><i>we read English text from left to right and from top to bottom · the names of the different parts of a book · page sequencing</i></p> <p>Built upon by: Teaching Input and Activities 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><i>Continuous Provision</i></p>	<p>Phase 2 sounds in writing area and equipment to mark make. Phonics challenges to be set up daily.</p>	<p>Phase 2 sounds in writing area and equipment to mark make. Phonics challenges to be set up daily.</p>
<p><i>Mathematics Underpinned by White Rose Maths and Number blocks</i></p> <p><i>Number Numerical Pattern</i></p>	<p><i>Mathematics Birth to Three</i> Adults will consistently count in everyday contexts to ensure children do not skip numbers. Take part in finger rhymes with numbers Complete inset puzzles.</p> <p>Built Upon by: Teaching Input and Activities White Rose- Phase 1 'Getting to Know You' Numberblocks 0-5 AL: Introduction to Numeracy area. AI: Getting to know key times of the day. AL: Positional language modelled through questioning of where things belong. AL: Learning to count using 1:1 correspondence. AL: Learning finger rhymes; Row row row your boat, 5 Little Monkeys etc. AI: Build up stamina to complete jigsaw puzzles. AI: Explore construction areas, encouraging counting at every opportunity.</p>	<p><i>Mathematics Three to Four</i> Adults will build upon the children verbal knowledge of counting leading to developing their fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Adults will extend the children knowledge related to measure by making comparisons between objects relating to size, length, weight and capacity. Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Built upon by: Teaching Input and Activities AL: Children can count objects accurately and use the 'cardinal principle' to say how many objects there are in a group. AL: Children can recognise numerals up to 6 and link the number symbol (numeral) with its cardinal number value. AL: Children have a deep understanding of numbers to 6, including the composition of each number. AL: Children can subitise up to 5. AL: Matching and sorting amounts to 5. AL: Comparing size, mass and capacity using the water/sand areas. AI: Exploring pattern using natural objects.</p>
<p><i>Continuous Provision</i></p>	<p>Well stocked and set up numeracy area with a daily intended task around number formation. Numeracy area to include counting objects, puzzles, games, magnetic numbers, timers, number cards, tape measures. Creating shape patterns with 2D shapes. Recognising dice patterns. Colour and size matching with counting bears. Pattern making peg boards. Use 'We're Going on a Bear Hunt' to give children opportunities to count and build.</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 Number blocks Numeral and quantity matching 0-5. Sorting and matching. Numbers around the outdoor environment. Use 'The Gruffalo' to give children opportunities to count and build</p>

<p>Understanding the World Past and Present People, Culture and Communities</p>	<p>Understanding the World Birth to Three Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people</p> <p>Built upon by: Teaching Input and Activities 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. AL: Children will take part in Autumn Day. See Events for Local Area visits.</p>	<p>Understanding the World Three to Four Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Built upon by: Teaching Input and Activities 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 AL: Children will take part in an afternoon devoted to recycling, learning how to take care of the environment.</p>
<p>Continuous provision</p>	<p>Information books on bears, Binoculars, magnifying glasses, back packs, maps. Exploring Bears - where they live, what they eat.</p> <p>Family photo album, showing each child and their family members.</p>	<p>iPads, Information books on worms, materials to make worm farms.</p> <p>Transient art table and loose parts Mud kitchen Autumnal art activities Autumn tuff tray Making worm farms Transient art gruffalo Sensory bins for walking through different textures</p>
<p>Expressive Arts and Design Creating with Materials Being Imaginative and Expressive</p>	<p>Expressive Arts and Design Birth to Three Adults will support children in joining in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways. Adults will give children opportunities to explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Built Upon by: Teaching Input and Activities AI: Begin to learn a bank of songs using our musical instruments. AL: Re-enact Bear Hunt Story outside using instruments and props. AI: Mark make/ Drawing and Colouring pictures of bears AL: Exploring colour mixing when creating self-portraits. AL: Create a 'scene' story collage using various methods of cutting and ripping to build up settings from the story 'We're Going on a Bear Hunt'.</p>	<p>Expressive Arts and Design Three to Four Adult will build upon the children skills in painting by exploring colours and colour mixing. Children will be given opportunities to create closed shapes with continuous lines and begin to use these shapes to represent objects. To show drawing with increasing complexity and detail, such as representing a face with a circle and including details. Children will have remembered and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Built Upon by: Teaching Input and Activities AL: Performance time, children will have the opportunity to perform learn nursery rhymes to their friends. AI: Food for the Gruffalo in the mud kitchen AI: Making Food from ideas e.g. scrambled snake - play dough, foam, kinetic sand. AL: Drawings of the Gruffalo</p>

		AL: Gruffalo makes- cutting small pieces of brown paper to collage and make a Gruffalo mask.
Continuous Provision	<p>Instruments, tools for mark making eg chalks and paint.</p> <p>Magazines, catalogues, coloured papers, FMS cutting sheets, types of scissors.</p> <p>Variety of green writing equipment for children to draw grass- crayons, chalks, felt tips. Repeat for different settings from WGOABH.</p> <p>Colour books children to explore.</p> <p>Grouping objects by colour.</p> <p>Using dabbers to explore Primary Colours.</p> <p>Washing different sized brushes in different containers.</p>	<p>Instruments, playdough, tools for mark making eg chalks and paint. catalogues, coloured papers, FMS cutting sheets, types of scissors.</p> <p>Characters from stories for children to draw around.</p> <p>Pictures of characters for children to trace. Drawing self-portraits using mirrors to map out facial features.</p> <p>Washing equipment in the sink.</p> <p>Painting the Gruffalo/bears using appropriate colours; thee maybe given to the children.</p> <p>Paint rainbows using paint sticks.</p>
Well- Being	<p>AL: All about Me for Records of Achievement.</p> <p>AL: Circle times - Speaking and Listening skills</p>	<p>Well-Being Day - Discover - Trying something New</p> <p>Identifying my feelings</p> <p>Coping strategies</p> <p>Emotional adjectives</p>

KEY AL - Adult Led

AI - Adult Initiated

AL- Adult Led

ECP - Enhanced Continuous Provision



Who has terrible teeth
and terrible claws?



