

Physical Development

- Use hall equipment to make an obstacle course and to move in a variety of ways, under, over and through. Talk about the physical effects this has on their body.
- Using larger areas to mark make i.e. outside with chalks, draw bear feet, paint fence etc.
- Talking about healthy eating, children to explore a variety of healthy foods.
- Scissor control, have different size bears for them to cut out, more abled children to follow the lines.
- To help the children with pencil control.

Mathematical Development

- Children to count steps, using happy street people pretending they are going on an adventure.
- Whilst playing for children to Count from a larger group in play i.e. can you give me five, six etc.
- Using a variety of shapes to create pictures.
- Talk about sizes Big, little, linking with Goldilocks and the three Bears.
- Begin to match numerals and quantity correctly.
- When story mapping talk about how many people are joining our adventure, how many vehicles we will need, are they big or little etc.

Understanding the World

- Talk about special events i.e. Pancake Day, Easter etc.
- Talk about the environment and community we live in, take photos of local places, i.e. the shops, library, park, rose gardens to help with the decisions.
- Ask the children where they would go on an adventure, would it be with their family, what's their favourite place.
- Plant veg/flowers outside/inside, watching them grow and how taking care of them.
- To provide a variety of technology for the children to operate.

Expressive arts and design

- Wellie, hand, feet printing etc, on large paper outside, where can the prints take us?
- Make clay models, using bears cutters, then decorate them. With the playdough add eyes and buttons with cutters to extended their imagination.
- Draw pictures on pebbles or card of different places, transport, animals etc hid them in sand and see if they can make a story around it.
- Follow bear footprints to find a hidden bear in the forest, giving clues along the way.
- Build up stories with available props, set a scene for the children to use their imagination.

We're going on a Adventure



Spring 2

Literacy

- Story telling - we're going on a bear hunt.
- Look at main characters, events, setting of the stories.
- To story map with the children, emphasising how a story is structured, start, middle, end, adding characters, place etc.
- To encourage the children to access the story area and rhyme basket more, to introduce wooden rhymes characters for the children to use independently.
- Help the children to write their own stories by scribing for them.
- When the children are at the mark making table, to continue placing their name cards in front of them to encourage them to form recognisable letters.

Communication and Language

- Carry on with jigsaw Jenie, complete puzzle 1 and move on to puzzle 2.
- Whilst joining the children's play, use prepositions, such as "can you put the person on top of the house? put the train next to the track, put the baby under the blanket" etc.
- Encourage children to talk about past events, i.e. 'I went to the shop' staff to ask questions i.e. 'who went to the shop, what shop' etc.
- To support the children to use their words to build up on their vocabulary, modelling language back.
- Story mapping - encourage the children to listen to others with increasing attention and recall when mapping together using each other for ideas (link with Literacy).

Personal, Social and Emotional Development

- Who we live with, children to talk about who they live with at home and who's in their family.
- The children can bring in their favourite teddy and together we will have a teddy bears picnic. To make a list of food the children would like and ask parents to help cater for this.
- To continue with restorative practice, encouraging the children to use the effective statements, to solve conflicts themselves with less adult support.
- Look at the feelings of characters in books that we share, relating them to experiences that has happened.
- Support the children in their play extending on their ideas, building up a role-play with others. For example, adventures on a pirate ship, train journey, to the sea side.