

<b>Topic:</b> b is for bear			<b>Year Group:</b> Nursery	<b>Term:</b> Spring 1	
<b>The Big Question:</b> Do you know a bear story?					
<b>Key Questions:</b> Can you tell me a story? Where do bears live? What can you see/hear/smell/touch/taste?					
<b>Vocabulary:</b> frozen, bear, den, world, country // different, soft, quick, front, night // winter, paws, catch, looking, drip					
Prime Areas			Key Texts for Topic	FS1 Reading Spine	
Communication and Language	Personal, Social and Emotional Development	Physical Development			
<p>I am beginning to talk about what happened in a story.</p> <p>I can stop and listen when asked by an adult.</p> <p>I answer/follow simple questions / instructions.</p> <p>I know several rhymes, action rhymes and songs.</p> <p>I am developing my communication with others and they understand what I am saying clearly.</p> <p>I am able to initiate a conversation with an adult or child.</p> <p>I am beginning to use longer sentences.</p>	<p>I am independent in my play.</p> <p>I help my friends and adults in setting.</p> <p>I can cope with small changes to routine.</p> <p>I am beginning to understand why it is important to make good choices.</p> <p>I am beginning to express my own needs/wants.</p> <p>I am learning to calm myself when I feel angry or upset.</p> <p>I can tell you when I feel happy or sad.</p> <p>I can pull up a zip that has been started for me.</p> <p>I use the toilet and wash hands independently.</p> <p>I can choose my snack, put a straw into my milk.</p>	<p>I can move by walking, running, balancing, using ride on toys.</p> <p>I can go up steps, stairs and apparatus, using alternate feet with the support of a hand or bannister.</p> <p>I show interest in the marks I make when using gross motor skills.</p> <p>I am learning to play parachute and ring games.</p> <p>I know the actions to a nursery rhyme and join in with dough disco/squiggle.</p> <p>I can move in a variety of ways; e.g. crawl, run, roll, slide.</p> <p>I can attempt to walk across a plank, with support.</p>	<p>Winter</p> <p>That's Not My Teddy</p> <p>We're Going on a Bear Hunt</p> <p>Brown Bear, Brown Bear</p> <p>Polar Bear, Polar Bear</p> <p>Peace at Last</p> <p>Whatever Next!</p> <p>Lulu's First Day</p> <p>Pip and Posy Snowy Day</p> <p>Monster Clothes</p> <p>Lanterns and Fireworks</p> <p>Mr Wolf's Pancakes</p>	<p>Owl Babies, Pip and Posy Super Scooter, Red Rockets and Rainbow Jelly, Shark in the Park, Meg &amp; Mog, Dear Zoo, Little Rabbit Foo Foo, Polar Bear</p> <p>Polar Bear, Peace at Last, Brown Bear, Brown Bear, Whatever Next, The Very Hungry Caterpillar, Not Now Bernard, The Tiger Who Came to Tea, The Gruffalo, The Train Ride.</p> <p>Storytelling:</p> <p>Poetry: The Oxford Treasury of Nursery Rhymes</p>	
Specific Areas				Phonics	Visits/ Experiments/ Events/ Special Days
Literacy	Mathematics	Understanding the World	Expressive Arts and Design		
<p>I can point to print in the classroom environment.</p> <p>I can recognise signs from my local environment (shops, fast food, bus stop, brands)</p>	<p>I can tell you if a group does or does not contain a requested amount up to 3.</p> <p>I can recite numbers to 5 and know some numbers past 5.</p> <p>I am beginning to touch/move and count 5 objects in a row.</p>	<p>I am beginning to notice similarities and differences.</p> <p>I am beginning to explore how things work.</p> <p>I am beginning to talk about different forces I can feel.</p>	<p>I can use the role play equipment appropriately.</p> <p>I can use small world to imagine.</p> <p>I can use a range of creative materials to make pictures and models.</p>	<p>Super Sounds &amp; Fred games</p>	<p>Lunar New Year</p> <p>Shrove Tuesday</p> <p>Teddy Bear's picnic</p>

<p>I hold a book the right way up and turn pages correctly.</p> <p>I can point to writing on the interactive whiteboard.</p> <p>I can say/sing several action songs and rhymes.</p> <p>I can talk about a story using the pictures.</p> <p>I can recognise my name in line up of names.</p> <p>My mark making is becoming letter like shapes to represent handwriting.</p>	<p>I can show 'finger numbers' up to 5, using one hand.</p> <p>I am beginning to understand 'less' and 'fewer', pointing to the correct group.</p> <p>I can talk about the features of 2D shapes.</p> <p>I understand under, on top, next to, above, in/out.</p> <p>I beginning to select objects to build a simple house.</p> <p>I am beginning to tell you about big and small, long and short.</p> <p>I am learning words to talk about patterns.</p>	<p>I am beginning to talk about differences I notice.</p> <p>I am beginning to know that there are different countries in the world.</p> <p>I am beginning to understand the differences between people.</p>	<p>I can join things together with glue or tape.</p> <p>I am beginning to use shapes and lines to represent objects or people.</p> <p>I can draw/paint a picture that shows 'happy'.</p> <p>I can use paints to explore colour mixing.</p> <p>I can listen to sounds around me.</p> <p>I know several nursery rhymes and songs.</p>	<p style="text-align: center;"><b>Nursery Rhyme of the Week</b></p> <p>Teddy bear, teddy bear  This little piggy  Five little speckled frogs  Five little men in a flying saucer  Five currant buns</p>
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