



Into the Woods!

Children's current knowledge, skills, interests and experiences	The children need...	Intention (based on the needs of the children at the end of the previous half term)
- Upton Country Park - Picnics - Visits to the woods - Moors Valley - Marwell Zoo - Goldilocks and the Three Bears story - We're Going on a Bear Hunt story - Walking in different weathers - Toys at home and school - Forest school-preschool - Den building at Upton and Moors Valley	- School trip-walk to Upton Recreation Ground - Woodland time - Forest skills time - Allotment time - Eating lunch outside - Sports Day - Non-fiction texts about bears around the world - Physical development-obstacle courses - Drama-Bear Hunt. Changing parts of the story. - Drama-'hot seating'-characters from The Three Bears - Alternative versions of The Three Bears e.g. Goldilocks and Just One Bear by Leigh Hodgkinson / Goldilocks and the Three Dinosaurs by Mo Willems - Understanding of how toys have changed over time - Live cameras of Bear cams-to see bears in natural environment - Transition support - NELI- speech, language and communication	- Letter formation – curly caterpillar and robot arm letters - Fluency when reading to develop comprehension - Handwriting-children to learn to write using the yellow guidelines (focus on tall letters and lazy letters) - Red word spellings-summer words - Number recognition to 20 - Number bonds to 5 and 10 - Building positive relationships-negotiating skills and kind hands / words - Writing numbers to 20-focus on reversals - Odd and evens - Sharing and doubling numbers - Punctuation – finger spaces, capital letters - Counting backwards from 20 - Writing addition and subtraction equations

Personal, Social and Emotional Development	
What do we want the children to learn?	What learning opportunities will we provide?
To show understanding of their own feelings and sensitivity towards others' needs and feelings To be able to wait patiently for something they want or need to say To give focussed attention and be able to follow simple instructions. To be able to regulate their own behaviour and ask for help when needed To begin to work towards their own goals and demonstrate resilience if challenges occur To show independence when choosing own activities To understand and put into practice all the things they need to do on our 'Brilliant' charter To independently manage their own personal care e.g. hygiene, healthy eating choices To understand how to keep themselves safe when playing with and using equipment To play collaboratively with others and form positive relationships with adults and children	Recall time-being able to talk about any challenges and how they overcame them Marvellous Me Worry monster Learning critters Critterificates-focussing on children demonstrating characteristics of learning Brilliant charter-linked to class dojos and reinforced throughout the day PSHE 'Jigsaw' sessions 'Relationships'

Enquiry questions:

What would you take into the woods and why?



Sparkly starter

Writing focus: Write a lost poster for a bear who was found in our woodland.

Communication, Language and Literacy	
What do we want the children to learn?	What learning opportunities will we provide?
To listen attentively and respond with comments, ideas or questions during whole class sessions How to answer questions in full sentences to demonstrate understanding To begin to give explanations to simple questions when answering To hold simple back and forth conversations with their peers To use recently introduced vocabulary from key texts and story maker sessions To be able to innovate familiar stories orally using their own ideas To be able to offer their own explanations about why things happen using vocabulary introduced from stories, non-fiction books etc. To use full sentences which include past and present tenses To begin to make more use of conjunctions when talking in full sentences	Role-play area- Three Bears Cottage (linked to children's own experiences) Marvellous Me Maths meetings e.g. I know...because... Modelling reasoning skills Recall time Story maker-The Three Bears Language Screen intervention Story language and story sequencing cards in small world and reading areas Puppets linked to key texts Reading area-fiction and non-fiction books about bears the children are interested in Drama-acting out We're Going on a Bear Hunt and hot seating characters from The Three Bears VIPERS

Physical Development	
What do we want the children to learn?	What learning opportunities will we provide?
To negotiate the space around them safely To demonstrate strength, balance and co-ordination during physical play and active times To move confidently and energetically in a variety of ways using their whole body To be able to throw and catch a range of small apparatus To be able to throw underarm towards a target To be able to kick a ball at a large target To know how to jump off and object safely To be able to control a range of small tools to use them effectively e.g. pencils, cutlery, paintbrushes, scissors, tweezers	P.E.- Sports Small apparatus to be available during continuous provision, P.E. times and play times Continuous provision for gross motor development e.g. balancing, stepping, swinging, jumping, lifting etc. Storycise Cosmic Kids yoga Funky fingers for fine motor development-based in children's needs Daily active time -to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing e.g. handing, climbing, pushing and pulling, weight bearing activities, yoga poses, sky writing, body letter formation, co-ordination activities Large construction / Woodland area - animal habitats Craft skills to be taught and differentiated resources to be provided for left-handed children or those needing support



Fab finish

Children to write invitations to their teddies for a picnic at school / at Upton Recreation Ground.

Mathematics	
What do we want the children to learn?	What learning opportunities will we provide?
Can count beyond 20 forwards and backwards Count in multiples of 2 to 10 & 10s to 100. Can count more than 20 objects Say the number that is one more than a given number within the range 1-20. Children are beginning to read and write numbers to 20 Can order numbers to 20 Beginning to combine two sets to find a total (up to 20) Can take some objects away to find an amount (up to 10) In practical activities and discussion, can use some mathematical vocabulary e.g. more / less / fewer / equals / total / altogether / less than / the same as... Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. To use rhymes, counting or other aids to recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. To explore and represent patterns within numbers up to 10, including even and odds, double facts up to 10 and how quantities can be distributed equally. Compare and order three items by weight and distance Identify containers holding different amounts of liquids, using language such as 'full', 'half full', 'empty' and 'overflowing' To use mathematical language to describe 3D shapes e.g. curved, face, point, cube, cone, sphere To manipulate shapes to develop spatial reasoning skills Children can use some time vocabulary e.g. o'clock, now, after, before, next, tomorrow, yesterday To create or continue a repeating pattern	White Rose maths-find my pattern, on the move Providing opportunities to explore 1-20, capacity, height, length, distance and 3D shapes in the continuous provision and set up of the classroom environment Voting for the favourite book for story time Daily Maths Meetings Interactive displays linked to current learning

Literacy			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Knows all Set 1 and 2 special friends including: ar, or, air, ir, ou, oy Can read words with ay, ee, igh, ow, oo, oo sounds Read aloud books that are consistent with their phonic knowledge, without guessing words. Accurately recall key events from their reading. Read all EYFS common exception words including: your, they, do Demonstrate understanding of what has been read to them by retelling familiar stories using new vocabulary Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories and non-fiction during class discussions and role-play Read aloud simple sentences and books that are consistent with their phonic knowledge	Non-fiction texts-bears around the world Story books about bears RWInc-(differentiated) word time /Ditties / Red Books 1-5 / Red Books 6-10 and Green books 1-10, Pink books Fiction and non-fiction books (favourite bears) in the reading area Story maker- The Three Bears Storycise RWInc intervention groups Daily story times Red word castles Opportunities to develop blending skill in the continuous provision inside and out Weekly individual readers-(intervention) LanguageScreen intervention Home learning(Tapestry)-videos modelling set 1 and 2 'special friends', blending 4 sound words and cvc/ cvcc words, sentence writing and red word reading, reading with fluency and expression Ditties sheets/ red books / green books / pink books to be sent home each week Set 2 Sound books (yellow) to be sent home when ready Reading books sent home every week match the children's reading ability Vocabulary cards which match the children's current phonic knowledge to be put in areas of the continuous provision	Letters are beginning to be uniform in size Can form some capital letters correctly Can segment and spell cvc, ccvc and cvcc words using 'Fred fingers' Writes short sentences with words containing known sound-letter correspondences using finger spaces and fully stops After discussion with teacher, can write a few linking sentences Can re-read what they have written to check it makes sense To be able to innovate familiar stories using their own ideas Can spell all the 'red' common exception words including: you, said, are Can write simple phrases and sentences that can be read by others	Writing for purpose e.g. lists for a bear hunt, porridge recipe, invitations for to parents for a teddy bear picnic etc. Innovating stories – Story Maker, story maps, different versions or books, Story Maker, drama Writing fact books about favourite bears for reading area Writing recounts of school trips Writing a story as a class about a bear who got lost in the woods Red word castles Daily name practice (intervention for some) Mark making and segmenting opportunities in continuous provision inside and out e.g. role-play area, writing labels for models, role-play area, writing caves etc. Daily RWInc. session to extend sentence writing e.g capital letters and conjunctions Handwriting skills to be taught in RWInc and Literacy sessions Literacy sessions on Thursdays and Fridays-writing for purpose and also based on Story Maker / Talk for Writing Opportunities to develop story writing and segmenting skills in the continuous provision Intervention groups- handwriting, names, segmenting and letter formation, HAS Home learning (Tapestry)-videos modelling writing Set 2 'special friends', 4 sound words, cvc/ cvcc words, red words, capital letters and a 'hold a sentence' Story maps displayed in the writing and reading areas Writing cave

Expressive Arts and Design	
What do we want the children to learn?	What learning opportunities will we provide?
To explore and use a range of materials e.g. printing, tie dye, batik, sewing etc. To be able to sing a range of songs and rhymes from memory and experiment with different ways of changing them e.g. pitch, dynamics, tempo etc. To be able to listen to a range of music and talk about what they hear, how it makes them feel and their likes and dislikes	Community art for Upton Festival Picnic blanket designs- using a range of different techniques. Making blankets for teddy bear picnic Skills to be specifically taught to children e.g. printing, tie dye, batik, sewing etc. Daily singing / rhythm and rhyme built into inputs Weekly music sessions- Charanga Music Singing bear songs for teddy bear picnic e.g. If you go down to the woods today... / When Goldilocks went to the house of the bears...

Understanding the World	
What do we want the children to learn?	What learning opportunities will we provide?
To look closely at the similarities and differences between old and new To be able to ask questions to find out about toys in the past To be able to use past, present and future vocabulary To understand how to use some IT equipment and know what it is used for and some key vocabulary To know about different festivals that are celebrated around the world- compare and contrast with the ones the celebrate	Exploring old and new toys and the materials they are made of e.g. toys they play with compared to those of their parents, grandparents and great grandparents Videos of teachers talking about the toys they once had Woodland time- minibeast hunts, looking for signs of seasonal change and weather Allotment time- gardening areas for planting / minibeast hunts, caring for plants and harvesting food to eat Sharing non-fiction books about bears in topic time and reading area Daily maths meeting- weather and seasonal change Learning critters- thinking tiger and linking leopard Exploring outside environment- animals, plants, seasonal change, weather etc. Creative and critical thinking skills

Parents	
Parents	Home learning
<u>Important dates:</u> Monday 5 th June- INSET (school closed) Tuesday 6 th June- children start back at school Friday 30 th June- Sports Day 6 th , 7 th and 17 th July- Transition Days Friday 14 th July- Summer Fayre Friday 21 st July- last day of school before Summer Holiday Teddy bear picnic - tbc	Doodle Maths RWInc 'learn to read' books and home learning sent home on Fridays Reading books- collected in on Mondays and issued on Tuesdays. Library books- collected in on Mondays and new ones issued the same day.

Topic Vocabulary		
Anchor words for all (key vocabulary for the topic)	Words for most	Words for some (more challenging specific vocabulary)
Hunt Big Middle-sized Small Scared Long Grass River Cave Cold Storm Bear Panda Polar bear Soft Hard Just right Dark Wood Splash	Trip Tip-toe Gloomy Swishy Wavy deep thick grizzly bear splish	Whirling Swirling Stumble Narrow Oozy
Word of the Week (key topic vocabulary)		
Middle-sized Scared Storm narrow Gloomy Grizzly bear Oozy		

Key texts
Goldilocks and the Three Bears <i>(Story Maker and drama sessions)</i> Goldilocks and Just One Bear / Goldilocks and the Three Dinosaurs <i>(alternative versions of The Three Bears)</i> We're Going on a Bear Hunt <i>(drama)</i> Where's My Teddy? It's the Bear! Dogger
VIPERS <i>(texts / eBooks)</i>
The Bear Who Came to Babysit The Old Toy Room Jake's First Day Starry-Eyed Stan Carrot Club Sand, Waves and Ice Cream The Very Helpful Hedgehog

Impact of Summer 1 curriculum		Next steps	
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