



## Biscuit Bear Term 2 2022

### Synopsis:

This term we will focus on texts about bears. We will start with Biscuit Bear and talk about teddies and toys we have now.

We will bring in the past by talking about teddies we had when we were babies and ask children to bring in baby photos.

We will remind children about our home visits at the beginning of term one and how they showed us their favourite toys and teddies. An older text to focus on here is "Old Bear" by Jane Hissop or "Dogger" by Shirley Hughes.

We will think about animals that may be outside at this time of year (winter) and the fur they need to keep warm, linking this with materials and words to describe how things feel.

We will look at the story of Goldilocks and the Three bears to introduce Pie Corbett storytelling and the idea of story maps. This could link to helicopter stories and increasing interesting vocabulary.

We may also look at toys and teddies that Santa may bring to children around the world and link that to maps and comparing cultures across the world, how they celebrate Christmas and which toys they love.

### Communication & Language

#### Learning Sequence:

Talking about myself, my family and my favourite toy/bear

Helicopter stories

#### General

Understand how to listen carefully and why listening is important

Learn new vocabulary

Use new vocabulary through the day

Describe events in some detail

Engage in story-times

Listen to and talk about stories to build familiarity and understanding

Use new vocabulary in different contexts

Learn rhymes, poems and songs

#### ELG: Listening

ELG Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### ELG: Speaking

ELG Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

### Personal, Social and Emotional Development

#### ELG: Self-regulation

ELG Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

ELG Self-regulation: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

#### ELG: Managing Self

ELG Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

ELG Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly

ELG: Building Relationships	<p>ELG Building Relationships: Work and play cooperatively and take turns with others</p> <p>ELG Building Relationships: Form positive attachments to adults and friendships with peers</p>
<b>Physical Development</b>	
General	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene</p> <p>Develop overall body-strength, balance, co-ordination and agility</p>
Learning Sequence: Bringing in favourite bear to share	
<b>Mathematics</b>	
ELG: Number	ELG Number: Subitise (recognise quantities without counting) up to 5
<b>Understanding the World</b>	
General	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Recognise some environments that are different to the one in which they live</p>
ELG: Past & Present	ELG Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling
ELG: People, Culture & Communities	ELG People, Culture & Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
ELG: The Natural World	ELG The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants
<b>Expressive Arts &amp; Design</b>	
General	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play</p>