

# Year FS

## Bears Bears Everywhere



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 2	Bears Bears Everywhere	We're Going on a Bear Hunt By Michael Rosen  A range of non fiction books on bears	Bear stories  Finding out about real bears	To understand how to make friends  To share and take turns

### Understanding the World objectives coverage

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<b>Where do bears live?</b>	<p>What will we see in the woods?</p> <p>What will we hear / smell in the woods?</p> <p>Discuss seasonal changes.</p> <p>How can we look after the environment</p>	<p><a href="#">Birth to 5 Matters- The World Range 5 and 6</a></p> <p><a href="#">A Unique Child:</a></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Talks about why things happen and how things work</li> <li>• Developing an understanding of growth, decay and changes over time</li> <li>• Shows care and concern for living things and the environment</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> <li>• Looks closely at similarities, differences, patterns and change in nature</li> <li>• Knows about similarities and differences in relation to places, objects, materials and living things</li> </ul>	<p>To discuss different characteristics of bears and their habitat.</p> <p>To be able to differentiate between the seasons and discuss the changes they have observed.</p>

**PHSE**

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<p><b>What do you feel like when...?</b></p>	<p>How do you think the bear in the story might be feeling and why?</p> <p>What could you do to help a friend to feel better?</p>	<p><u><a href="#">Birth to 5 Matters- Making Relationships Range 5</a></u>  <u><a href="#">A Unique Child:</a></u></p> <ul style="list-style-type: none"> <li>• Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play</li> </ul> <p><u><a href="#">Birth to 5 Matters- Sense of self Range 5</a></u>  <u><a href="#">A Unique Child:</a></u></p> <ul style="list-style-type: none"> <li>• Is sensitive to others’ messages of appreciation or criticism</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul> <p><u><a href="#">Birth to 5 Matters- Understanding Emotions Range 5 and 6</a></u>  <u><a href="#">A Unique Child:</a></u></p> <ul style="list-style-type: none"> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> </ul>	<p>To know that everyone has something that is special and precious to them</p> <p>Children will be able to talk about different feelings and emotions</p>

## Expressive Arts and Design

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<p><b>What different textures and materials can you use?</b></p>	<p>What shapes could you use to help create your drawing?</p> <p>Learn Bear songs - teddy bear's rap, round and round the garden, teddy bear turn around, teddy bears picnic etc.</p>	<p><u><a href="#">Birth to 5 Matters- Creating with Materials Range 5 and 6</a></u>  <u><a href="#">A Unique Child:</a></u></p> <ul style="list-style-type: none"> <li>• Continues to explore colour and how colours can be changed</li> <li>• Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Uses tools for a purpose</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul> <p><u><a href="#">Birth to 5 Matters- Being imaginative and expressive Range 5</a></u>  <u><a href="#">A Unique Child:</a></u></p> <ul style="list-style-type: none"> <li>• Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>• Uses available resources to create props or creates imaginary ones to support play</li> <li>• Plays alongside other children who are engaged in the same theme</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects</li> <li>• Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>	<p>To select appropriate materials and resources to create observational drawings of teddy bears.</p> <p>To learn techniques for making thick paint – What could you use to thicken your paint? (think of texture) How would you apply it?</p> <p>Outside To select appropriate materials and resources to create and construct 'We're going on a bear hunt ' To go on a seasonal walk around school grounds – discuss seasonal changes - compare to Autumn 1 walk photos</p> <p>To represent different roles and events through role play e.g. teddy bears picnic</p>

## Physical Development

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document

What makes you healthy and keeps you safe?	Making different shapes with our bodies/ moving in different ways	<p><a href="#">Birth to 5 Matters- Moving and Handling Range 6</a></p> <p><a href="#">A Unique Child:</a></p> <ul style="list-style-type: none"> <li>•Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> </ul>	
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### English coverage

<u>Text types</u>	<u>Outcomes</u>
Fiction - We're Going on a Bear Hunt	Talk for writing text - Oral retell of the story. Draw own story map and talk about what they have drawn
Non-fiction - A range of books about bears	Retell some facts about bears, be able to recognise different types of bears, answer simple questions about what they have heard.
Poetry	The Little Brown Bear / The Polar Bear

### Enrichment

#### **Endpoint- Trip to Bedelands**

**The children go on a Bear hunt in Bedelands and in classes find the bears that have got lost. The children have an opportunity to explore the local environment and find examples of long wavy grass, mud, a forest and river linked to the story 'We're Going on a Bear Hunt'.**

### Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
French	To be able to count to 10. To begin to understand the meaning of Madame /Monsieur/ 'la fille'/ 'le garçon.'	Sing songs and play games: Brille petite étoile/ 123 dans sa hotte en bois Jacques a dit Listen to the story 'La chasse a l'ours' ('We are going on a bear

	<p>To join in with French songs and rhymes and begin to sing songs and rhymes from memory.</p> <p>To play games using the target language.</p> <p>To listen to stories in the target language and begin to understand key vocabulary.</p> <p>To use a French class calendar.</p> <p>To join in with a Christmas song and rhyme.</p>	<p>hunt') / Petit ours brun et le sapin de Noël ( Little brown bear and the Christmas tree)</p>
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