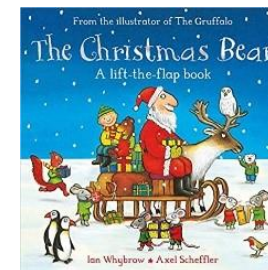
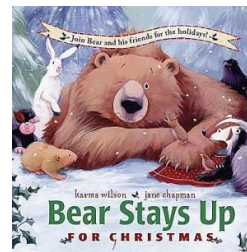
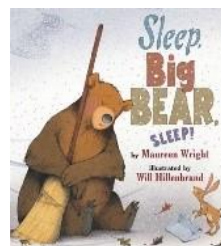
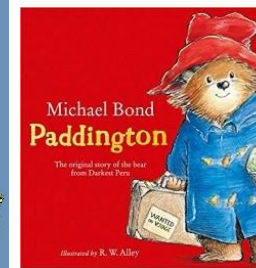
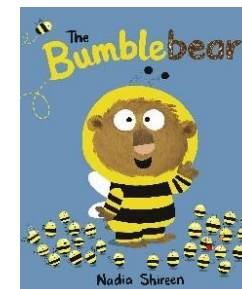
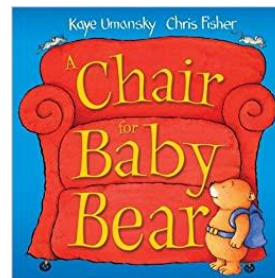



Do Bears Really Like Porridge?

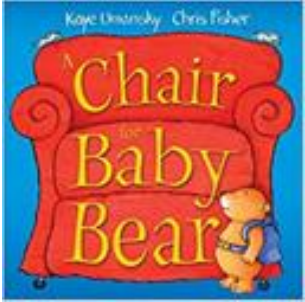
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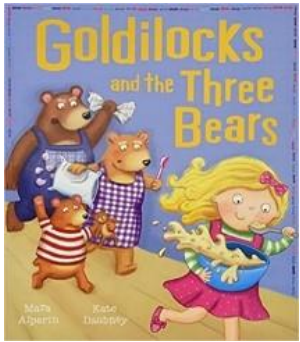
Autumn 2

2022



<p>WOW</p>	<p>The children will experience a 'Magical Muddy Monday' by making nature potions and watching rainbow flames in our enchanted camp fire!</p>
<p>Week 1</p>  <p>Key vocabulary Diwali, celebration, plot, gunpowder,</p>	<p><u>Is there Room on the Broom? Why do we have fireworks?</u></p> <p>Communication and language: The children will share how they will/have celebrated Halloween and Bonfire Night. They will be able to express their ideas for the various celebrations and learn new vocabulary.</p> <p>Physical Development: The children will develop their gross motor skills with large, dance movements to convey fireworks sounds and classical music The Royal Fireworks by Handel. The children will develop their fine motor skills using single handed tools (crayons, painting, scissors, hole punchers etc) through creating art work and crafts based on the celebrations.</p> <p>Personal, Social & Emotional Development Reception children will be learning about-What I am good at? They will identify things that they are good at and understand everyone is good at different things. All children will continue to develop their social skills to broaden friendships, share resources and follow rules and routines.</p> <p>Literacy Through stories, poems and songs relating to the celebrations Halloween, Bonfire night and Diwali the children will recognise rhyming words by predicting the missing words and to group into rhyming word strings. The children will create potion recipes and think of adjectives to describe their ingredients. (E.g. Big, green frogs, sticky, spider webs.) This week's Reception phonic sounds are ck & e with a focus on the tricky word 'the'.</p> <p>Mathematics: This week, the children will continue to engage with activities that underline the purpose of counting – to find out 'how many' objects there are altogether. They will reinforce their understanding of cardinality – that the last number in the count tells us 'how many' things there are altogether in a set of objects – and they will further practise their 1:1 correspondence skill, by counting numbers at the same time as moving or tagging objects. A key focus this week is deepening their understanding of 5 as a quantity by linking the number itself to the 5 fingers on one hand. The children will also begin to explore ways to represent numbers to 5 using both their</p>

	<p>fingers and the Hungarian number pattern. These key representations will help to underline the 'fiveness' of 5 and provide structures that will support later exploration of its composition and its relationships with other numbers.</p> <p>Understanding the world: The children will learn who, where and how the special days Halloween, Bonfire night, Diwali are celebrated?</p> <p>Expressive arts and design: The children will have opportunities to be imaginative in their play to act out wizard and witch's role play based on the stories read in class. The children will listen to different pieces of music and match them to pictures of scenes. The children will also explore how movements and dance can be used to interpret music.</p> <p>Religious Education- All the children will be learning about celebrations such as Halloween, Bonfire Night and Diwali. They will learn the Hindu story of Rama & Sita for Diwali and how it is celebrated.</p>
<p>Week 2</p> 	<p style="text-align: center;"><u>Is Goldilocks good or bad?</u></p> <p>This week we will begin our topic of bears by looking at the familiar story Goldilocks and the Three Bears and think deeply about the events and characters in the story.</p> <p>Communication and language: The children will learn how our voices can show our emotions by thinking how each bear would say their famous phrases in the story.</p> <p>Physical Development: The children will have lots of opportunities to develop their fine and gross motor skills through independent activities based in the story. The children will help to make porridge and think of healthy breakfasts. They will explore different ways of moving to represent the different characters. How could the children move like big Daddy Bear or little Baby Bear?</p> <p>Personal, Social & Emotional Development The children will be able to talk about toys and teddy bears that are special to them. We will have a circle time to introduce and talk about the children's favourite teddy bears and why they are special. PSHE lessons -I'm Special, I'm Me! (Reception Children) The children will understand that being different makes us all special and that we should include others when working and playing.</p>



Key vocabulary
Author, illustrator, traditional
tale, Crime, investigate

They will discuss the choices Goldilocks made in the story and explore the story and discuss the choices and actions of the characters. For example, Goldilocks went into a stranger's house. Was that a good idea? Why not? Should she have gone into someone's house without their permission? Talk about the importance of saying sorry. Discuss how the bears felt/reacted to what Goldilocks did. Why? How would you feel? What do you think Goldilocks should say to the three Bears and why?

Literacy

Read the story 'Goldilocks the Three Bears'.

The children will hot seat characters from the story using their knowledge to ask relevant questions.

This week the children will learn about different forms of writing and their purpose. Adults will model writing simple letters with the children. This could be from Goldilocks saying sorry to The Three Bears. The children will read a recipe and look at its features, including a list of ingredients and instructions.

The children will have opportunities to 'write' invitations for a teddy bears picnic in the role play area.

In phonics Reception children will learn the sounds u & r and the tricky word- to

Mathematics:

The children will be encouraged to compare the number of objects in 2 sets by matching them 1:1. The children will be able to see which groups have more than, fewer than and equal numbers and describe how many objects there are in each set.

Understanding the world:

The children will learn the role of the police when "investigating" the crime scene found at school – the evidence pointing to a visit from Goldilocks! The children will become police officers to find out what has happened in the classroom.


They will look at the evidence from the 'crime scene'

- a spoon with porridge on it.
- The empty porridge bowl.
- A picture of the broken chair.
- A piece of pillow case with dirt on it.

The children will also explore different materials thinking which would be best for different purposes, e.g. what would be best for a blanket for Baby Bear's bed? What would be the best thing to use for a strong chair for Daddy Bear?

The children will learn the importance of Remembrance Day by watching the Cbeebies animation Poppies <https://youtu.be/wOT5CDnYHEs>

Cbeebies- children learning about Remembrance Day - <https://youtu.be/kni91fHqi50>

	<p>Expressive arts and design: The children will have opportunities to create masks and collages on the three bears theme. Dance- The children will also explore ways of moving like the different characters in the story, e.g. Daddy Bear is large and slow and Baby Bear is little and lively. Music- We will explore the use percussion instruments and noise makers for the children to use to create sound effects for the story and the characters. What instrument would be best for Daddy/Baby etc.?</p> <p>Religious Education- Giving presents This term, Reception children will be learning about Christmas. This first week we will be thinking about giving presents for a baby. What would be a suitable present and why?</p>
<p>Week 3</p>  <p>Key vocabulary Species, habitat and introduce new adjectives</p>	<p style="text-align: center;">Do bears really live in houses?</p> <p>The children will learn about real bears, where they live and the different species that can be found in the world. They will learn to describe and compare different locations and habitats</p> <p>Communication and language: The children will use prepositions seen throughout the story - 'under' 'over' and 'through'. Introduce and explore these words using small-world toys. The children will learn how adjectives are used to describe the settings in the story e.g. tall, green grass or cold, white snowstorm and the habitats and appearance of different species of bear.</p> <p>Physical Development: The children will have opportunities to practice and refine their fine and gross motor skills. Through Dance activities they will explore different ways of moving, speed and various levels to travel in ways depicted in the story and to be able to devise their own ideas and sequences to retell the story through movement.</p> <p>Personal, Social & Emotional Development Reception will learn to know how to help if someone is being bullied They will revise how we are all different but the same in some ways.</p> <p>Literacy The children will retell the story through a call and response action song in order to use language and actions to explore and convey the different situations in the story. The children will be encouraged to act different emotions such as happy/sad/relieved etc... conveying the emotions of the characters in the story. We will model how to write a list of things they might need to take on a similar adventure.</p>

After reading the story, the children will be encouraged to think of other places the family could go through to look for a bear or another animal. Maybe they could go through a sandy beach or over a slippery iceberg? In Phonics Reception children will learn the new sounds h & b and the tricky word- l

Mathematics:

This week, the children will begin to explore composition by focusing on the preliminary skills: the concept of 'wholes' and 'parts'. By investigating their own bodies and familiar toys they will begin to understand that whole things are often made up of smaller parts and that a whole is, therefore, bigger than its parts.

In addition to the Maths mastery work we will use a teddy bear or small-world toy bear to demonstrate the prepositions from the story. They will also explore other words like 'next to', 'on' and 'behind' and encouraged to place some small coloured bear counters in the correct location based on adult instructions, for example, 'Can you put the red bear under the chair?'

Understanding the world:

We will use information resources to learn about real bears. We will look at the types of bears we can find in the wild, and where we might find them so the children can sort and match the bears to their habitats.

The children will have opportunities to draw maps of the story showing different settings and places. The children will be provided other simple maps to look at and use.

The children will revisit previous learning based on maps and routes to create some simple maps or story maps to follow around the outside area. They could imagine that they are travelling through the different story settings.

Expressive arts and design:

The children will have lots of opportunities to retell the story of the Bear hunt through imaginative play.

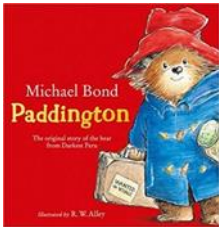
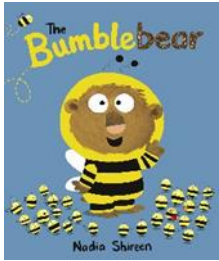
Following previous work using percussion instruments (to add sound effects to stories) the children will compose a group musical piece. They will have opportunities to use percussion instruments to retell the story through music, making the sound of the different settings seen in the story. The children will be encouraged to think about which instrument would be best for each and how they should be played (quiet/loud, slow/fast).

The children will then make their own simple noise makers or shakers to create the sounds of each setting from the story. For example, the river could be a partially filled water bottle, the mud could be some jelly in a container and the snowstorm sound could be made by gently blowing over the top of an empty bottle.

Religious Education- Saying thank you.

The Reception children will think about how giving and receiving presents make us feel and the importance of saying thank you that someone has thought about us and what we would like. Nursery children will be reminded of how important manners are through their daily interactions with peers and adults.

Week 4



Key Vocabulary
Diet, menu, Nativity

Do Bears really eat porridge?

The children will learn what real bears eat and revisit the habitats of real bears and how this affects their diet. The children will learn how honey is made. They will learn that fictional bears are different to real bears and be able to explain how they can tell.

Communication and language:

The children will be able to share their ideas with talking partners and to the class and show good listening skills.

Physical Development:

The children will develop their gross and fine motor skills through a variety of independent learning challenges.

Personal, Social & Emotional Development

PSHE lessons for Reception Children will be able to share with others why their home is special to them.

Literacy

The children will listen to the story Bumble Bear as a starting point to bears liking honey. They will respond to the characters and events in the story through questioning and predicting events. The children will use information texts and videos to research what real bears like to eat. Do they really like porridge and marmalade sandwiches? The children will write menus for the bears.

Reception children will learn the new sounds f/ ff and l with the tricky word go.

Mathematics:

This week, the children will build on their understanding of the composition of numbers by investigating the composition of 3, 4 and 5. Composing and de-composing numbers involves the children investigating part-part-whole relations, e.g. seeing that 3 can be composed of 1 and 2. Through practical experience, they will consolidate their understanding of a whole being made up of smaller parts. They will begin to recognise that numbers can be made by combining parts in different ways.

Understanding the world:

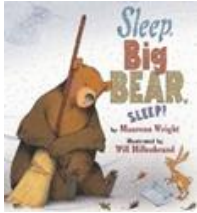
Wow activity-

Set up some bowls of porridge outside on a table, with a sign 'free porridge for bears!'

The next day we will return to the table- there's some teddy bears sat having a picnic with the porridge!

Discuss with the children, why didn't any real bears come? These are the wrong kinds of bears! Bring the children to thinking maybe we've provided the wrong food for the bears.

The children will research what real bears really eat such as honey, salmon, berries, plants, other animals and bamboo. They will link this to their habitats.

	<p>Expressive arts and design: The children will have opportunities to create arts and crafts based on the story. They will also create a tree decoration for the Lichfield Cathedral Christmas Tree Festival.</p> <p>Religious Education The Children will learn about the Nativity, Christmas Story</p>
<p>Week 5</p>  <p>Key vocabulary Hibernate, den, lair, insulate, temperature</p>	<p style="text-align: center;">Why do bears hibernate? Who else hibernates?</p> <p>Communication and language: The children will share ideas and predictions about the stories and hibernation. They will learn new vocabulary such as hibernation. The children will be able to discuss their thoughts and opinions through partner, group and class discussions and build their confidence to do this.</p> <p>Physical Development: The children will continue to develop their fine and gross motor skills through a variety of challenges they will look at ways to create hibernation dens using various large and small materials.</p> <p>Personal, Social & Emotional Development During PSHE sessions Reception children will look at Making Friends and recognise how to be a kind friend to others.</p> <p>Literacy The children will make predictions about the story as we read it. The children will look at factual and fictional parts of the story and use this to research facts from factual sources. The children will write signs for the garden areas to warn others to keep away from hibernating animas to keep them safe. The children will write their letters to Santa/Father Christmas. This week's Reception sounds are ll/ss and the tricky word no.</p> <p>Mathematics: This week, the children will continue to engage with activities that draw attention to the purpose of counting – to find out 'how many' objects there are. The children will revisit the concept of 1:1 correspondence by making sure that they match collections of objects to their representations. They will develop their understanding of the concept of cardinality – that the last number in the count tells us 'how many' things there are altogether – and begin to apply this concept to count more abstract things, such as claps and jumps. The children will also begin to explore verbal counting to larger numbers. Counting together to numbers larger than 20 will begin to expose the pattern of number names beyond the tricky 'teen' numbers. Singing counting</p>

rhymes will give them opportunities to hear, join in with and develop their knowledge of the counting sequence. The children will also have opportunities to begin to link quantities to 5 with their corresponding number and to explore conservation of number by investigating what happens to quantities of objects when they are rearranged.

Understanding the world:

The children will learn about insulation through simple experiments to see how they can keep a hot water bottle warm outdoors using different materials. The children will learn about other animals that hibernate throughout the winter months and the reasons for it.

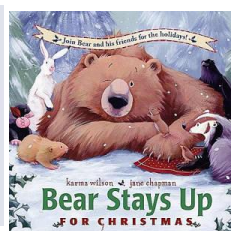
Expressive arts and design:

The children will begin to create Christmas themed crafts and learn Christmas songs.

Religious Education

The Christmas story.-The children will learn about the Shepherds' role in the Nativity story.

Week 6



What do bears miss when they hibernate?

Communication and language:

The children will share their ideas and opinions based on the stories and animations, looking at the characters and events.

Physical Development:

The children will use one handed tools (arts and crafts tools) to create Christmas crafts.

Personal, Social & Emotional Development

Reception children will learn to know how to give and receive compliments. They will also look at ways to stand up for themselves, knowing which words to use when someone says or does something unkind

Literacy

The children will listen to stories and show their understanding by answering a variety of questions. They will continue to look at how they can predict and empathise with characters and events in the stories.

The children will write Christmas cards for their families.

Reception children will learn about double letters that make one sound and two syllable words such as sunset. The tricky word is into.

Mathematics:

The children revise the names and properties of 2D shapes- circles, triangles, squares, rectangles, hexagons etc. They will be able to describe the shapes and use them to create pictures and repeated patterns. They will explore how 3D shapes have 2D shapes as their 'faces' and how some 3D shapes can be made of two

Key vocabulary

Hibernation, winter, Spring, celebration, syllable

different 2D shapes. They will explore the properties of these 3D shapes to see which roll, stack or slide by looking at Christmas parcels in 'Santa's grotto'. They will begin to name common 3D shapes- spheres, cubes, cuboids, pyramids, cylinders etc.

Understanding the world:

The children will look at the season of Winter and the changes they can see. They will also learn about Christmas/ winter celebrations from other faiths and communities around the world.

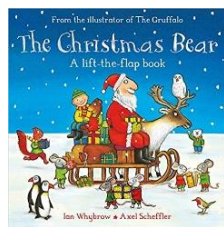
Expressive arts and design:

The children will have many opportunities to create Christmas crafts and sing Christmas songs. They will create a Christmas card.

Religious Education

The children will learn about the role of the Three Wise Men in the Nativity story and the gifts they gave Baby Jesus.

Week 7



How & Why do we celebrate Christmas?

Communication and language:

The children will share their memories and excitement about the upcoming Christmas holidays.

Physical Development & Expressive arts and design:

The children will continue to develop their fine motor skills by creating crafts to help celebrate Christmas at home.

Personal, Social & Emotional Development

The children will look at ways they are celebrating Christmas at their homes, looking at similarities and differences they may have.

Literacy

The new sounds this week for Reception children are j & v with new tricky words he & she.

Mathematics:

Children will participate in maths activities and games consolidating skills learnt so far.

Understanding the world & Religious Education

The children will think about how Christmas is celebrated in their families and discuss similarities and differences to their friends. They will also learn that some people don't celebrate Christmas but have other celebrations.