

Communication and Language, Word Reading, Comprehension and Being Imaginative and Expressive.

In our classroom you will see me...

listening in whole class situations and maintaining my attention for a sustained period of time. I'll begin to respond appropriately. I'll use sequencing words to describe my journey to Court Hey, how I've made a bear mask, lantern and a dragon. I will explore the reading area where I'll use props to sing five newly learned nursery rhymes. I'll explore a range of non-fiction text. I will read a range of stories and identify the characters, setting, new language and order of the story. I will use small world and various other role play props to retell the stories "We're Going on a Bear Hunt", "The Three Billy Goats Gruff" and I'll begin to change the characters to create my own stories. I can speedily read set one sounds and Fred talk 1.1 -1.3 words.

At home you will see me... blending 'Fred talked' words.

Writing & Moving and Handling

In our classroom you will see me... practising my pre cursive letter formation and I am gaining confidence when forming letters. I am beginning to use Fred fingers to spell simple words. I'll create a story map to retell "We're Going on a Bear Hunt" and I'll be able to label the map. I'll write a list of the art supplies I'll need to complete my craft activities. I'm going to use loose parts to create my own "Bear Hunt obstacle course" and confidently travel: under, over and through,

At home you will see me... drawing a story map to retell "We're Going on a Bear Hunt.

Creating with Materials

In our classroom you will see me... exploring how to use scissors. I'll learn how to cut, fold, twist and bend materials and how sellotape and glue have different purposes. Using these skills, I'll make a bear mask, a lantern and a dragon. I'll use media to retell "We're Going on a Bear Hunt".

At home you will see me... drawing a story map to retell "We're Going on a Bear Hunt".



Reception

EYFS Spring 1

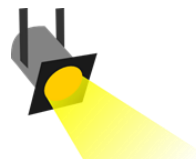
We're Going on a Bear Hunt

We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



I'm going to Court Hey park,
will I find Mr Bear?



Spotlight

By the end of Spring 1 I will be able to:

- Speedily reading the set one single sounds.
- Beginning to correctly form letters.
- Beginning to use Fred fingers to spell simple words.

Mathematics

In our classroom you will see me... beginning to explore number bonds to five using the part-whole model. Counting objects to ten and saying how many, comparing groups up to ten, combining two groups to find the whole, using a ten frame, exploring the part-whole model to ten, developing spatial awareness and exploring 2D and 3D shapes.

At home you will see me... using a ten frame to show the composition of ten.

Personal Social and Emotional Development

In our classroom you will see me... beginning to self regulate in a range of situations. I understand mine and others feelings. I approach new activities with excitement and I can challenge myself. I am beginning to understand that we all learn from our mistakes and I'm gaining an understanding of how to be resilient. I enjoy playing with others.

At home you will see me... setting myself challenges and motivating myself.

Understanding the World

In our classroom you will see me... Talking about my local environment. I'll understand that I live in my own house which is identifiable by the house number. I am going to visit Court Hey Park and I'll comment on what I see. I'll begin to understand the idea of a map and I'll retell the story "We're Going on a Bear Hunt" by creating my own story map. I'll read books about my local environment and books from other countries and I'll recognise some differences. I will enjoy listening to the story 'The Great Race.' and I'll explore traditions and artefacts I will: retell the story "The Great Race," make a dragon, make Chinese lanterns, attend Chinese New Year celebrations. Adults will model vocabulary that is associated with Chinese New Year.

At home you will see me... talking to my grown up about where I live.