

Understanding the World

Introduce 'The World' using the globe. Identify & talk about where bears come from and where they live. (Habitat, hot, cold, woods, rivers etc.) Introduction to a forest environment comparing to school environment
 Multicultural Market – countries
 Bear Hunt – outdoor learning activity. Talk about around different environments
 Talk about events in their own lives – Journal writing, recalling memories over time
 Children to bring in old toy/teddy from parents/grandparents and explain significance
 Compare teacher teddies (parents teddies if available) with children's teddies (New vs. Old)
 Identify & talk about differences

F4: Which times are special and why?
 Give examples of special occasions and suggest features of a good celebration
 Recall simple stories connected with Christmas/Easter and a festival from another faith (Diwali)
 Say why Christmas/Easter and a festival from another faith are special times for believers (Diwali)

Respecting and caring for growing things. To notice differences between plants and to explain why some things occur.
 Discuss similarities and differences in relation to plants: trees, flowering plants, vegetables
 Discuss that plants are not 'dead' if misconception occurs during Winter.
 Planting a tree – do all plants grow from a tree? (if not done in Autumn 1)
 Make observations of plants in their environment and talk about changes. E.g. leaves falling, finding conkers
 Linking Teddies to real bears: notice similarities and differences, raise questions and discuss: What is a Bear? What is a mammal? What do they eat?
 Working Scientifically: Observing over time, Research using secondary sources, Identifying, classifying and grouping

Introduce keyboard—focussing on letter keys, enter / return key, delete key, Caps Lock
 Continue mouse control
 Independent use of iPads
 Basic login skills
 Clicking / dragging skills— Dress Teddy
 Paddington Bear History and Geography games
 Rangoli Patterns

Communication and Language

House SPA – encourage children to talk about what is happening, and to act out the scenarios in character
 Use teddy stories to focus children's attention on predictions and explanations. Which is your favourite story? Why?
 Construct own version of 'Where's My Teddy' story, concentrating on characters, main events and sequencing
 DEAL; re-enact stories and use as a basis for further imaginative play
 Continue circle time and talking object
 Continue to demonstrate conventions e.g. turn taking, listening, not interrupting etc.
 Make own version of Bear Hunt, perhaps related to Autumn walk, using descriptive 'sound' words e.g. scrunch, swish. Teacher to write adjectives down, modelling grapheme-phoneme correspondence when attempting spellings
 Discussion about real bears and where they come from, using books and the internet, focussing on new words and their meanings. Class lists written of the new words and meanings
 Diwali and Christmas activities

Expressive Arts and Design

To design, make and evaluate a bed or chair for our teddy to rest on (Structures)
 Choosing appropriate resources to make a chair or bed for a teddy (by size, shape etc.)
 Joining materials using glue/tape
 Keep the user and purpose in mind
 Autumn Art - rubbings, paintings, drawings

Charanga - My Stories

Listening and responding to different styles of music
 Embedding foundations of the interrelated dimensions of music
 Learning to sing or sing along with nursery rhymes and action songs
 Improvising leading to playing classroom instruments
 Share and perform the learning that has taken place

GHW (Gill Henderson-Wilde):

Explore and use different voices, sing more accurately within a limited range, begin pitch-match individually with growing confidence, to move in time to songs and rhymes with more control, understand how our voice can change in pitch, demonstrate and respond to loud and quiet sounds, recall simple songs and patterns, demonstrate an understanding of fast and slow

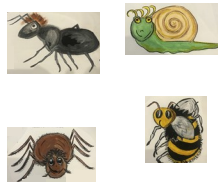
Banks Lane Infant & Nursery School



Y Rec-Term 1:2

Teddies

What does it mean to feel safe?



Literacy

Letters and sounds programme/Read Write Inc – regular systematic synthetic phonics sessions. Phase 2:
 Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss

Non-decodable words (Phase 2) Read: the, to, no, go, I
 Teacher model the use of theme related non-fiction texts. Provide texts in the book corner, SPA and on the iPads
 Writing with teacher modelling to whole class and guided writing sessions
 Focussed green light writing activities and opportunities for writing in all areas of play e.g. construction area, outdoor play
 Writing sentences about their own teddy bears.
 Colouring teddies
 Describing their own teddy bears and listening to the descriptions of others. Class list of words to describe teddies. Teacher to annotate. My teddy feels...
 Labelling a teddy bear picture
 Tales Toolkit

Personal, Social & Emotional Development

Why am I a good friend?

Caring for others, caring for our or others belongings

How do we keep safe?

Computer safety – passwords introduced, Pants chat NSPCC – looking after our bodies and appreciating others space

British Values – individual liberty

Physical Development

Unit 2

Travel safely in a variety of ways on different parts of the body, recognise and make simple shapes with their bodies, move on different levels and in different directions, recognise and use changes of speed
 Following Megs and Peas

Holding a pencil, using whiteboard pens, scissors and paintbrushes

Dough Disco, Squiggle Whilst You Wiggle

Mathematics

Numbers and Place Value

–Numbers to 5

Addition and Subtraction – Sorting

-Sorting into groups

Numbers and Place Value - Comparing groups

- Comparing quantities of identical objects

- Comparing quantities of non-identical objects

Addition and Subtraction - Change within 5

- 1 more /1 less

Measurement - Time

-My day