

Reception, Term 2B

Topic: Bears	
Summary of learning	
<p>The new topic 'Bears' is introduced through teaching time and adult led activities during freeflow. Small group directed activities continue; guided reading with the Class Teacher, language support with a Teaching Assistant, and maths directed time. Phonics (letters and Sounds) and P.E. continue. Children are split into guided reading and writing groups based on their skills and ability demonstrated in the previous term. Homework enables children and carers to refine and consolidate learning from school at home.</p>	
Summary of Freeflow Activities	Overview of directed teaching time
<ul style="list-style-type: none"> ○ Group games ○ Suitable activities for winter weather. ○ Introducing new activities that require developed understanding and social skills such as the bikes. 	<ul style="list-style-type: none"> ○ Children have a 20 minute Topic Teach lesson ○ In small groups children receive guided reading time with the class teacher on a weekly basis ○ In addition children also receive small group language support with a Teaching Assistant ○ Phonics continues, completing Phase 2 and moving on to Phase 3 of 'Letters and Sounds'. Phonemes are revised when appropriate to consolidate learning ○ P.E. introduces gymnastics and basic apparatus. ○ Children develop their writing skills with the Class Teacher in small groups during freeflow ○ Before lunch a 15 minute music, ICT and circle time lessons continue and develop skills introduced in Term 1, and introduce new skills. ○ After lunch there is a 15 minute maths lesson followed by small group directed time with both the Class Teacher and Teaching Assistant during the week.
Stories read in Term 2B:	
<ul style="list-style-type: none"> ○ Brown Bear, Brown Bear, by Eric Carle ○ Goldilocks and the Three Bears, a traditional tale ○ We're Going on a Bear Hunt, by Michael Rosen ○ Copy Me Copycub, by Richard Edwards ○ The Rainbow Fish, by Marcus Pfister ○ I Went Walking, by Sue Williams 	
Songs introduced in Term 2B:	
<ul style="list-style-type: none"> ○ I Have a Bear ○ I Went for a Walk ○ The Brown Bear ○ The Bear Walked Over the Mountain ○ I Have a Little Teddy Bear ○ 1, 2, 3, 4, 5, Once I Caught a Fish Alive 	

Learning Intentions during freeflow	Learning Intentions during teaching time
Communication and Language	
<ul style="list-style-type: none"> • I can retell the story of Goldilocks and the Three Bears • I can write and talk about what I did on the weekend • I can follow instructions to make a pancake • I can turn equipment off because I understand the batteries will run out • I can use a microphone • I can role play in the building site office • I can listen to instructions and play a game with my friends • I can talk about what I am doing • I can talk about the changes that happen to ingredients when you cook them • I can talk about what I am doing when I make up a story • I can retell the We're Going on a Bear Hunt story using resources • I can look closely at paw prints and describe what I can see • I can use different language at different times • I can follow instructions to make flapjack/Angel Delight • I can follow instructions and make a chocolate nest • I can make a long and short snake and talk about what I have done • I can sort objects according to their size and talk about what I have done • I can use words like larger and smaller to describe sets of objects • I can say which number comes before another on a number line • I can print my picture 	<ul style="list-style-type: none"> • I can listen to a story • I can talk about different bears • I can explain what I know about bears • I can follow instructions to perform an activity • I can describe what I can see in a video • I can talk confidently about what I know • I can identify and sort objects by their initial sounds • I can play a remembering game • I can use positional language • I can identify smells and explain where I might have smelt them before • I can remember a story and sequence events in the correct order • I understand mother bears need to look after their cubs • I can talk about and retell a story • I can talk about why bears might live near rivers • I can explain how bears catch salmon jumping in the river • I can take turns in a conversation • I can share rhyming words • I can retell a story • I can talk about how bears keep warm in winter • I can use correct vocabulary to describe natural resources • I can explain the differences between bear and human tracks and prints • I can share what I know about different types of bears • I can talk about different habitats • I can describe differences between different types of bears • I know how we can fish, and how bears catch fish • I can listen to and identify different everyday sounds • I can learn about new musical instruments and describe the sounds they make • I can remember how we made porridge • I can use sentences to retell a story • I can talk about Easter and why it is important to Christians • I can talk about rabbits and how they move • I can play 'follow my leader'
Physical Development	
<ul style="list-style-type: none"> • I can write and talk about what I did on the weekend • I can write a sentence using my sounds to spell words • I can practise writing CVC words • I can design a poster for Goldilocks • I can use a mouse to click and drag • I can use a mouse to make something happen • I can pick up and place small objects • I can roll and mould play-dough into shapes • I can thread using beads and laces • I can use pastels, pencils and crayons to create texture • I can paint a picture of the Three Bears • I can use my imagination when painting 	<ul style="list-style-type: none"> • I can join in with rhythmical drawing • I understand why rhythmical drawing is important to help us write • I understand how bears and we use our senses to look for food • I can talk about how bears keep warm in winter • I can create movements to different instruments • I can label a picture using my sounds

<ul style="list-style-type: none"> • I can write my name on my picture • I can use large blocks to build a path • I can throw and kick a ball to my friends • I can explore instruments and make my own dance • I can write a letter • I can try and make a boat that floats • I can write a shopping list of things I need for the bear cave • I can make a card for the bears • I can write a sentence to match the picture • I can make an Easter card for my family • I can make an Easter hat • I can draw around my hands and feet and use them to measure things around the class • I can record my measurements using numerals 	
Personal, Social and Emotional Development	
<ul style="list-style-type: none"> • I can retell the story of Goldilocks and the Three Bears • I can choose a resource and create a story • I can turn equipment off because I understand the batteries will run out • I can throw and kick a ball to my friends • I can listen to instructions and play a game with my friends • I can use different materials and costumes to make my own story, dance or show • I can have a teddy bears picnic with my friends • I can sing a range of number songs using resources • I can recognise and order numbers to 20 • I can talk about the changes that happen to ingredients when you cook them • I can print my picture 	<ul style="list-style-type: none"> • I can talk confidently about what I know • I can join in with new songs and actions • I can say hello to my friends • I understand mother bears need to look after their cubs • I can take turns in a conversation • I can express my own ideas and opinions • I can talk about mine and others' feelings • I can talk about how bears keep warm in winter • I can play a game against a friend • I can play 'follow my leader'
Literacy	
<ul style="list-style-type: none"> • I can retell the story of Goldilocks and the Three Bears • I can write a sentence using my sounds to spell words • I can practise writing CVC words • I can design a poster for Goldilocks • I can choose a resource and create a story • I can write my own name on my picture • I can use different materials and costumes to make my own story, dance or show • I can write a letter • I can give meaning to my marks • I can retell the We're Going on a Bear Hunt story using resources • I can write a shopping list of things I need for the bear cave • I can make a card for the bears • I can draw my favourite bear and write a sentence about it • I can follow or trace a pattern • I can write a sentence to match the picture • I can choose a book in the reading corner • I can read a story using the words and sounds I know • I can label the Three Bears food 	<ul style="list-style-type: none"> • I can listen to a story • I can join in with rhythmical drawing • I understand why rhythmical drawing is important to help us write • I can identify and sort objects by their initial sounds • I can talk about and retell a story • I can identify rhyming words • I can label a picture using my sounds • I can use sentences to retell a story

Maths

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| <ul style="list-style-type: none"> • I can use bricks to make tall and short buildings • I can experiment with heavy and light loads • I can count how many altogether • I can put the numbers in the correct place • I can sing a range of number songs using resources • I can use paints to make paw prints and patterns • I can make a long and short snake and talk about what I have done • I can sort objects according to their size and talk about what I have done • I can draw around my hands and feet and use them to measure things around the class • I can record my measurements using numerals • I can make a shape picture • I can match numbers and pictures • I can sort heavy and light objects into groups • I can experiment making heavy and light loads • I can use words like larger and smaller to describe sets of objects • I can count and recognise numbers to 20 • I can count backwards from a given number • I can say which number comes before another on a number line • I can find out how many are left if one is taken away • I can make a 3D shape • I can find shapes in the environment | <ul style="list-style-type: none"> • I can sort different size bears into small, medium, and big • I can play a remembering game • I can use positional language • I can remember a story and sequence events in the correct order • I can name different parts of a fish when they are missing in the picture • I can count the number of sounds I hear • I can count a number of objects into a basket |
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Understanding the World

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| <ul style="list-style-type: none"> • I can write and talk about what I did on the weekend • I can follow instructions to make a pancake • I can find out about the different types of bears in the world • I can turn equipment off because I understand the batteries will run out • I can explore music from other cultures and genres • I can make a small world with cars, trains and other resources • I can try and make a boat that floats • I can talk about the changes that happen to ingredients when you cook them • I can look closely at paw prints and describe what I can see • I can play game about bears on the computer • I can follow instructions to make porridge/flapjack/Angel Delight • I can find out about bears and explore with all my senses • I can remember how we made porridge • I can make an Easter card for my family • I can follow instructions and make a chocolate nest • I can find shapes in the environment | <ul style="list-style-type: none"> • I can talk about different bears • I can explain what I know about bears • I can describe what I can see in a video • I understand bears have a good sense of smell • I can identify smells and explain where I might have smelt them before • I understand mother bears need to look after their cubs • I can learn about why bears make dens • I can talk about why bears might live near rivers • I can name different parts of a fish when they are missing in the picture • I can explain how bears catch salmon jumping in the river • I understand how bears and we use our senses to look for food • I can talk about how bears keep warm in winter • I can use correct vocabulary to describe natural resources • I can explain the differences between bear and human tracks and prints • I understand we learn by copying • I can share what I know about different types of bears • I can talk about different habitats • I can describe differences between different types of bears • I know how we can fish, and how bears catch fish • I can listen to and identify different everyday sounds • I know about bears sense of taste • I can remember how we made porridge • I can talk about Easter and why it is important to |
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	<p>Christians</p> <ul style="list-style-type: none"> • I can talk about rabbits and how they move • I know where honey comes from • I can explore some Hindu stories and discuss the meaning of the story • I can talk with a Hindu guest, and to ask questions in order to find out more about this religion • I can understand the importance of a Church for Christians • I can understand what a Church is used for • I can discuss why a Church is special for Christians
<h3>Expressive Arts and Design</h3>	
<ul style="list-style-type: none"> • I can retell the story of Goldilocks and the Three Bears • I can design a poster for Goldilocks • I can use bricks to make tall and short buildings • I can build a bear's house • I can think about what I need to use to build my idea • I can choose a resource and create a story • I can explore different materials • I can roll and mould play-dough into shapes • I can use pastels, pencils and crayons to create texture • I can paint a picture of the Three Bears • I can use my imagination when painting • I can use large blocks to build a path • I can role play in the building site office • I can create, build, and construct using different resources • I can explore music from other cultures and genres • I can explore instruments and make my own dance • I can use different materials and costumes to make my own story, dance or show • I can make a bear den • I can try and make a boat that floats • I can talk about what I am doing when I make up a story • I can mix paints to make new colours • I can retell the We're Going on a Bear Hunt story using resources • I can have a teddy bears picnic with my friends • I can sing a range of number songs using resources • I can make a cosy home for a bear • I can pretend to have a party in my bear cave • I can draw my favourite bear and write a sentence about it • I can be creative and imaginative • I can use paints to make paw prints and patterns • I can choose a song to sing using the microphone • I can use different materials to make a Rainbow Fish • I can make a picture using 'found' materials • I can make an Easter card for my family • I can make an Easter hat • I can make a shape picture • I can make a 3D shape • I can use a microphone 	<ul style="list-style-type: none"> • I can move around like different bears • I can think about resources I need to build a den • I can join in with the songs and dances • I can create movements to different instruments • I can learn about new musical instruments and describe the sounds they make