Greenvale Primary School EYFS
Medium Term Planning -Topic Web

Possible topic-based learning opportunities and activities are listed below

Physical Development

Dance – acting out 'We're going on a bear hunt'
Movement to 'Teddy Bear, teddy Bear turn around'
Exploring movement in the style of different toys
Gym – moving over, under and through apparatus linked to 'we're going on a bear Hunt'
Exploring ways to roll including a teddy bear roll. (MH B12,13,15, C1,2))
Use art and craft tools including scissors safely to create bear collages and pictures (HSC C1,2)
Dress and undress in coats and boots to re-enact 'Bear Hunt' (MH B18)
Regular handwriting/letter formation sessions (MH B21,22 C3)
Dough disco to continue (MH B18)
Gymnastics – Wednesdays (Planned by Chris)
Use of outdoor physical equipment such as bikes and scooters.

Personal, Social and Emotional Development

Explore feelings of nervousness/fright through It's the Bear' story
Explore themes of right and wrong through Goldilocks and the three bears.
Explore developing friendships through 'My Friend Bear' story. (MFBB6, MFBC1,2,3)
Talk about their bears from home, listen to others talk and ask questions of others(MRB5,6 SCSA B7, SCSA C3)
Explore school values of sharing and Cooperation through stories of Sharing a Shell and The Rainbowfish (MR 1,2, MFB 5,6,7 C1,2,3,4)

Communication and Language

Develop listening and attention through listening to bear stories. (LAB6)
Extend vocabulary:
Bear related vocab-snout, paws, stitches, muzzl, hibernate etc.
Positional language- over, under through.(SB10)
Follow conversations, listen and respond as children bring in and talk about their favorite bears from home (UB8)

Understanding the World

Compare old and new bears looking at similarity, difference and change. (WB6)
Map work linked to 'We're going on a bear Hunt' looking at and comparing features of environments.(WC2)
Learn facts about space using non-fiction texts. (W 6,C1,2)
Tux paint, learn to use the shape tools to make a bear face or paw print (T5, 6, C2)
Use of i-pads to support phonics in particular (T B5,6 C1,2)
Study growth of spring bulbs planted last term. (W B6, C3)

Topic: Bears (Possible transitioning into mini 'Space' topic if this takes the children's interest)

Term:Sp1
Date:Jan 2017
Expected duration:
Approx. 5 weeks

Expressive Arts and Design

ART/CRAFT (EMM B 16,17,18,19,20,21,22,23 C2 BI B 11,13,C1,2)
-Bear scrunched tissue collage
-Bear paintings
-Bear observational drawings
-Junk Model chairs/beds linked to Goldilocks
Dance and music – Bear hunt, Teddy bear, teddy bear (EMM B 14, C1, BI B 15,16 C 2)
Role play - Indoors 'Whatever Next', Outdoors 'We're going on a Bear Hunt'/ Teddy bear picnic. (EMM C1, BI B11,14,15,16 C2)

Literacy

Writing (WB1-9 C1-4, RB18, 20,22)
-Write about favorite bear from home.
-Label a bear design for Build-a-bear workshop.
-Label a map for a bear hunt.
-Write to Build-a-bear workshop
-Write 'sorry' letter from Goldilocks
-Write signs for the Whatever Next role-play
- Write a list of things to take to the moon
- Write a picnic food list for Baby Bear
-Write character speech bubbles from Whatever next
Share Bear stories, in-particular re-telling of 'Bear Hunt' and 'Whatever Next' (RB22,23)
LCP Phonics daily and regular word-building/blending/segmenting activities etc. Phase 3 sounds and tricky words.(RB 18-21 C1-4, WB3-6)
Individual reading sessions (B 18-21,23, C1-4)

<u>Introduce Reading Mascot to encourage home-school partnership.</u>

Numeracy

See ABACUS

Additional ideas for linking to topic:
Count sets of bears and compare more/fewer, match numerals to sets. Counting sets of bears developing 1:1
(N B15,16,16,18,19,20,22,23 C1)
Adding with compare bears (NB24,27 C4)
1 more/1less stories (bears in a cave) (NB25,26)
Compare height/weight of bears, porridge bowls and spoons, chairs, beds (SSM B11,12 C1)
Use colored compare bears to explore repeating patterns (SSM B13, C2)
Use shapes to make a bear shape picture and discuss (SSM B8, C1,3)
Use language of position – linked to 'Bear Hunt' (SSM B 10, C1)

<u>Maths Stay and play with parents this term</u>