

Reception Spring b

Possible outcomes

Boxes outlined with bold lines are prime areas other boxes are specific areas of the Development Matters framework.

PSED

Think of the feelings of the characters in the story at different points, putting ourselves in their shoes. Understanding the feelings of others – know how to help someone feeling sad. Caring for ourselves, for others, for animals (pets, wild animals, conservation?) Making choices. Talk about how bear in story feels (Polar Bear and the snow cloud, bear in Bear Hunt) – how its feelings change during story – why? How do they feel when they find tiny ted? Look at settings talk about when and how we might have been there, how are the cave and the house in the story different to our homes?

Expressive Arts and Design

Use puppets to act out story. Look at pics of bears, describe features and paint bears to hide around classroom. Learn to sing some bear songs, learn to recite the bear hunt story with actions. Scene/setting, collages, colour stories in paper/wool wrapping.

Understanding of the World

What do we know about bears? What would we like to know about bears? Look at info books, computer to try to find bear facts. Which other creatures live in forest environments. Looking at the life and films of David Attenborough, how has technology and approached changed since he started making films. How can we help to look after our world and the animals who live here?

Physical Development

Foot prints in snow (shaving foam?) and mud. Large drawing outside, bear trails. Make large scale caves and homes with cardboard and outdoor resources. Use small world and construction resources to make small bear caves and photograph them to share and explain to others. Fine motor skills to make wool/paper scene/setting colour collages. Story maps and independent bear drawings.

Communication and Language

Retell Bear Hunt story using actions, puppets, order pics in sequence to retell in own words. Add box of bears to small world area, describe bears and guess which one that are talking about. Ask questions – what do we want to know about bears? Use non-fiction books to find out facts, talk about new facts we have learnt, compare fact and fiction books. Read bear stories (see Literacy) encourage children to talk about these stories, say which ones they like and why. Bear cave reading corner.

Where could you find a bear?

We're Going On A Bear Hunt

Possible activities and teaching points



Literacy

Learn to tell the story of the bear hunt and think about ways we could change it, different places, different outcomes different animals to hunt for. Shared texts, 'We're Going On a Bear Hunt', 'You and Me Little Bear', 'There's a Bear on My Chair', 'No Bears!', 'My Friend Bear' 'Hugless Douglas'. Collect and read other bear stories. Look at information books to find out facts about bears. Begin to recall what we have learnt about bears, bear facts display.

Mathematics

Look and compare bears in the classroom, big ones, small ones, old ones, find the tallest/ shortest etc. Problem solving e.g how many bears will fit into this box? If we put 6 bears in this setting and one (two/three) more bears come how many will there be? Will there be more or fewer? Hide bears in classroom – use specific positional vocabulary to describe their hiding place. How many bears can fit in this cave how much bigger would I have to make it to add more? Use skills of estimating and measuring to make wool/paper winter colour collages.

Spontaneous Activity