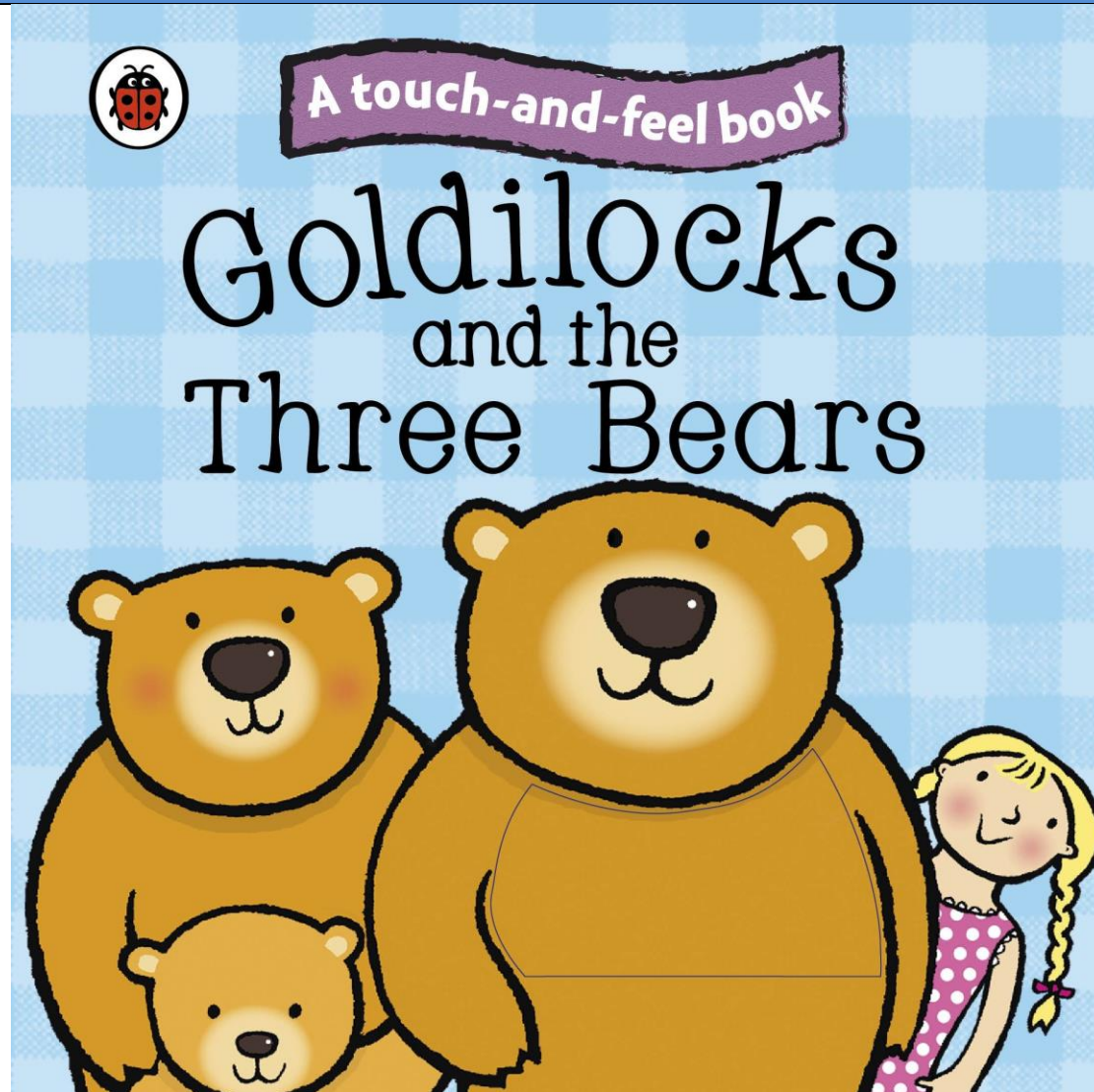


**TOPIC TITLE: Bears**

**ENTRY POINT and OVERVIEW**



Goldilocks sneaked in to the three bears house and helped herself to their porridge! The children love this story. We have our very own bear friend who visits us every now and then. We will go on a hunt for the bear and when we find him, we will invite him for a picnic.

**HOME LEARNING**

Read, read and read! Borrow books from us, or the library.

Look at different sizes of things, bowls, buildings, dogs that you see whilst walking, anything and everything. Try some new foods at breakfast. Look at sugar content, think about providing energy. Don't forget to clean teeth. This is another new focus in the EYFS. More children have poor oral health at an early age, with teeth being removed.

With harvest festival coming up, get outdoors and look at changes, find apples, blackberries, whatever you can find on walks and in gardens. Rosemoor is amazing at this time of year and is a lovely wide open space for children to explore.

Learning should be fun, practical and real at this age. Count what you are using, count your steps, look at numbers in the street and on cars.

Be observant, listen, be amazed by your children. They are incredible!



	<p style="text-align: center;"><b>PARENT ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Add your own photos and comments on tapestry.</li> <li>• Look out for the school newsletter.</li> <li>• Make sure you have signed up for parentmail.</li> </ul>
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<b>The Big Idea:</b> Get to know a familiar tale.	
<p><b>Key Texts:</b> Goldilocks and the Three bears We're going on a bear hunt. Where's my Teddy?</p>	<p><b>Key Experiences:</b> Going on a bear hunt Having a teddy bears picnic.</p>
<b>Celebrations:</b> Harvest	
<b>RE Focus:</b> Belonging to a family. Harvest. Creation.	
<b>Using and Applying:</b>	
<ul style="list-style-type: none"> <li>• Staff to provide a range of opportunities for children to practice these skills inside and outside the classroom.</li> <li>• Staff to provide a range of opportunities for children to develop skills in a range of contexts, both real and imaginary.</li> <li>• Staff to provide a range of meaningful adult led, adult initiated, child led, child initiated and continuous provision activities to support learning, and develop a flexible planning approach to reflect the children's interests.</li> <li>• Through an enabling environment, developing positive relationships and celebrating the uniqueness of each child and their individual learning journey.</li> </ul>	



**Prime Areas of the Early Years Foundation Stage Curriculum**

<b>Area of Learning</b>	<b>Learning Objectives from EYFS Development Matters</b>
<b>Communication and language</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
<b>Personal social and emotional development</b>	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



<b>Physical Development</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
<b>Specific Areas of the Early Years Foundation Stage Curriculum</b>	
<b>Literacy</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
<b>Mathematics</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from



	<p>which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	
<p><b>Understanding the World</b></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension</p>	
<p><b>Expressive Art and Design</b></p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	
<p><b>Characteristics of Effective Learning:</b></p>		
<p><b><u>Playing and exploring - Engagement</u></b>          Finding out and exploring          Playing with what they know          Being willing to 'have a go'</p>	<p><b><u>Active learning – Motivation</u></b>          Being involved and concentrating          Keeping trying          Enjoying achieving what they set out to do</p>	<p><b><u>Creating and thinking critically – Thinking</u></b>          Having their own ideas.          Making links          Choosing ways to do things</p>