

Communication and Language (CL)

- I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories e.g. "We're going on a bear hunt..."
- I show understanding of prepositions such as 'under', 'on top', 'behind', by carrying out an action or selecting correct picture...
"We can't go over it; we can't go under it..."
- I can use intonation, rhythm and phrasing to make my meaning clear to others.
- I can retell a simple past event in correct order
(long wavy grass, a deep cold river, thick oozy mud, big dark forest, swirling whirling snow storm, narrow gloomy cave)

Literacy (L)

- I listen to stories with increasing attention and recall (swishy swashy grass, slash splash river...)
- I can describe the main story setting, events and principal characters.
- I suggest how the story might end.
- I ascribe meanings to marks that I see in different places.
- Books - We're Going on a Bear Hunt (Michael Rosen, Helen Oxenbury), Peace at Last (Jill Murphy), Whatever Next (Jill Murphy), Papa Forgot (Francesca Simon), Can't You Sleep Little Bear (Martin Waddell)
- Rhymes - I had a Little Teddy Bear..., Teddy Bear Turn Around..., Round and Round the Garden... 5 Little Bears Bouncing on the Bed... Isn't It Funny how a Bear Likes Honey - Buzz...

3 PRIME AREAS

4 SPECIFIC AREAS

Personal Social Emotional Development (PSED)

- I enjoy the responsibility of carrying out small tasks.
- I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others. (Turn taking Honey Bear Game).
- I show confidence in asking adults for help.
- I can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with my peers (Teddy Bears Picnic).
- I am confident to talk to other children when playing, and will communicate freely about my own home and community.

HOLDBROOK NURSERY

We're Going On a Bear Hunt

Mathematics (M)

- I sometimes match numeral and quantity correctly.
- I show curiosity about numbers by offering comments or asking questions.
- I show an interest in number problems.
- I show an interest in representing numbers.
- I can use positional language - over, under, in front, behind, etc
- I show awareness of similarities of shapes in the environment.

PARENTS/CARERS

Please share a story with your child daily and view TAPESTRY for online learning & support
<https://tapestryjournal.com/>

Physical Development (PD)

- I can run skilfully and negotiate space successfully, adjusting speed and direction (in Teddy Bear Ring game - Isn't it Funny how a Bear likes Honey...)
- I can travel with confidence and skill around, **under, over and through** balancing and climbing equipment ("Can't go under it, can't go over it, have to go through it!")
- I can hold a pencil between my thumb and two fingers, no longer using whole-hand grasp.
- I can tell adults when I'm hungry or tired, or when I want to rest or play.

Understanding the World (UW)

- I recognise and describe special times or events for family or friends.
- I know some of the things that make me unique.
- I can talk about some of the similarities and differences in relation to friends and family.
- I can talk about some of the things I have observed, such as plants, natural objects, animals (I shiny wet nose, 2 big furry ears, 2 big goggly eyes...It's a bear!)
- I am beginning to recognise that a range of technology is used in places such as homes and schools.

Expressive Arts & Design (EAD)

- I enjoy joining in with ring games (Honey Bear Game)
- I am beginning to be interested in and describe the texture of things (e.g "soft, furry bear")
- I am beginning to construct, stacking blocks vertically and horizontally. Making enclosures and creating spaces.
- I can create movement in response to music.
- I am developing preferences for forms of expression.