

### Communication, Language and Literacy.

To look at different settings in Ian Becks' books about Teddy.

To sequence stories, develop character descriptions and scene settings. To look at speech bubbles.

To recall events and experiences. To retell stories. To role play stories.

To build and segment CVC and CVCC and CCVC words.

To begin to read simple sentences. To write simple sentences.

To make story maps, and change the end of stories.

To look at non-fiction books about bears and ice/snow.

### Physical

Continue to develop fine motor control.

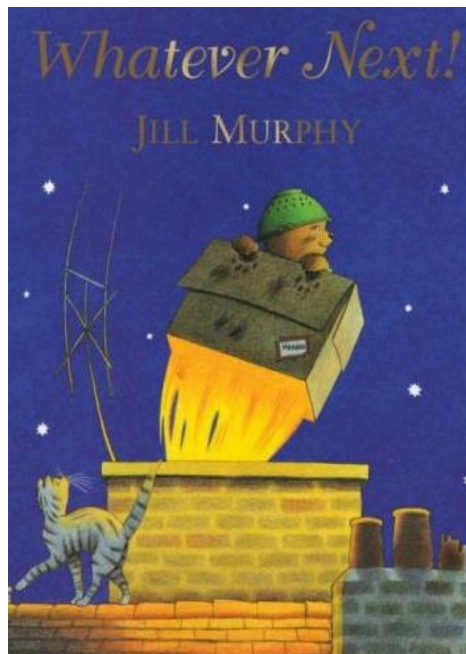
To form letters correctly and use scissors effectively.

To use and explore the equipment in the hall including the wall bars and climbing frame.

To talk about safe use of equipment in icy conditions and generally.

To talk about healthy eating and exercise.

Home corner Inside as an ice cave then a moonscape. Outside Police Station



### Curriculum Map Foundation Stage

### Bears - 'Whatever Next' and 'Lost in the Snow'

### Spring A and B 2018

J Pascoe

M Carter

A Savage

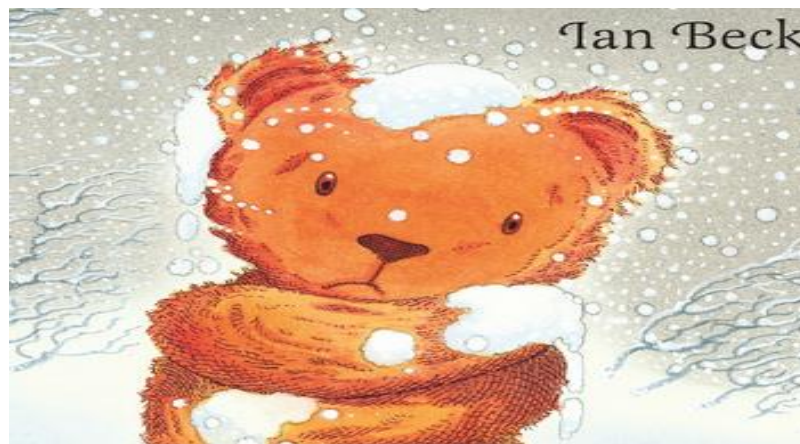
### Understanding of the World

To look at similarities and differences in the stories.

To look at seasons, ice, snow and melting.

Share experiences of the Christmas holidays.

To look at setting talk about woods, beach, park, moon. To look at different forms of transport rockets, trains, planes, buses and briefly at occupations relating to transport.



### Mathematical

To recognise numbers to 10 then 20, order these numbers and count a group of objects accurately.

To count forwards and backwards to 10 then 20.

To know 1 more and 1 less to 10 then 20.

To practically add 2 groups of objects and to be able to take away a certain number from a group.

To use the language of addition and subtraction.

Naming 3D shapes and knowing their properties.

### Personal and Social and Emotional

To express their feelings and talk about emotions.

To empathise with characters and peers.

To maintain attention and concentrate for longer periods.

To ask questions and explain understanding.

To talk positively about their own abilities.

To become more organized for activities collecting appropriate resources and completing tasks with growing independence.

### Expressive Art and Design

Using different materials and techniques to create a planned effect - ink wash, use split pins, use collage materials to create different landscapes.

Singing songs and moving to music. Acting out stories to music. Role play stories. Using percussion instruments to accompany a story.

Paintings of pictures from stories. Drawing to music.