

### Communication and Language

- Talking about our own teddies and toys we've had for Christmas – talking about similarities and differences, asking questions.
- Listening to stories and talking about plots and characters, answering questions in more depth
- Role-play and retelling of The Three Bears in role-play area
- Use of voice for onomatopoeic words
- Songs and rhymes about teddies and toys eg Night Time in The Toy Shop.
- Sharing own experiences of own special toy. And of losing a toy/something/ someone
- Hot Seat – answering questions in role linked to stories.

### Personal, Social and Emotional

- Dogger – feelings of different characters. Link to own experiences.
- Naughty Bus - Talking about effects of behaviour choices on others.
- Efficacy (whole-school EMERGE theme) having confidence in self. Link to key stories. Little Engine - "I know I can!"
- How do I learn best? Link to needing quiet/ asking friends for help (Can't You Sleep, Little Bear?)
- Hot Seat – 3 Bears and Naughty Bus – confidence building

### Physical Development

- Moving like toys - PE sessions, plus songs and rhymes
- Ball control - old fashioned toys needing skill eg skittles, boules. Swooshing water and toy car games – precision pushing etc.
- Jasmine PE - Understanding simple rules - focus on balancing on a line. Little train theme and tightrope walker.

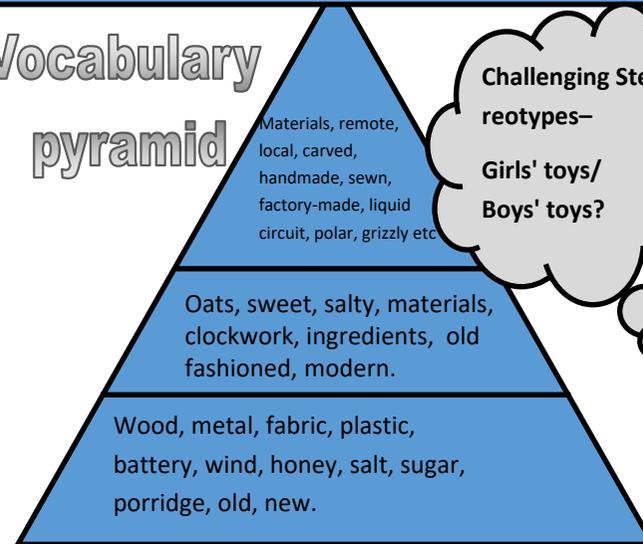
### Understanding the World

- Making porridge. Changes to materials, exploring with senses. Salt/ sugar/ honey
- Exploring differences between old and new teddies. Compare and contrast. Teddy detectives - how do we know if a teddy is old or new?
- Finding out about different bears from around the world; thinking about habitat and environmental issues linked to these.
- Talking and walking teddies - thinking about battery power, and exploring simple circuits.
- What are teddies and other cuddly toys made of? Different materials for toys, and why.

# Teddies and Bears

**Ogden Trust Science Talk– Bubble Snakes, Wonderful Wind.  
Explore electric battery circuits.**

## Vocabulary pyramid



Key texts: Can't You Sleep, Little Bear? Eddie's Teddy, Goldilocks, Dogger, Naughty Bus, Paddington

### Expressive Arts and Design

- Roleplay in the Toyshop and Three Bears' Cottage.
- Printing - toy car track pictures, lego block printing etc.
- Using toys for mosaics, eg different coloured cars and Lego.
- Music - Rainbow Pond programme - rhythm and beat focus.
- Paintings – watercolour of teddy bears.
- Design a teddy.
- Artist – Local woodblock printer and mosaic artist, Felix Packer

### Literacy

- Features of non-fiction, information books. Make class book about bears.
- Labels on new and old teddies.
- Add labels to own design of a toy.
- Read simple sentence instructions for toy movement games/ match labels to toys display.
- Matching toys to labels in the role-play Toy Shop.

### Mathematics

- Counting and checking everything back in to the toy shop roleplay area – number pairs to 10. Paying in 1p and 2p coins
- Comparison of size, measuring (3 bears) Non-standard measures.
- Scoring with old fashioned toys – number bonds eg 3 skittle standing, how many knocked down? Adding. Who has more/ fewer? Counting teddies upstairs and down on Naughty Bus
- Counting and comparing groups up to 10; combining two groups to find the whole. Numeral formations to 10.
- Counting forwards and backwards to 30.

### Communication and Language– Working towards all ELGs

#### Listening, Attention, and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

### Personal, Social and Emotional– Working towards all ELGs

#### Self– Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

#### Building Relationships

- Work and play cooperatively and take turns with others.

- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others' needs.

### Physical Development– Working towards all ELGs

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.

- Demonstrate strength, balance and coordination when playing.

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

- Use a range of small tools, including scissors, paintbrushes and cutlery.

- Begin to show accuracy and care when drawing.

### Understanding the World

Comment on images of familiar situations in the past. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments are different to the one in which they live. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

# Teddies and Bears

This project begins with the children talking about their own teddies (bears and other soft toys), and we move on to thinking about the different materials that teddies and other toys are made from.

The children will find out that teddies and other toys have changed over time, and they will explore in more detail the differences between their own teddies and those their parents and grandparents played with.

They will also explore the toys children in other parts of the world play with, particularly remote areas, where local resources are used. They will also find out about real bears, and learn about the behaviours and habitats of bears around the world!

We'll enjoy lots of stories about bears and teddies. Role-play will include a pretend toy shop and the Three Bears' Cottage. We'll make the Three Bears' porridge to explore changes to materials.

### Expressive Arts and Design

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively sharing ideas, resources and skills.

Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

### Mathematics

Subitise. Count beyond ten. Explore the composition of numbers to 10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system.

### Literacy

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Read words consistent with their phonic knowledge by sound-blending. Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.