## Thematic Curriculum Half-termly Overview Reception

Half term/year: Spring 1 2024 Theme: Here Come The Bears!

							WWITY SCHOOL
	Week 1 3/1/24 Bear hunt	Week 2 9/1/24 Bear Hunt Non- fiction Bear Facts	Week 3 16/1/24 Bumble bear	Week 4 23/1/24 Non- Fiction Polar bears	Week 5 30/1/24 The cave	Week 6 6/2/24 Non- Fiction Polar bears (Chinese New Year)	
Text	We're Going on a Bear Hunt Michael Rosen Helen Osenbury	Why Going on a Bear Heat States are then Control  Grizzly Bears	Bumble beray  Nadia Shireen	Polar Bears	the CAVE	Pandas  2.4  2.4  2.4	
Communication and Language	<ul> <li>Learn</li> <li>Ask qu</li> <li>Articu</li> <li>Conne</li> <li>Use to</li> <li>Listen</li> <li>Retell</li> <li>Learn</li> <li>Engago</li> </ul>	rstand why listening is important when listening is important use new vocabulary for uestions to find out more arrulate their ideas and though ct one idea or action to anoulk to help work out problem to and talk about stories the story, once they have a rhymes and songs e in non-fiction books ato and talk about selected	topic "bears"  Ind to check they understan  Its in well-formed sentence  Ither using a range of conne  Ins and organise thinking and  Ind build familiarity and unde  Ideveloped a deep familiarit	s ctives. "because" d activities, and to explain crstanding y with the text; some as e:	how things work and wh	y they might happen. (creat e in their own words	tive)
Oracy/Talk tasks	Talk Partners (recap rule: Topic words for brown bears	s) Act out the Bear Hun (re-tell)	nt story Engage in non-fi books	ction bear Questions answer)	· ·	gage in non-fiction bear oks	
PSED	<ul> <li>See themselves as a valuable individual</li> <li>Build constructive and respectful relationships</li> <li>Express their feelings and consider the feelings of others</li> <li>Show resilience and perseverance in the face of challenge</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Think about the perspectives of others</li> <li>Manage their own needs Personal hygiene/health and well being</li> </ul>						
SCARF Keeping myself safe	What's safe to go onto my body	Keeping myself safe - what's safe to go into my body	Safe indoors and outdoors	Listening to my feelings	Keeping safe online	People who help to ke me safe People who keep me safe in the communit	

	·	ns of a nanawriting style	which is fast, accurate and	a etticient.			
Activities funky fingers)	Loose parts bear faces	Can you set the bears free?	Can you dress bumble bear for school?	Can you make threading bear?  Sticking fur (cotton wool balls) onto the polar bear	Capacity of different container	Different height multilink towers	
PD <i>G</i> ross Motor Outdoor/Hall	<ul> <li>Progress towards a mo</li> <li>Develop the overall bo</li> <li>Use their core muscle</li> <li>Combine different mov</li> </ul>	ore fluent style of moving dy strength, co-ordination strength to achieve a goo vements with ease and flu	with developing control and, balance and agility and agility are when sitting at ency	l ng, waking, running, skippin nd grace a table or sitting on the f nd outside, alone and in a g	loor	l ping, climbing	
Activities	Hall - Gymnastics Getting equipment out safely (mats) Balancing Bear hunt Obstacle Course  Real PE TRAIN (see plans)	Hall - Gymnastics Getting equipment out safely (mats) Balancing  Bear hunt Obstacle Course	Hall - Gymnastics Getting equipment out safely Jumping techniques (floor work) Balancing  Bear hunt Obstacle Course	Hall - Gymnastics Getting equipment out safely Jumping techniques (floor work)  Bear hunt Obstacle Course	Hall - Gymnastics Bear hunt Getting equipment out safely Jumping techniques (jumping off a box onto a mat safely) Obstacle Course	Hall - Gymnastics (jumping off a box onto a mat safely) Performance Bear hunt Obstacle Course	
PD Health	<ul> <li>Know and tall about the different factors that support their overall health and wellbeing - regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian.</li> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</li> <li>Continue with Class Toothbrushing</li> </ul>						
Reading	<ul> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read some letter groups that each represent one sound and say sounds for them</li> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ul>						
Activities	Phase 2/3 Rigby Star reading books. NON-FICTION TEXTS	Phase 2/3 Rigby Star reading books.	Phase 2/3 Rigby Star reading books. NON-FICTION TEXTS	Phase 2/3 Rigby Star reading books.	Phase 2/3 Rigby Star reading books.	Phase 2/3 Rigby Star reading books. NON-FICTION TEXTS	
Phonics	f, ff, l go	LI, ss no	J, v He, she	W,× We, me	Y, z, zz Be, was	Consolidation Jvwxyz all	
Writing	<ul><li>Spell words by identify</li><li>Write short sentences</li></ul>			ter/s. ces using a capital letter c	and full stop	,	

Writing Activities	What do you know about bears? (group focus) Learning Journey Covers	Sequencing pictures And captions	Speech bubbles	Polar Bear Facts	What's in the cave predictions	(assessment) What do you now know about bears? (group focus) Write a sentence Panda Bear facts (bear books)	
Maths	Count beyond ten Compare numbers Understand the 'one m Explore the composition Automatically recall not select, rotate and manual Compose and decompose.	ol (numeral) with its cardin nore than/one less than' re on of numbers to 10 umber bonds for numbers nipulate shapes in order to se shapes so that children eate repeating patterns.	clationship between consec	skills.	just as numbers can.		
Maths Activity	Composition of 6, and 7 Painting rainbows with 7 colours Looking at minibeasts - how many legs - relate to bears eating them Loose parts and 10 frames Ladybirds and spots - can they make 6 in different ways Dominos - how many spots on each side? Maths focus: Part whole model - how many ways can they make 6/7?	Composition of 8, pairs, combining two groups Playing games such as pairs and snap using different representations of the number Face each other in pairs and mirror actions Making minibeasts in the craft area Using ten frames Rolling dice and combining dots How many altogether? Using numicon and combining two shapes Maths focus: Roll dice and combine	Comparing capacity Different sizes containers in sand and water area Using small cups to fill different containers Nesting bowls and boxes Recipes in mud kitchen Maths focus: Making lemonade - Water, Water (maths.org) Making porridge/flapjack/fat balls for the bears using cups to measure	Comparing mass Balance scales in playdough area Balance buns and writing recipes for the café Maths focus: Using non-standard measure using balance scales children to weigh items and compare against cubes	Length and height Making strings of beads and measuring Make a footprint and compare other items to this in the classroom Use tape measures, rulers, trundle wheels etc. Playdough - make different length worms for the bears to eat Maths focus: Measuring different bears and recording using standard measure	Time Making toast/melting chocolate experiments - how long does it take? Outside - assault course, how quickly can they get around? Maths focus: How manycan you do in 30 seconds? Record this on a sheet	

the two amounts

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<u>Understanding of</u>		of their immediate family and					
the World	Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.						
People, Culture		of familiar situations in the pa					
and Communities		st characters from stories, inclu	uding figures from the past				
	<ul> <li>Draw information fro</li> </ul>						
The Natural		ne places are special to membe					
	<ul> <li>Recognise that people</li> </ul>	le have different beliefs and ce	lebrate special times in differe	nt ways.			
World	<ul> <li>Recognise some simi</li> </ul>	larities and differences betwee	en life in this country and life in	other countries			
	<ul> <li>Explore the natural w</li> </ul>	vorld around them					
	<ul> <li>Describe what they s</li> </ul>	ee, hear and feel whilst outsid	e				
	<ul> <li>Recognise some envi</li> </ul>	ronments that are different to	the one in which they live				
	<ul> <li>Understand the effect</li> </ul>	ct of changing seasons on the n	natural world around them				
Activities	What does a bear environme	ent Small world - acting	Looking at maps	Cliffe Castle cave	Talk about the climate	Invite PCSO in to talk	
	look like?	out the bear hunt	Going into the local	Animal Environments	where a grizzly lives -	about their role in the	
	Compare my home/bear hom		area and making a ma		make him a habitat	community	
	Bear cave	•	area ana making a ma	۲	make min a nabirar	Make a thank you	
	Bear cave	picture of a bear				•	
	ביים מוינג מייו	DED CHICK CO. I	D110 D : (111 )	D.T.D		letter for PCSO	
	RHO Cliffe Castle	RJR Cliffe Castle	RHO Prince of Wales	RJR Prince of Wales		Polar Bear Climate	
			Park	Park		Chnese new Year	
Expressive Arts	<ul> <li>Explore, use and r</li> </ul>	efine a variety of artistic	effects to express their ic	leas and feelings			
and Design	<ul> <li>Return to and buil</li> </ul>	d on their previous learning	g, refining ideas and develo	ping their ability to repres	ent them.		
Creating With	<ul> <li>Create collaborati</li> </ul>	vely, sharing ideas, resour	ces and skills				
materials		in their pretend play					
Being		· ··· ····o·· p· o· o···a p··a/					
•							
Imaginative and							
Expressive							
Activity	_	_	Joining materials	Joining Materials and	Explore Textures	Make an environment	
Activity	_	Colour Mixing Mixing ready mixed	_	selecting appropriate	Using	Make an environment leaned in previous wee	
Activity  Art/DT	Experimental - tuff /	_	_		•	leaned in previous wee	
·	Experimental - tuff /	Mixing ready mixed	_	selecting appropriate	Using		
·	Experimental - tuff /	Mixing ready mixed paints	_	selecting appropriate materials for a purpose.	Using	leaned in previous wee	
·	Experimental - tuff /	Mixing ready mixed paints  • Bear hunt Scene -	_	selecting appropriate materials for a purpose.	Using	leaned in previous wee	
·	Experimental - tuff /	Mixing ready mixed paints • Bear hunt Scene - joining parts	_	selecting appropriate materials for a purpose.	Using	leaned in previous wee	
·	Experimental - tuff tray-powder ;	Mixing ready mixed oaints • Bear hunt Scene - joining parts of the story	• Tape to join	selecting appropriate materials for a purpose. • Glue to join.	Using	leaned in previous wee	
·	Experimental - tuff tray-powder  • Listen attentively	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  , move to and talk about mu	• Tape to join  usic, expressing their feeli	selecting appropriate materials for a purpose. • Glue to join.  ngs and responses	Using	leaned in previous wee	
Art/DT	Experimental - tuff tray-powder  Listen attentively Watch and talk ab	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  , move to and talk about mandout dance and performance	• Tape to join  Usic, expressing their feeling eart, expressing their fee	selecting appropriate materials for a purpose. • Glue to join.  ngs and responses lings and responses	Using	leaned in previous wee	
Art/DT	Experimental - tuff tray-powder  Listen attentively Watch and talk ab	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  , move to and talk about mandout dance and performance	• Tape to join  usic, expressing their feeli	selecting appropriate materials for a purpose. • Glue to join.  ngs and responses lings and responses	Using	leaned in previous wee	
Art/DT	Experimental - tuff tray-powder  Listen attentively Watch and talk ab Sing in a group or	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  , move to and talk about mu pout dance and performance on their own, increasingly re	• Tape to join  Usic, expressing their feeling eart, expressing their fee	selecting appropriate materials for a purpose. • Glue to join.  ngs and responses lings and responses bwing the melody	Using	leaned in previous wee	
Art/DT  Music	Experimental - tuff tray-powder      Listen attentively     Watch and talk ab     Sing in a group or     Explore and engage	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  move to and talk about muse to the story  pout dance and performance on their own, increasingly read in music making and dance	• Tape to join  usic, expressing their feeling e art, expressing their fee matching the pitch and follower, performing solo or in gro	selecting appropriate materials for a purpose. • Glue to join.  ags and responses beings and responses beings and responses beings and responses	Using	leaned in previous wee	
Art/DT	Experimental - tuff tray-powder      Listen attentively     Watch and talk ab     Sing in a group or     Explore and engage	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  move to and talk about muse to the story  pout dance and performance on their own, increasingly read in music making and dance	• Tape to join  usic, expressing their feeling e art, expressing their fee matching the pitch and follows.	selecting appropriate materials for a purpose. • Glue to join.  ags and responses beings and responses beings and responses beings and responses	Using	leaned in previous wee	
Art/DT  Music	Experimental - tuff tray-powder  Listen attentively Watch and talk ab Sing in a group or Explore and engag Teddy bear, teddy	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  , move to and talk about mu pout dance and performance on their own, increasingly re in music making and dance to bear - https://www.youtu	• Tape to join  usic, expressing their feeling eart, expressing their fee matching the pitch and follow, performing solo or in grants.	selecting appropriate materials for a purpose.  • Glue to join.  ags and responses lings and responses owing the melody oups  gzGK	Using	leaned in previous wee	
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Art/DT  Music	Experimental - tuff tray-powder  Listen attentively Watch and talk ab Sing in a group or Explore and engag Teddy bear, teddy	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  , move to and talk about mu pout dance and performance on their own, increasingly re in music making and dance to bear - https://www.youtu	• Tape to join  usic, expressing their feeling eart, expressing their fee matching the pitch and follow, performing solo or in grants.	selecting appropriate materials for a purpose.  • Glue to join.  ags and responses lings and responses owing the melody oups  gzGK	Using	leaned in previous wee	
Art/DT  Music	Experimental - tuff tray-powder  Listen attentively Watch and talk ab Sing in a group or Explore and engag Teddy bear, teddy Teddy Bear's Picni	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  , move to and talk about mu pout dance and performance on their own, increasingly re in music making and dance y bear - https://www.youtube.co	• Tape to join  usic, expressing their feeling eart, expressing their fee matching the pitch and follow, performing solo or in grants.	selecting appropriate materials for a purpose.  • Glue to join.  ags and responses lings and responses owing the melody oups  gzGk	Using	leaned in previous wee	
Art/DT  Music	Experimental - tuff tray-powder  Listen attentively Watch and talk ab Sing in a group or Explore and engag Teddy bear, teddy Teddy Bear's Picni The Bear went ove	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  , move to and talk about mu pout dance and performance on their own, increasingly re in music making and dance y bear - https://www.youtube.co	• Tape to join  usic, expressing their feeling e art, expressing their fee matching the pitch and follow, performing solo or in granted to be com/watch?v=76wc4xdom/watch?v=bIeyEnOH2hs	selecting appropriate materials for a purpose.  • Glue to join.  ags and responses lings and responses owing the melody oups  gzGk	Using	leaned in previous wee	
Art/DT  Music  Songs	Listen attentively     Watch and talk ab     Sing in a group or     Explore and engag  Teddy bear, teddy  Teddy Bear's Picni  The Bear went ove 5 Little Bears Cou	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  , move to and talk about mu pout dance and performance on their own, increasingly ree in music making and dance v bear - https://www.youtu ic - https://www.youtube.co er the mountain https://w unting Rhyme	• Tape to join  Usic, expressing their feeling e art, expressing their fee matching the pitch and follower, performing solo or in gradule.com/watch?v=76wc4xdom/watch?v=bIeyEnOH2hs	selecting appropriate materials for a purpose.  • Glue to join.  ags and responses lings and responses owing the melody oups agzGk  BMPYnUS2sGO	Using foam/sand/glue/salt •	leaned in previous wee	
Music  Songs  ROLE PLAY	Experimental - tuff tray-powder  Listen attentively Watch and talk ab Sing in a group or Explore and engag Teddy bear, teddy Teddy Bear's Picni The Bear went ove 5 Little Bears Cou	Mixing ready mixed paints  • Bear hunt Scene - joining parts of the story  , move to and talk about moved to any performance on their own, increasingly re in music making and dance re bear - https://www.youtube.co er the mountain https://wunting Rhyme  Winter cafe	• Tape to join  usic, expressing their feeling e art, expressing their fee matching the pitch and follow, performing solo or in gradule.com/watch?v=76wc4xdom/watch?v=bIeyEnOH2hs/www.youtube.com/watch?v=	selecting appropriate materials for a purpose.  • Glue to join.  ags and responses lings and responses owing the melody oups azGK  BMPYnUS2sGO  Winter Cafe	Using foam/sand/glue/salt  •  Winter cafe	leaned in previous wee Chinese lanterns  Winter Cafe	
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Art/DT  Music  Songs  ROLE PLAY	Listen attentively     Watch and talk ab     Sing in a group or     Explore and engag      Teddy bear, teddy      Teddy Bear's Picni      The Bear went ove     5 Little Bears Cou  Winter cafe  Asda Café  Cliffe castle (cave and museum) RRG  2 Simple- draw a picture of	Mixing ready mixed paints  Bear hunt Scene - joining parts of the story  move to and talk about muston their own, increasingly rein music making and dance to bear - https://www.youtube.com the mountain https://wunting Rhyme  Winter cafe Asda Café Cliffe castle (cave ar museum) RHO  f a 2 Simple- draw a	• Tape to join  usic, expressing their feeling eart, expressing their fee matching the pitch and follower, performing solo or in graphe.com/watch?v=76wc4xdom/watch?v=bIeyEnOH2hs  www.youtube.com/watch?v=  Winter cafe Prince of wales park (bear hunt) RRG  2SIMPLE-2-Do it	selecting appropriate materials for a purpose.  • Glue to join.  angs and responses lings and responses bewing the melody bups  gzGk   Winter Cafe  Prince of wales park (bear hunt)  RHO  2 Simple- 2-draw-	Winter cafe Prince of wales park (bear hunt) RRG I -pads - to use to	leaned in previous wee Chinese lanterns  Winter Cafe Prince of wales park (bear hunt) RHO 2 Simple- draw a	
Art/DT  Music  Songs  ROLE PLAY Outdoor Learning	Experimental - tuff tray-powder  Listen attentively Watch and talk ab Sing in a group or Explore and engag Teddy bear, teddy Teddy Bear's Picni The Bear went ove 5 Little Bears Cou Winter cafe Asda Café Cliffe castle (cave and museum) RRG	Mixing ready mixed paints  Bear hunt Scene - joining parts of the story  move to and talk about mu pout dance and performance on their own, increasingly re in music making and dance bear - https://www.youtube.co er the mountain https://w unting Rhyme  Winter cafe Asda Café Cliffe castle (cave ar museum) RHO	• Tape to join  usic, expressing their feeling eart, expressing their fee matching the pitch and follower, performing solo or in graphe.com/watch?v=76wc4xdom/watch?v=bIeyEnOH2hs  www.youtube.com/watch?v=  Winter cafe Prince of wales park (bear hunt) RRG  2SIMPLE-2-Do it	selecting appropriate materials for a purpose.  • Glue to join.  ags and responses lings and responses owing the melody oups  gzGk  BMPYnUS2sG0  Winter Cafe Prince of wales park (bear hunt) RHO	Winter cafe Prince of wales park (bear hunt) RRG	leaned in previous wee Chinese lanterns  Winter Cafe Prince of wales park (bear hunt) RHO	

clothes- 2 Simple ("Do it clothes- 2 Simple ("Do Draw a picture of Polar bear- using effects to make the environments in the yourself-drag) it yourself) shape /effects icons. fur and shape icons. Bumble Bearlocal areas https://www.purplema Bee Bots - Directions 2 Simple- Write Orderring numbers to sh.com/#app/diyjs/2ji Send Bumble bear to numbers to 10 5/10 Easi-speak- Tell a the honeyhttps://www.purplema Orderring gsawpm sh.com/#tab/home/ea numbers forward/backwards fact about a Panda I -pads Bee-bot rlyyearsv3/mathemati to 5/10 QR- codes- linked to https://ictgames.com/mobileP phonics- WX phonics directions cs\_paint\_projects age/countingCaterpillar/index. Easi-speak- Tell story html Bee Bots - Directions 3 of "Going on bear Send Bumble bear to hunt" in own words the honey-QR- codes- linked to forward/backwards phonics- Numbers to 10 phonics hunt Quality Outcome (Writing / art / Teddy Bear's Picnic

production /

presentation / assembly etc...)

Basic skills - End of term singalong/presentation