

# We're Going on a Bear Hunt

## Nursery Curriculum

Term 1	
<b>Text</b>	We're Going on a Bear Hunt by Michael Rosen
<b>Unit Enquiry Question</b>	- What will I find in the woods?
<b>Engage/Hook</b>	Create maps from the story and make binoculars and go on our own Bear Hunt.
<b>Outcomes</b>	Pupils to paint the bear that they found and orally retell parts of the story.
<b>Global / National / Local themes</b>	To get to know the school grounds.
<b>Communication</b>	<p><u>Listening and Attention</u> - listening to others in small groups</p> <p><u>Understanding</u> - understand prepositions such as 'under', 'on top' and 'behind'</p> <p><u>Speaking</u> - use sentences including 'and' and 'because'</p> <p><u>Speaking</u> - retell a simple event in the correct order</p> <p><u>Speaking</u> - use word endings-going, cats</p>
<b>Personal, Social and Emotional Development</b>	<p><u>Jigsaw-Celebrating Difference</u></p> <p><u>Making Relationships</u> - show interest in others' play and join in</p> <p><u>Self Confidence and Self Awareness</u> - show confidence in talking to others during play</p> <p><u>Managing Feelings and Behaviour</u> - begin to take turns and share</p>
<b>Physical</b>	<p><u>REAL PE:</u></p> <p>- Social (dynamic and static balance)</p> <p><u>Moving and Handling</u> - move in different ways</p>

	<p><u>Moving and Handling</u> - run skilfully and avoid obstacles</p> <p><u>Moving and Handling</u> - hold pen between thumb and two fingers and build up control</p> <p><u>Health and Self-care</u> - observe the effects of activity on their body</p> <p><u>Health and Self-care</u> - put on own coats and fasten</p>
<b>Literacy</b>	<p><u>Reading</u> -</p> <p>Listen to and join in with the story.</p> <p>Repeat words from the story.</p> <p>Build up attention to and recall of the story.</p> <p>Describe story setting, events and the bear.</p> <p><u>Writing</u> -</p> <p>Paint a picture of a bear.</p> <p>Draw a picture of themselves on The Bear Hunt.</p> <p>Draw with mud.</p>
<b>Mathematics</b>	<p><u>Number</u> - become familiar with numbers to 5</p> <p><u>Number</u> - begin to work out one more and one less</p> <p><u>Shape</u> - recognise shapes with up to 4 sides</p> <p><u>Measures</u> - begin to understand time - night and day</p>
<b>Understanding the world</b>	<p><u>The World</u> - Seasonal changes</p> <p><u>Technology</u> - complete a simple program on the computer or iPad</p> <p><u>People and Communities</u> - know what makes us unique</p> <p><u>People and Communities</u> - talk about special times for our families and friends</p>
<b>Expressive arts and design</b>	<p><u>Exploring using Media and Materials</u> - know how colours can be changed</p> <p><u>Exploring using Media and Materials</u> - know tools can be used for a purpose</p> <p><u>Being Imaginative</u> - make up rhythms</p> <p><u>Being Imaginative</u> - engage in imaginative role play</p> <p><u>Being Imaginative</u> - capture experiences and responses with collage and words</p>