

### Personal, Social and Emotional Development

Role play of different parts of the story.  
Provide masks/accessories such as hats so that they can take on character roles.  
Work in groups with common goal: sorting props in groups, working together.  
Share predictions of story, listening to each other's ideas, building on/questioning them.  
Mirror the bears emotions from facial expressions in the book. How does it feel when you get lost?  
What makes us feel sad?  
Take the children and their teddies out on a local walk, discuss road safety.  
How did the zookeeper feel when he found the bear? Why?

### Understanding the World

Research David Attenborough  
Discuss pupils' pets/class pet. How do we look after them?  
Discuss safari/zoo animals. Who looks after them? What do some of the animals need? Space, enclosures, food, shelter.  
Talk/write a list of questions to ask a zookeeper.  
Explore an interactive zoo map eg Chester zoo.  
Using Chester zoo website - 'How to make wildflower wellies'.  
Create mini animal habitats using natural materials.  
Compare the bear in the story to other bears in stories.

### Mathematics

Props from book - sorting wellies, hats, bows and scarves according to pattern.  
Use compare bears for counting, sorting and comparing.  
Counting in 2s using wellies.  
Length investigation with scarves. Compare animal sizes/weight.  
Maths problems related to the story: safari animals going missing - subtracting.  
Compare two groups of props: more, fewer.  
Use 2d and 3d shoes to create enclosures for the animals.  
Positional language to talk about the animals in the enclosure eg. On the rock, in the cave etc

### Literacy

Read simple phrases and sentences made upon words with known letter/sound correspondences.  
Read a few common exception words.  
Re-read books to build up confidence in word reading and funacy and their understanding and enjoyment.  
Form lower case and some capital letters correctly.  
Write short sentences.  
Wanted poster, rewrite the story.

We're not Scared!

## Reception

### Topic Plan

### Summer Term

1

### Communication and Language

Articulate their ideas and thoughts in well formed sentences.  
Use new vocabulary in different contexts.  
Ask questions to find out more and to check they understand what has been said.  
Use talk to help work out problems and organise thinking and activities.  
Explain how things work and why they might happen.  
Connect one idea or action to another using a range of connectives.  
Retell the story, once familiarity has developed.

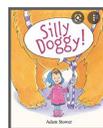
### Expressive Arts and Design

Build a safari/enclosure that a bear could live in and not escape from.  
Vets role play, story using masks and props.  
Act out and recite 'We're going on a bear hunt'.  
Bear hunt - forest school, build a shelter for the bear.  
Read and act out the poem 'I am hungry'.  
Create own safari park or zoo map with favourite animals.  
Footprints with wellies and animal prints - create patterns.  
Use junk modelling resources to create enclosures.

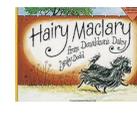
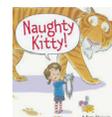
### Physical Development

Look at how bears move.  
Role play how the bear got from the safari to the garden using an obstacle course that pupils can make outdoors.  
Make marks, label pictures, write titles for the book, make a poster of lost animals.  
Looks at a zoo map and create a safari park outside - ride-ons can be cars travelling through the zoo.  
Weave on fences to create enclosures using scarves, pipe cleaners, ribbon etc.  
Model how to chalk a zoo outline on the floor for small world play.  
Use climbing equipment to pretend to climb trees like a bear.

### Main text - Silly Doggy!



### Supporting texts



Enrichment/Experiences/Visitors  
Possible local zoo visit

### Areas of Development Matters -

#### Personal, Social & Emotional development

- \* Self-Regulation
- \* Managing Self
- \* Building Relationships

#### Physical development

- \* Gross Motor Skills
- \* Fine Motor Skills

#### Communication and Language

- \* Listening, Attention and understanding
- \* Speaking

#### Literacy

- \* Comprehension
- \* Word Reading
- \* Writing

#### Mathematics

- \* Numbers
- \* Numerical Patterns

#### Understanding the World

- \* Past and Present
- \* People, Culture and Communities
- \* The Natural World

#### Expressive Arts and Design

- \* Creating with Material
- \* Being imaginative and Expressive

### Personal, Social and Emotional Development

How can we be heroes? Who can we help? Discuss people who help us?  
Invite local heroes/people who help us into school and encourage the children to ask questions.  
Would you forgive Evil Pea? Discuss forgiveness.  
Discuss which school rules Evil Pea is breaking.  
Talk about the situation in the setting where conflicts may arise - how can we solve these problems without arguing or fighting?  
How do the vegetables feel at different parts of the story? Match pictures in the story to emotion cards.

### Understanding the World

Where do our vegetables come from? How do they grow?  
Vegetables frozen in ice- observe what happens. How can we make them melt faster?  
Grow your own potato kits.  
Use green screen technology to retell the story - dress up as Superhero characters.  
Make vegetable soup/mashed potato. Look and describe any changes.

### Mathematics

How many peas in a pod? Shell peas to count and record how many.  
Sort and classify vegetables. List class favourites.  
Investigate making repeating patterns with cake toppings.  
Simple problems - adding/subtracting using supermarket items.  
Fill jars with different vegetables. Eg. Sprouts in one, peas in another, mini carrots in another. Estimate the amount and label using a sticky note. Count and compare amounts.

### Literacy

Read simple phrases and sentences made upon words with known letter/sound correspondences.  
Read a few common exception words.  
Re-read books to build up confidence in word reading and lunacy and their understanding and enjoyment.  
Form lower case and some capital letters correctly.  
Write short sentences. Rewrite the story.  
Speech bubbles, labels nab captions.

## Reception Topic Plan Summer Term 2

### Communication and Language

Use new vocabulary in different contexts.  
Ask questions to find out more and to check understanding of what has been said.  
Connect one idea or action to another using a range of connectives.  
Retell the story once a familiarity has developed.

### Expressive Arts and Design

Create superhero vegetables using pipe cleaners, googly eyes, small pieces of fabric etc.  
Vegetable prints.  
Superhero dress up and supermarket role play.  
Make own superhero mask/capes.  
Make paint patterns using kitchen utensils.  
Design and make evil pea traps.  
Create a superhero obstacle course.  
Write on black paper with a pencil and use a torch to read - bat writing.  
Supermarket role play.

### Physical Development

Frozen peas and tweezers - put an amount in each container/save the frozen evil peas from the jelly!  
Create a s superhero assault course outside.  
Dance write - tel the story of Supertato and ask the children to act out his actions eg. Flying through the air, lifting up cheese etc.  
On a large piece of paper encourage the children to make exaggerated marks showing how he moved eg. Swirls for flying through the air etc.  
Healthy eating - use paper plates and art resources to make a healthy dinner.  
Five a day - what would your five be?  
Make play dough superheroes.

### Main text - Supertato



### Supporting texts



### Enrichment/Experiences/Visitors

People who help us

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- \* Managing Self
- \* Building Relationships

#### Physical development

- \* Gross Motor Skills
- \* Fine Motor Skills

#### Communication and Language

- \* Listening, Attention and understanding
- \* Speaking

#### Literacy

- \* Comprehension
- \* Word Reading
- \* Writing

#### Mathematics

- \* Numbers
- \* Numerical Patterns

#### Understanding the World

- \* Past and Present
- \* People, Culture and Communities
- \* The Natural World

#### Expressive Arts and Design

- \* Creating with Material
- \* Being imaginative and Expressive