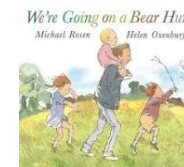


# Seedlings Spring 2- Going on a Bear Hunt.



## Communication and interaction.

- Bucket time and curiosity bag for engagement. 'Hello' group time daily.
- Communication mats and sound buttons introduced and encouraged to use daily.
- Makaton signs used along side of speech.
- Model how to label objects.
- Sensory stories, wind, snow, grass, water, mud.
- Intensive interaction.
- Individual speech and language targets.
- Small world toy opportunities.

## Cognition and learning

- Trace over writing patterns, pre-writing practice.
- Phase 1 letters and sounds activities: Listening games with instruments, loud and quiet, which one is making that sound?
- Bucket time.
- Trace/ copy/ write name on cards/ find our names.
- Read, watch and listen to the story of Going on a Bear Hunt.
- Label characters from story.
- Label emotions of children and Bear.

## Key Vocabulary:

Cave, Bear, Grass, snow, river, mud, eyes, ears, help.

## Key Songs and Rhymes:

- Wheels on the bus (out and about)
- If your happy and you know it, (feelings)

## Key dates

Easter  
Mother's Day.

Topic = Out and about

## Phonics

- Fred Talk- parts of body and doing words so the children can start to understand the blending method. E.g I.E point to your ch,I,n
- Continue with next sounds in phonics 1-1 teaching. Phonics games for listening and attention.

## Sensory and physical

### Gross motor

- Explore different ways to move, crawling and moving like a bear.
- Large paper and big movements with crayons and pens.
- New sensory large toys, spinning and climbing.
- Running, ready steady go games.
- Using tuff trays to explore the senses of their feet walking through mud, water, snow.

### Fine motor

- Use mark making equipment in a variety of settings. Pens, pencils, paint...
- Dough time for strengthening hands and fingers.
- Insert puzzles
- Tower building with different materials
- Pencil control activities

## Mathematics:

- Continue to count to 5, extend to 10 if able. Secure counting, 1-1 correspondence.
- Messy maths
- Colour sort bears.
- Look at shapes. Seeking them in the environment. Label them if possible.

## Social and Emotional.

- Focus on happy and sad, can we label the emotion to the word. are we able express or show which emotion they are feeling? Can we see how others are feeling?
- learn to tolerate and except people in our space.
- Learn to seek comfort from an adult if needed.

