

<p>Curiosity (Engagement) - Curious Cat <u>Playing and exploring – engagement</u> Finding out and exploring their new environments (i.e. classroom, outdoor classroom, playground, the hall. Playing with what they know and learning the school rules around the equipment. Being willing to have a go in areas of the classroom that are unfamiliar to them.</p> 	  	<p>Resilience - Resilient Tortoise <u>Active learning – motivation</u> Being involved and concentrating in self-selected areas of the classroom. When finding something difficult children keep trying and know how to ask for help. Encourage children to celebrate achieving what they set out to do in self-initiated learning.</p> 
<p>Teamwork/Independence- Teamwork/Independent Bee <u>Creating and thinking critically – thinking</u> Children plan their ideas, choose how to carry them out and review their learning. Make links between home and school.</p> 		<p>Empathy - Bertie Power <u>Building relationships and self-regulation</u> Show sensitivity to their own and others needs. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>  

Personal, Social and Emotional Development	Children learn how to work, play cooperatively and take turns while forming positive attachments to adults and building friendships with peers. Children will explore new relationships and learn to show sensitivity to their own and others' needs. As children become familiar with their environment, they will initiate their own learning, planning, doing and reviewing.
Physical Development	Children learn how to negotiate space and obstacles safely, with consideration for themselves and others by retelling and acting out 'We are Going on a Bear Hunt', making obstacle courses to travel over, under and through. Children will demonstrate strength, balance and coordination within the outdoor classroom. Children will use a range of small tools such as scissors appropriately inside the classroom developing their fine motor skills.
Communication and Language	Children will listen to the focus book, retell the story and act out repeated refrains asking questions about what they have heard and use the vocabulary from familiar texts. Children will express their ideas and feelings about their experiences and stories through role-play, using full sentences including the use of past, present and future tenses and making use of conjunctions.
Literacy	As writers, children will begin to show accuracy and care when drawing. Children will apply this care when making marks with a variety of materials, some of which may be recognisable letters. As readers, children will be encouraged to enjoy books with adults and their friends and will demonstrate an understanding of stories by retelling, anticipating key events and using recently introduced vocabulary. Children start to learn their phonics, recognising and distinguishing environmental sounds and matching letters to sounds.
Mathematics	As mathematicians children will be practising their counting and talking about more and less whilst on teddy bears picnics and through songs. Children recognise and develop an understanding of numerals within 5 applying their number skills to a range of problems and activities.
Understanding the World	As explorers the children will learn about important processes and changes in the natural world around them including seasons and changing states of matter. The children will explore floating and sinking in the 'rock pool' linked to our story, 'Sharing a Shell'. Children will describe their immediate environment using maps to find the hidden teddy bears around our school. Children will talk about the lives of people around them by making new friendships, meeting new adults in our school and drawing pictures of our families.
Expressive Arts and Design	As musicians children sing a variety of teddy bear songs, nursery rhymes, learn about rhythm and create sounds to accompany stories. As artists children will show accuracy and care when drawing and painting, thinking carefully about the shapes required to draw their image. As designers, children will explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function to create structures for small world resources to aid storytelling.