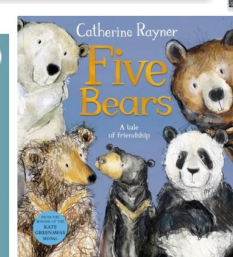
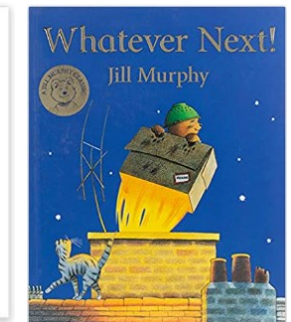
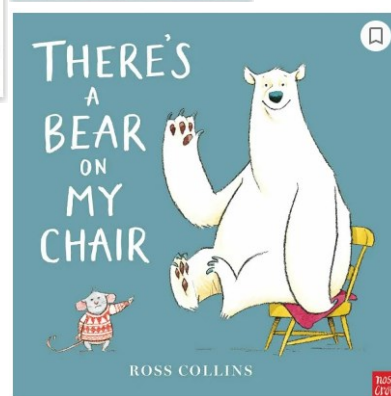
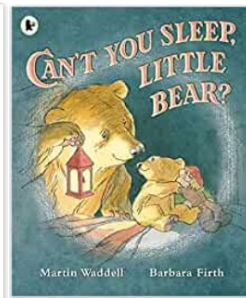
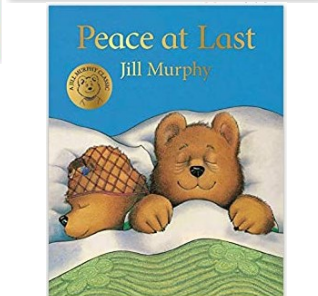
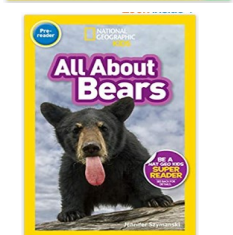
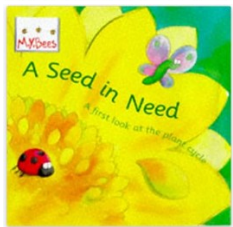
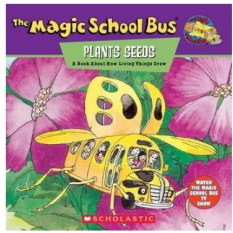


Theme Overview

This topic is 'If you go down to the woods...'. We will be learning about forests, woods, woodland creatures, picnics and lots of other things too. We will look at different types of bears and what makes them perfect for where they live. We will be writing lists and creating our very own teddy bears' picnic! The children will learn to tally to find out which food is most popular for our picnic! We do hope you will join us for a picnic, date to follow!

Recommended Reading...



Encourage your child to talk about what you have read. Discuss unusual words and teach your child to ask what something means if they don't know.

Overview

Themes	Focus	What you could do at home
	Materials:	Go on a wood hunt around your house. Look for small items as well as large ones, like furniture. Use this opportunity to introduce new vocabulary. Take photos of what you find.
	Wood	
	Trees and plants	Set up an observational painting station. This could be by a window that looks out on your garden or an area with lots of trees and plants. With your child paint some pictures of what you can see. Discuss colour and shape.
	Growing things	Grow something with your child. You could grow something easy and quick, like cress or go for something a little more time consuming, like a sunflower seed. Talk about how to take care of your seeds, they need light and water to grow.
	Woodland creatures	With your child look at what animals live in the woods. Then, get your child to choose their favourite woodland creature to draw and write a sentence about it.
	Bears	Have three bowls and spoons set out:- a small bowl, a medium-sized bowl and a large bowl. Compare them by size. Ask your child who they think the bowls might be for. Read the story of Goldilocks. See what you facts you can find out about bears.
	Picnics	Together, write a list of what you might take on a picnic, not just food but other things you might need or want too. Then make a picnic and go on a picnic. You might go to a local park or to your back garden or even have a floor picnic!



During the 3 week unit we will be learning to;

Communication and Language

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to
- participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- offer explanations for why things might happen, making use of recently introduced vocabulary
- make comments about what they heard and ask questions to clarify their understanding
- express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
- hold conversation when engaged in back-and-forth exchanges with their teacher and peer

Physical Development

- demonstrate strength, balance and coordination when playing
- negotiate space and obstacles safely, with consideration for themselves and others
- begin to show accuracy and care when drawing
- use a range of small tools, including scissors, paint brushes and cutlery
- hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Mathematics

- verbally count beyond 20, recognising the pattern of the counting system
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- subitise up to 5
- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed
- automatically recall number bonds up to 5 and some number bonds to 10, including double facts
- use quantities and objects to add and subtract two single digit numbers and count on or back to find the answer

Literacy

- continue a rhyming string
- write simple phrases and sentences that can be read by others
- spell words by identifying sounds in them and representing the sounds with simple letter or letters
- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Understanding the World

- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- explore the natural world around them, making observations of animals and plants
- understand some important processes in the natural world around them
- know that science links to other areas of learning

Expressive Arts and Design

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- share their creations, explaining the process they have used
- know what they are designing and making and say what its purpose is

Key Vocabulary	bear	forest	petal	Thursday	koala
	polar	trunk	light	Friday	panda
	brown	branch	water	Saturday	picnic
	picnic	leaf	soil	Sunday	healthy
	sun	leaves	more	sunflower	teddy
	wood	grow	less	native	
	material	seed	Monday	owl	
	tree	plant	Tuesday	nocturnal	
	woods	stalk	Wednesday	creature	

Please talk to your children about the information on this sheet. The more children discuss their learning the more likely they are to embed the learning to their memory. If you have any questions please don't hesitate to contact your child's class teacher.