**Spring A Overview: Caterpillar Class**  **Topic: Bears**

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| Key texts | | PSED | | |
| We’re Going on a Bear Hunt  There’s a Bear in Your Book  Goldilocks and the Three Bears | | -To find ways to calm ourselves.  -To express our preferences and decisions.  -To engage with others.  -To express a range of emotions  -To develop our independence.  -To begin to manage our emotions. | | Link our feelings to familiar characters  Turn taking/sharing games  Feelings cards and matching games  Comparing our families to those in the stories we share  Trips into the community  Getting used to our new routines |
| Communication & Language | | Physical development | | |
| -To engage with songs, rhymes and short stories.  -To develop an understanding of key words when used in context.  -To develop our listening and attention skills.  -To use gesture and words to communicate.  -To begin to engage with our communication systems. | Daily shared read  Sensory stories  Song/rhyme of the week  Attention Autism  New vocabulary linked to stories  Anticipation games Cause and effect  Language rich environment | -To develop our fine and gross motor skills.  -To develop our independence and self-help skills.  -To explore and engage with a variety of tools.  -To develop confidence to use mark making tools. | Den building  Daily fine/gross motor activities  Focus on independence skills Dough disco  TacPac/Hand Warm Up  Sensology  Sand and water play Range of messy play activities linked to our stories  Food technology | |
| Literacy | | Maths | | |
| -To enjoy songs, rhymes and short stories.  -To enjoy sharing a book with an adult and in a small group.  -To begin to engage with mark making experiences.  -To learn new vocabulary linked to our stories. | Daily shared read Sensory stories  Song/rhyme of the week New vocabulary linked to stories  Puppet play Role play linked to stories  Sensory mark making | -To combine objects like stacking cups and build with a range of resources.  -To complete inset puzzles. -To develop an awareness of mathematical language.  -To develop counting like behaviour.  -To engage with finger rhymes and number/shape songs. | Number/shape songs Building with resources linked to our stories  Puzzles linked to our stories  Ordering characters by size  Sorting by colour  Food technology Exploring a variety of 2D shapes  Counting with real objects | |
| Expressive Arts and Design | | Understanding the world | | |
| -To engage with songs and rhymes.  -To anticipate key phrases and actions.  -To explore sound makers and instruments.  -To engage with a variety of mixed media.  -To make simple models.  -To develop our play skills. | Song/rhyme of the week  DT and artwork linked to our stories  Weekly music lessons Making our own sound makers Listening to sounds linked to our stories Listening games Colour mixing and exploration Engaging with a range of media  Role play with masks and puppets | -To repeat actions that have an effect.  -To explore natural materials.  -To explore materials with different properties.  -To explore and responds to natural phenomena.  -To make connections between features of their own families and others. | Exploring materials linked to our stories  Exploring our Forest School area Sensology  Sensory stories  Looking at photos of our families and people who are special to us  Making links between ourselves and familiar characters | |