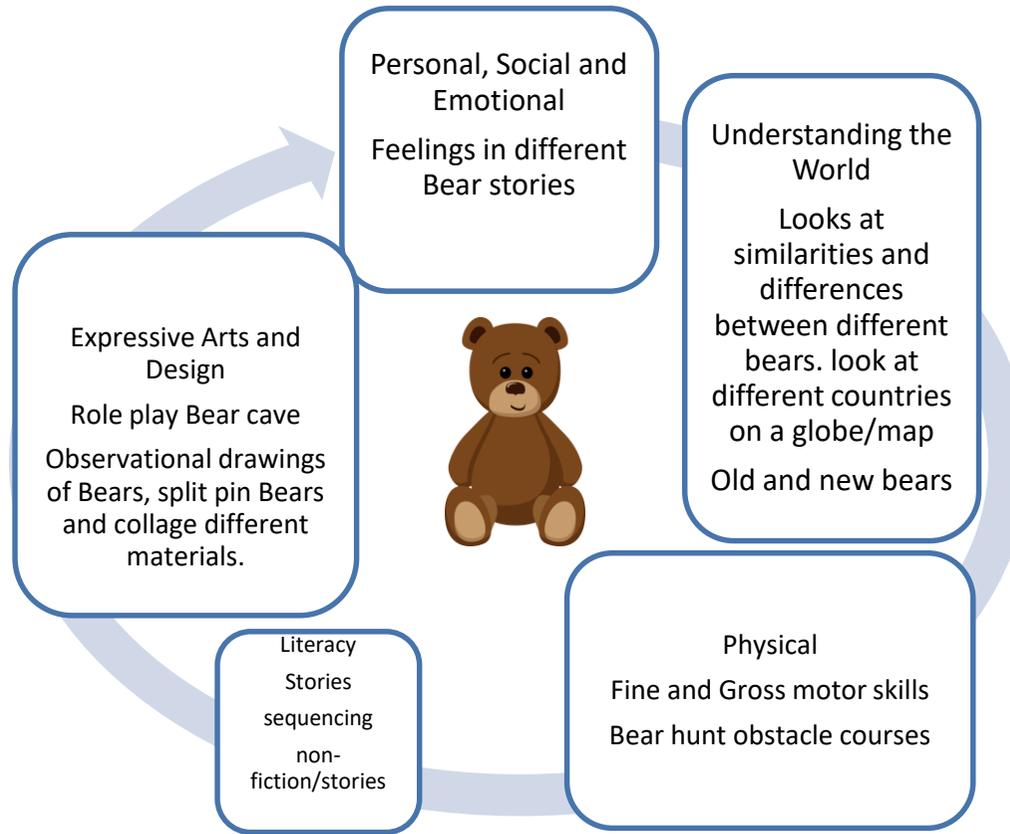


Spring 1 Bears

At the end of this unit children will be able to talk about where real Bears live and talk about different materials toy bears are made from.



Key Learning:-

- ❖ Children will talk about aspects of their familiar world such as the place where they live and other continents using globes and maps.
- ❖ Talk about some of the things they have observed and look closely at similarities and differences.
- ❖ Talk about significant events and their own experiences.
- ❖ Children will talk about things they observed.
- ❖ Answer how and why questions about their experiences
- ❖ Manipulate materials for a planned effect and explore texture and materials.

As an artist we will paint, print, draw and make Bears. Explore a range of different materials and textures.

As a Historian. We will look at old and new Bears using vocab old, new, past, worn, mended, modern, museum

As a Geographer we will talk about the natural world. We will look at different places on a map/globe where Bears live.

4Rs Characteristics Active Learning	Oracy Communication and Language	Be excited and curious to learn Characteristics Playing and Exploring	Spirituality	Nurture: soar in talents	Wisdom Characteristics Critical Thinking	Serve others courageously Responding
Being involved and concentrating. Enjoying achieving what they've set out to do.	Listen to others one to one and in a small group. Listen to stories and follow instructions.	Finding out and exploring. Similarities and differences when exploring.		Flourish and excel in imagination and creativity.	Thinking of ideas Make links in their learning Making predictions Testing their ideas	Respond to the knowledge and experiences of others. Ask and answer

Paying attention to details.	Understands, responds and builds up vocabulary. Connects ideas and more complex sentences.	Join in play and learn fit in with the ideas of others. Uses senses to explore		Use their God-given talents to impact on others.		questions to further understanding
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1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
Letter from previous class Bear asking for a friend.	What do we know about Bears What do we want to find out about?	Teacher to provide necessary knowledge to develop skills and understanding	Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways through cross curricular learning.	Children will present their learning in different ways one to one or in a small group using question and answer boxes.	Bear trip visit Visit from a Grandparent who collects bears. Teddy Bears picnic
Links to British Values Respect other people's opinions			Other Curriculum Areas PSHE, History, Geography, Literacy, Art, DT, music, physical		
Parental involvement and Wider Community involvement Home learning			Use their talents and deeper understanding to benefit others See individual Subject policies for ideas and examples		