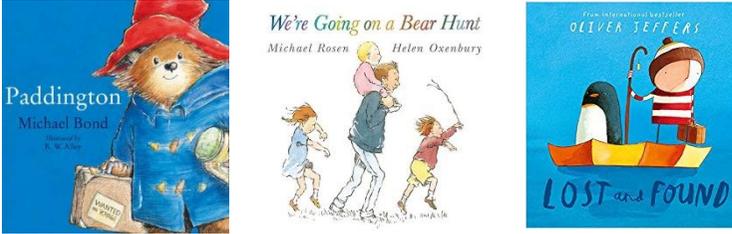


<p>Curiosity (Engagement) <u>Playing and exploring – engagement</u> Finding out and exploring their new environments (i.e. classroom, outdoor classroom, playground, the hall and forest school). Playing with what they know and learning the school rules around the equipment. Being willing to have a go in areas of the classroom that are unfamiliar to them including forest school.</p>		<p>Resilience <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 <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 <u>Managing feelings and behaviour</u> Children are aware of their own feelings and know that some actions and words can hurt others feelings. Children begin to accept the needs of others, can take turns and share resources sometimes with support.</p>
<p>Personal, Social and Emotional Development</p>	<p>Whilst hunting for teddies around the school environment children explore the environment and meet new people. Children will explore new relationships and the importance of being good friends. As children become familiar with their environment, they will initiate their own learning, planning, doing and reviewing.</p>	
<p>Physical Development</p>	<p>Children learn how to use the equipment appropriately inside the classroom, within the outdoor classroom, playground and within forest schools. Children will have opportunities to develop their fine motor skills through making their own salt dough penguins and other creations.</p>	
<p>Communication and Language</p>	<p>Children are invited to bring in a cuddly from home to describe and compare with their friends. Children will listen to the focus book and will retell the story in the outdoor environment.</p>	
<p>Literacy</p>	<p>As writers children will be encouraged to make marks on paper to tell their story. Children are given the opportunity to draw and describe their bear. As readers children will be encouraged to enjoy books with adults and their friends. Children start to learn their phonics, matching letters to sounds.</p>	
<p>Mathematics</p>	<p>As mathematicians children will be practising their counting and talking about more and less whilst on their teddy bears picnic and through songs. Children recognise numerals 1-5 then 6-10 and are able to represent in a variety of ways.</p>	
<p>Understanding the World</p>	<p>As explorers the children will learn how to select a program on the school computers and to use them appropriately. As explorers in forest schools children build camps for their teddies and friends. Children will explore floating and sinking with a focus on making a floating boat for a penguin.</p>	
<p>Expressive Arts and Design</p>	<p>As musicians children sing a variety of teddy bear songs and create sounds to accompany stories. As artists children will draw and paint teddies, themselves and families looking carefully at the shapes required to make their image. As designers children will plan and create structures for their bears.</p>	