**Mathematics (M)**

**Objective**

**22-36:**

* **30-50:** Shows an interest in shape and space by playing with shapes or making arrangements with objects. (i)

Beginning to talk about the shapes of everyday objects, e.g. ‘*round*’ and ‘*tall*’. (vii)

**Activity**

Children to measure the teddys and talk about the differences in sizes

Build a different size bed for each bear.

Bear paws and counting placing counting bears in each paw.

**Literacy (L)**

**Objective**

**22-36:**

* **30-50:** Sometimes gives meaning to marks as they draw and paint. (i)
* Ascribes meanings to marks that they see in different places. (ii)

**Activity**

Look at menus for a teddy bears picnic.

Create their own shopping list for the picnic.

Draw their favourite teddy bear.

Make an invitation for their friend to come to their teddy bears picnic.

**Communication and Language (CL)**

**Objective**

**22-36:**

* **30-50:** Listens to others one to one or in small groups, when conversation interests them.

**Activity**

Phonics phase 1

Letters and sounds guess the animal games.

**Physical Development (PD)**

**Objective**

**22-36:**

* **30-50:** Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (i)

**Activity**

Going on a bear hunt, using gross motor skills

Teddy and spoon race (photo sent home to parents)

**Personal, Social and Emotional Development (PSED)**

**Objective**

**22-36:**

* **30-50** Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (iv)

**Activity**

Children to take part in team games

Find the teddy clues

Building team games

**Expressive Arts and Design (EAD)**

**Objective**

**22-36:**

* **30-50:** Engages in imaginative role-play based on own first-hand experiences. (vii)

Uses available resources to create props to support role-play.

**Activity**

Make mask outlines of teddy bears for their picnic.

Role playing teddy bears picnics.

Make a plate and food using junk modelling fortheir role play activity.

**Phonics**

**Phase 1**

Teddy is lost in the jungle One child (the rescuer) is taken aside while a teddy bear is hidden somewhere in the room. Tell the other children they are going to guide the rescuer to the teddy by singing louder as the rescuer gets closer to, or quietly as the rescuer moves further away from the teddy. Alternatively lead the children in singing a familiar song, rhyme or jingle, speeding up and slowing down to guide the rescuer.

Sound lotto There are many commercially produced sound lotto games that involve children matching pictures to a taped sound. This can be an adult-led small group activity or can be provided within the setting as a freely chosen activity

**Understanding the World (UW)**

**Objective**

**22-36:**

* **30-50:** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (i)
* Talks about why things happen and how things work. (iii)
* **Activity**

Build a bear, looking at the different weathers and talking about the clothes they would need for that day

Binoculars out and find the teddy bears hidden in the trees. Take them to the giant bear.