



Learning during the first half-term will be based on 'Bears' Autumn 1 2026

During the first half-term we will be:	
Communication and Language	• Encouraging the children to talk about bears in stories and their own teddy bears. • Encouraging the children to listen to questions and answer appropriately. • Encouraging the children to independently follow simple two-part instructions. • Encouraging the children to join in with discussions.
Personal, Social, Emotional Development	• Extending the children's vocabulary and understanding about emotions and how we feel about our new environment (introducing words such as anxious, nervous, worried excited, glad, miserable, cheerful). • Encouraging children to place a photo of themselves onto the appropriate face on the feelings chart to reflect on how they feel each day in school. • Learning to behave safely in Forest School and follow the school rules.
Physical Development	• Moving in different ways e.g. stomping, sliding, crawling, scampering. • Changing speed and direction when moving amongst other children. • Using scissors, pencils, paintbrushes to develop our fine-motor control. • Practising holding pencils correctly with the correct tripod grip.
Literacy	• Developing roleplay skills by re-enacting and retelling stories. • Developing comprehension skills by answering questions about stories. • Practising correct letter formation, beginning in the correct place (especially lowercase letters). • Learning and consolidating Phase 2 sounds (not letter names) - s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss • Practising blending sounds to read CVC words - e.g. c-a-t, p-o-t, t-i-n • Attempting to write/copy/trace labels.
Mathematics	• Learning to match items and recognising when there is an odd one out. • Sorting objects according to a rule (e.g. all these buttons are circles) and thinking of our own rules. • Understanding the meaning of least, most, less, more, fewer, fewest. • Learning and applying language of measurement - heaviest, lightest, empty, half full, full, biggest, smallest, largest etc. • Recognising and creating simple ABAB patterns e.g. red lorry, yellow lorry, red lorry, yellow lorry etc. • Practising correct number formation, concentrating on the numerals 1, 2, 3. • Practising subitising amounts up to 3 - knowing how many pictures/objects there are just by a quick glance and not by counting (understanding the different patterns that each number can make).

	- Counting 1, 2 or 3 to match a numeral. - Recognising circles and triangles, recognising them in the environment, and explaining their properties.
Understanding the World	- Looking at different bears and where they live in the world. - Looking at a world map and understanding that it contains different countries with different customs. - Talking about our own family - its younger and older members and how we can recognise someone's age. - Observing change in the Arboretum, such as changing leaves and using natural products to make items. - Learning that trees have different features and different names. - Learning how to make bark and leaf rubbings.
Computing	- Discussing e-safety. - Singing songs to help understand and remember what computer parts do. - Encouraging children to scan a QR code with an i-pad to access maths & literacy games.
Expressive Arts and Design	- Encouraging the children to paint bears using a range of brushes. - Making bears through mixed media. - Using playdoh to make items. - Creating our own narratives through role-play. - Listening to simple dance instructions - Learning about Indian dancing to support our Diwali focus day (Diwali is on 8th Nov this year).
Music (targets for whole term).	- Realising that music is an enjoyable activity and appreciate that there are many different ways of responding to music. - Drawing on a repertoire of nursery rhymes and other traditional material including traditional singing games. - Understanding the idea of stopping and starting in music. - Expressing some musical ideas through movement, body percussion and percussion instruments. - Singing in a group or on their own increasingly matching the pitch and following the tempo and melody. - Beginning to be aware of the strong pulse beat or notice that sometimes music does not have a beat at all. - Realizing the voice can be used in many ways. - Beginning to identify loud and quiet, high and low sounds in music and sounds around us. - Developing listening skills.

Books we will be reading in school include:

