

Understanding the World  
Past and Present

Old and New Teddy Bears

What is the end point? What will the children learn?

To comment on images of familiar situations in the past.

To compare and contrast characters from stories, including figures from the past.

ELG:

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

What essential knowledge and skills do the children need to acquire?

- Key differences between old and new teddy bears:
  - Old teddies have been around for a long time and will have worn fur (threadbare).
  - New teddies are softer, have more fur and are often brightly coloured.

What are the deliberate teaching opportunities?

1. Visit from Teddy Bear Museum.
2. Observe, ask and answer questions about old and new teddy bears (photographs) - linked to L and C&L.
3. Read 'Old Bear Stories' by Jane Hissey and 'Threadbear' by Mick Inkpen, ask and answer questions - linked to L, and C&L.
4. Sort old and new teddy bear (real teddies, photographs and pictures and hoops) - linked to MD.
5. Order old to new teddy bears (real teddies, photographs and pictures) - linked to MD.
6. Compare old and new teddy bears and talk about similarities and differences (real teddies and photographs).
7. Watch 'Teddy Bears: Children in History', ask and answer questions.
8. Bear activities across all areas of the curriculum. E.g. patterns with Compare Bears - linked to MD, teddy bears' picnic and making honey sandwiches - linked to L, C&L, PSED, MD and PD.
9. Sing songs and rhymes about teddy bears.

Understanding the World  
People, Culture and Communities

Chinese New Year

What is the end point? What will the children learn?

To make connections between the features of their family and other families.

To notice differences between people.

To talk about what they see, using a wide vocabulary.

To continue developing positive attitudes about the differences between people.

To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

To understand that some places are special to members of their community.

To recognise that people have different beliefs and celebrate special times in different ways.

To recognise some similarities and differences between life in this country and life in other countries.

ELG:

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

What essential knowledge and skills do the children need to acquire?

- Some ways different people and cultures celebrate.
- Traditions linked to celebrating Chinese New Year, such as decorating a tree, making lanterns and taking part in a parade.
- The story of Chinese New Year and how the animals got their names.
- China is a different country.

What are the deliberate teaching opportunities?

1. Observe, ask questions and comment upon Chinese New Year traditions (CBeebies Preparing for Chinese New Year and Let's Celebrate Chinese New Year) - linked to L, C&L).
2. Read the story, 'Chinese New Year Wishes' by Jillian Lin and ask and answer questions and comment upon the Chinese New Year theme - linked to L, C&L.
3. Notice that Chinese writing is different, observe the lines and try to copy (painting, mark-making using different colours and surfaces) - linked to L, PD and EAD.
4. Clean the home corner by following a list of jobs to do - linked to PSED, C&L, EAD and L.
5. Prepare for and take part in a Chinese New Year parade (make lanterns, perform music) - linked to PD and EAD.
6. Take part in the tradition of decorating trees, commenting upon red and gold colours and symbols, such as the rabbit.
7. Read the story of how the years were named after the animals. Connect to Reception maths with ordinal numbers - linked to L, C&L and MD.
8. Read 'Dragons in the City' story, ask and answer questions and comment on the Chinese New Year theme - linked to L and C&L.
9. Role play and small world activities linked to theme.

Understanding the World  
The Natural World

Seasonal Changes: Winter

What is the end point? What will the children learn?

To explore the natural world around them and respond to different natural phenomena, such as frost and snow.

To talk about what they see, using a wide vocabulary.

To use all their senses in hands-on exploration of natural materials.

To describe what they see, hear and feel whilst outside.

To understand the effect of changing seasons on the natural world around them.

ELG:

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Understand some important processes and changes in the natural world around them, including the seasons.

What essential knowledge and skills do the children need to acquire?

- It is cold in winter and we might get ice, frost and snow.
- We wear warm clothes in winter because it is cold, such as hats, gloves, scarves, coats and boots.
- Some trees lose their leaves in autumn and their branches have no leaves in winter.
- Hedgehogs hibernate (have a big sleep) in winter.

What are the deliberate teaching opportunities?

1. Observe changes in the trees (draw their observations and comment upon what they see and why it has happened) - linked to EAD and PD.
2. Read the story 'Here Comes Jack Frost' by Kazuno Kohara and ask, ask and answer questions and comment upon winter themes - linked to L and C&L.
3. Explore the colours in 'Here Comes Jack Frost' story (collage, printing and painting) - linked to EAD.
4. Choose appropriate clothing for a character in different seasons and to comment on the clothing, what they are wearing and why (through stories, games, jigsaw puzzles and computer programs).
5. Dress appropriately and independently for the cold weather and comment upon what they are wearing and why (photographs) - linked to PSED.
6. Observe hedgehogs (photographs and film) and use observations to create hedgehogs (drawing and clay) - linked to EAD and PD.
7. Predict what might be under a pile of leaves and why and connect these ideas to what they know about hedgehogs (hedgehogs under leaves), ask and answer questions.
8. Make a home for a hedgehog to hibernate in (3D collage) - linked to EAD.

Purple text = Development Matters: Birth to three – babies, toddlers and young children will be learning to:

Blue text = Development Matters: 3 and 4-year-olds will be learning to:

Red text = Development Matters: Children in reception will be learning to: and Early Learning Goal (ELG).