

Class: EYFS 3		EXAMPLE – Taught Activity Going on a Bear Hunt – Building a cave / den				Autumn 1 2022	
CoEL	<b>Playing and exploring – Engagement</b> Finding out and exploring Playing with what they know Willing to ‘have a go’		<b>Active learning – Motivation</b> Being involved and concentrating Keeping Trying Enjoying and achieving what they set out to do		<b>Creating and thinking critically – Thinking</b> Having their own ideas Making links Choosing ways to do things		
	Focus	<b>PSED</b> Making relationships Sense of self Understanding emotions	<b>PD</b> Moving and handling Health and self-care	<b>C&amp;L</b> Listening and attention Understanding Speaking	<b>LIT</b> Reading Writing	<b>MATH</b> Number Spatial awareness Shape Pattern Measures	<b>UTW</b> People & Communities The World Technology
<b>What will the children hope to learn? Maths</b> Use their bodies to explore space and beginning to show some body awareness (Band 1) Explore space around them purposefully showing an interest in position and direction (Band 2) Investigates fitting themselves in and moving through spaces e.g. tunnels, under parachute (Band 3) Responds to instructions including positional language e.g. put the bear under the table (Band 4) Move their bodies and toys in and around spaces (Band 4)					<b>Key Vocabulary</b> Core: more, stop Look, reach, kick Hands, feet, arms, legs, head, tummy Under, on, in, next to		
<b>Introduction:</b> Read Going on a Bear Hunt to whole class with props if necessary							
<b>Activity 1:</b> Create different dens for the children to physically get in to with / without support from adults. Use parachute and blankets to create a wide open space and cardboard boxes and tunnels to create narrower spaces. Building dens around the pupils with their support to experiences the darkness of the cave and enclosed spaces.				<b>Activity 2:</b> Using different sized teddies, explore where they can fit and how the children handle the different sizes. Play with different positions of the teddies and allow the children to explore too. When handling different sized teddies, do the children change how they interact with the resources e.g. two hands for a big teddy, one for a small teddy			
<b>Resources:</b> parachute, pop up tunnel, large foam building bricks, large cardboard box, small cardboard boxes, red spinning cone				<b>Resources:</b> different sized teddies, small / big boxes, table, benches, chairs, compare bears, bears with sounds			
<b>Opportunities for assessment:</b> Adults should; <ul style="list-style-type: none"> <li>Note any physical or verbal responses to any of the sounds, smells, sights, spoken words, interaction that any of the children make, even if the response is negative.</li> <li>Give the children opportunities to be as independent as possible after adults have modelled the activities.</li> <li>Allow all of the children time to respond to stimulus and give praise at the time to reinforce good work.</li> </ul>						<b>Differentiation / Groups</b>	