

# EYFS Intent, Implementation and Impact Planning

Week 2-3 autumn term 2 2025- We're Going on a Bear Hunt

Intention	Implementation	Impact	Language and Vocabulary Development
<ul style="list-style-type: none"> <li>• What do you want your children to learn?</li> <li>• What skills and knowledge do you want them to acquire?</li> </ul>	<ul style="list-style-type: none"> <li>• Which activity or activities are you planning to develop these skills and knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>• Has the activity supported your children's learning?</li> <li>• Are your children making good or better progress?/small</li> </ul>	<ul style="list-style-type: none"> <li>• What language structures will be developed in this activity?</li> <li>• What key vocabulary will be developed?</li> <li>• What questions and prompts could be helpful?</li> </ul>
<p>To enjoy sharing a book with an adult To pay attention to a story and respond to the pictures or words To be able to repeat words and phrases from this familiar story</p>	<p>Read the story <i>We're Going on a Bear Hunt</i> to the children 1:1 and in very small groups throughout the week</p>		
<p>How to crawl under, through and over objects- play tunnels, tables and outside on the climbing frame and in the forest</p> <p>To fill and empty containers using water</p>	<p>Offer different resources for the children to explore and climb through or on like play tunnels and big wooden blocks.</p> <p>Fill the water tray and offer different sized containers and jugs-add bubbles and colour</p>		<p>Can you go through the tunnel? Can you go under the table? Can you go over the blocks?</p> <p>Can you fill it to the top? Yours is empty Yours is full</p>
<p>To use mark making implements to decorate a bear face- can the children add a nose, ears, eyes?</p>	<p>Crayons and pencils to be offered with the template.</p>		<p>Where are the bear's ears? How many ears does the bear have? Can you draw his nose/eyes? Have you got two?</p>
			<p>visit <a href="https://www.twinkl.com">twinkl.com</a></p> 

<p>To listen and respond to a familiar story</p> <p>To repeat phrases from the story</p> <p>To ask questions about the story, make comments and share their own ideas.</p> <p>To understand the sequence of a familiar story.</p>	<p>Read the story <i>We're Going on a Bear Hunt</i> and ask the children to fill in missing words or phrases. Ask questions and encourage them to share ideas. Talk about the sequence of the story forwards and backwards!</p> <p>Offer pictures of the story and get the children to put them in the right order</p> <p>Act the story out in the forest</p>		<p>Language of the story- 'we can't go over it...we're not scared...</p> <p>How do you think the family felt in the cave?</p> <p>How did the bear feel walking home alone?</p> <p>What did the family need to travel through first...last?</p>
<p>To know what an author is</p>	<p>Talk about Michael Rosen being the author of the story</p> <p>Show the children Michael reading his own story on the big screen and encourage the children to join in</p>		
<p>How to move in different ways related to the story- tiptoe, stumble trip, splish splash, squelch</p>	<p>Practise moving in different ways- tiptoe, pretend to be stuck in mud or splashing through water</p>		
<p>To understand the concepts of over, under and through</p>	<p>Offer equipment for the children to go through, over and under. Can they travel in the way the adult asks?</p>		<p>Can you go through the tunnel?</p> <p>Can you go under the table?</p> <p>Can you go over the block path?</p>
<p>To be able to talk about different natural environments- grass, water, mud, forest, snow, cave</p>	<p>Children to explore real grass, water, mud and the forest environment</p>		<p>How does the grass feel?</p> <p>Can you make marks in the mud?</p> <p>Shall we all shout stumble trip as we march around the forest?</p>
	<p>Offer a bear face template with pencils</p>		<p>visit <a href="https://www.twinkl.com">twinkl.com</a></p> 

To use pencils to colour in a bear face,  
putting the eyes, nose and mouth in the  
correct places

Where shall we put his eyes?