

EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



ENQUIRY QUESTION: F1- WHAT MAKES IT WINTER? F2-HOW DOES WINTER WEATHER AFFECT US?

TERM: SPRING 2A

AREA OF LEARNING: **COMMUNICATION AND LANGUAGE**

| EYFS CLASS | KNOWLEDGE VOCABULARY (What do you want children to know and understand?) | CHARACTERISTICS OF EFFECTIVE LEARNING | SEQUENCE OF ACTIVITIES/PROGRESSION | LINKS TO DEVELOPMENT MATTERS 22-36months 30-50months 40-60months ELG | SKILLS and APPLICATION |
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| <p>F1</p> <p>F1-I CAN START TO UNDERSTAND HOW AND WHY QUESTIONS IN THE CONTEXT OF MY EXPERIENCES.</p> | <p>-I can join in with repeated refrains and anticipate key events/phrases in rhymes and stories.</p> <p>-I understand prepositions, such as 'under,' 'on top' 'behind' by carrying out an action or selecting correct pictures.</p> <p>-I can use more complex sentences to link</p> | <p><u>Playing and Exploring</u> -Using senses to explore the world around them- -Showing a can do attitude</p> <p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p> | <p>-Brainstorm enquiry question: 'What makes it Winter?' To find out prior knowledge</p> <p>-Circle time-My favourite toy is....because-show Christmas toy in turn. Understand 'how' and 'why' questions, such as 'Why is this your favourite toy?'</p> <p>-Role play Toy Shop-taking on shop keeper and customer roles.</p> <p>-Visitor Grandparent-bring in old toys played with when they were children- understanding questions plus recall of information.</p> | <p><u>ARE F1 AND 2</u> Listening Shows interest in play with sounds, songs and rhymes Joins in with repeated refrains Maintains attention, concentrates and sits quietly during appropriate activity Children can listen attentively in a range of situations. Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Understanding Identifies action words by pointing to the right picture e.g. who's jumping?</p> | <p>Skills: -Use my prior knowledge and make links</p> <p>-Other skills: - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application:</u> In context of 'What makes it Winter?' learning and child initiated learning</p> |

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| | <p>thoughts, e.g. using 'and' and 'because'.</p> <p>-I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recalling and reliving past experiences.</p> <p>-I can question why things happen and give explanations.</p> <p>-I can use talk in pretending that objects stand for something else in play.</p> <p>-Christmas, toys, games, rules, presents, Winter, family, on top, behind, next to, under, because, and Snow, ice, cold,</p> | | <p><u>Focus on teddy bears-</u></p> <p>'Where's My Teddy?' 'It's the Bear!' by Jez Alborough 'We're Going on a Bear Hunt'</p> <p>Use prepositions when hunting for a teddy bear in our provision 'This is the Bear and the Picnic Lunch' by Sarah Hayes</p> <ul style="list-style-type: none"> Indoor Teddy Bear's Picnic- follow instructions on how to make own sandwich P4C Discussion about family picnics <p>-Talking partners-talking about Winter themed fiction books and explain favourite part.</p> <p>Use non-fiction books and technology (Smartboard/ Google/ Alexa) to find out more about the season of Winter. Use talk in circle time to recall information and talk about own experiences of Winter</p> <p>-Follow verbal instructions</p> <p>To create a Winter snowflake.</p> <p>To create a Winter collage using a variety of materials, such as cotton wool, card, textiles, and sequins.</p> | <p>Respond to instructions involving a two-part sequence.</p> <p>Children can follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Holds a conversation jumping from topic to topic</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> | |
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| | <p>freezing, blizzard, icicle, frosty, sparkling, glittery, snowflake, snowman, scarf, woolly hat, boots, Chinese New Year, celebrations, spring rolls, rice, chilli sauce, sweet and sour, Chinese crackers, sour, spicy, sweet. wrap, objects, likes, dislike</p> | | <p>To create a Valentine's Day card</p> <p><u>Join F2 to celebrate Chinese New Year -</u></p> <ul style="list-style-type: none"> Information presentation by F2 to F1 children before food tasting- explaining knowledge and understanding then asking each other questions during food tasting, linked to likes and dislikes. <p><u>Chatterbox Home/School Project</u></p> <p>-Parent/Carer Workshop to wrap box before taking it home to fill with 5 items</p> <p>-Partner and class activities- children taking turns to open their box and choose an item to talk about/explain then ask/answer what, when, how and why questions from each other.</p> <p><u>CULTURAL CAPITAL-</u></p> <p>Linked Winter topic books with 1:1 reading and vocabulary time-recorded on child's grid and curiosity items to describe</p> <p>CHALLENGE- To follow 2/3</p> | | |
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| | | | consecutive instructions SEN/LAP/DISAD— To follow instructions one at a time with 1:1 support | | |
| <p>F2</p> <p>F2-I CAN ANSWER HOW AND WHY QUESTIONS IN RESPONSE TO EXPERIENCES AND INFORMATION.</p> | <p>-I can listen to information with attention and show understanding of it.</p> <p>-I know how to ask and answer how and why questions.</p> <p>-I can use 'because' to explain my experiment results and other changes.</p> <p>-I can make predictions.</p> | <p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -Shows curiosity about objects -Showing particular interests -Initiating activities. -Showing a can-do attitude -Uses senses to explore -Takes on a role -Seeks challenge <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Pays attention to details -Showing a belief that more effort or a different approach will pay off. -Shows high levels of energy and fascination <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Finding new ways to do things -Making links -Makes prediction -Tests ideas -Develops ideas of sequences and cause/effect -Reviews how well the approach worked | <p><u>-Brainstorm enquiry question: 'How does Winter weather affect us?'</u></p> <p>To find out prior knowledge and display on working wall.</p> <p><u>-What is Winter Weather?</u></p> <p>Circle time and contribute to class ideas about what constitutes Winter weather.</p> <p><u>-Predict and test how ice behaves in different places around school (in and outdoors)</u></p> <ul style="list-style-type: none"> • Ask questions that you want to investigate about the ice • Record predictions and test results giving explanations on how and why these things happened. <p><u>-Winter trees and birds-</u></p> <p>Discussing/answering questions about how/why the trees have changed and the challenges for the birds-</p> | SEE ABOVE | <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Use my prior knowledge and make links -Making sensible predictions <p><u>-Other skills:</u></p> <ul style="list-style-type: none"> - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play <p><u>Application:</u> In context of 'How does Winter Weather affect us?' adult focus learning and child initiated learning.</p> |

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| | <p>-I can use language to organise, sequence and clarify my ideas and thoughts.</p> <p>-I know how to follow a series of 2/3 consecutive instructions.</p> <p>-I can talk about the meanings of new words such as hibernation.</p> <p>-I can name a range of Winter clothing.</p> | | <p>look at non-fiction books. Follow instructions to make bird fat balls.</p> <p><u>-Chinese New Year Celebration-</u></p> <ul style="list-style-type: none"> • Listening to and re-telling 'The Great Race' story and ordinal number learning. • Talking partners-how and why questions in relation to traditions. • Information presentation to F1 children before food tasting-describing whilst using senses-answering the F1 children's how and why questions. <p><u>-Winter Home role-play area</u> With hats, scarves, coats, boots and kitchen facilities plus pictures and labels. Development of role-play with friends.</p> <p><u>-Winter Clothes-Predict and test different materials for a winter coat</u> Record and talk about results-conclusion.</p> <p><u>Hibernation and Migration</u></p> | | |
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| | <p>Winter, weather, snow, ice, cold, freezing, blizzard, icicle, frosty, sparkling, glittery, snowflake, windy, hailstones, sleet, predict, test, results, explain, changes, bare, branches, instructions, hat, scarf, coat. boots, materials, plastic, cotton, wool, hibernation, migration, question, answer, how, why, because, race, ordinal numbers, Emperor, animal names, dragon, drums, new year, Chinese food names; spring</p> | | <ul style="list-style-type: none"> • Victor Vocabulary board use and big book to define the meaning of new words. • Use smart board video clips, non-fiction and Alexa as a basis for discussion/asking and answering how and why questions. <p><u>Chatterbox Home/School Project</u> -Parent/Carer Workshop to wrap box before taking it home to fill with 5 items -Partner and class activities- children taking turns to open their box and choose an item to talk about/explain then ask/answer what, when, how and why questions from each other.</p> <p><u>CULTURAL CAPITAL</u> Ice tray to explore ice and objects trapped inside, developing vocabulary plus asking and answering how and why questions whilst exploring with friends along with 1:1 adult modelling.</p> <p><u>CHALLENGE</u>-I wonder what would happen if? Can you record your ideas and</p> | | |
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| | rolls, rice.. | | explain? SEN/DISADVANTAGED-1:1 adult and child following cultural capital book/theme/vocabulary chart-on Winter, Chinese New Year and Materials. | | |
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Sticky Knowledge Observation Communication and language activities for observation and assessment in terms of skills, knowledge and application.

F1-Observation of toy shop interactions, concepts and vocabulary-check if the child is starting to understand how and why questions.

CC: Recap specific vocabulary using non-fiction books and Wonderful Words board- modelling question asking and answering

F2- Observation of ice/snowy play outdoors, assessing use of language and asking/answering how and why questions in response to experiences and information.

CC: Recap specific vocabulary using non-fiction books and Victor Vocabulary -modelling question asking and answering

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

- Snowy/ice play
- Parent drop in sessions
- Wow moments
- Spring 2A F2 home learning grids linked to the topic
- Parents Evening
- Maths Everywhere Open afternoon
- Make Space after school parent/carer workshop
- Chatterbox parent/carer workshop

EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



ENQUIRY QUESTION: F1- WHAT MAKES IT WINTER? F2-HOW DOES WINTER WEATHER AFFECT US?

TERM: SPRING 2A

AREA OF LEARNING: *PERSONAL, SOCIAL AND EMOTIONAL DEV*

(Also please see 1 Decision long term overview and planning-specific 1 Decision teaching and learning themes and lessons)

| EYFS CLASS | KNOWLEDGE VOCABULARY (What do you want children to know and understand?) | CHARACTERISTICS OF EFFECTIVE LEARNING | SEQUENCE OF ACTIVITIES/PROGRESSION | LINKS TO DEVELOPMENT MATTERS 22-36months 30-50months 40-60months ELG | SKILLS and APPLICATION |
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| <p>F1</p> <p>F1-I CAN PLAY IN A GROUP EXTENDING AND ELABORATING PLAY IDEAS.</p> | <p>- I know I can play with other children and develop play ideas</p> <p>-I know how to keep play going by responding to what others are saying or doing</p> <p>Play, role play, ideas, exploring,</p> | <p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -Using senses to explore the world around them- -Showing a can do attitude <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Paying attention to details -Enjoying meeting challenges <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Making links and noticing patterns | <p>-<u>Circle time</u>-My favourite toy is....because-show Christmas toy in turn and talk about favourite Christmas presents.</p> <p>-<u>Role play Toy Shop</u>-taking on shop keeper and customer roles and interacting with other children</p> <p>-<u>Visitor Grandparent</u>-bring in old toys played with when they were children-asking and answering questions plus recall of information. <u>Focus on teddy bears</u>- Show and Tell – our favourite bear/ cuddly toy,</p> | <p>ARE F1 AND 2</p> <p>Making relationships Interested in others' play and starting to join in.</p> <p>Can play in a group, extending and elaborating play ideas</p> <p>Keeps play going by responding to what others are saying or doing</p> <p>Initiates conversations, attends to and takes account of what others say</p> <p>Explains own knowledge and understanding and asks appropriate questions of others</p> <p>Takes steps to resolve conflicts with other children</p> <p>e.g. Finding a compromise</p> | <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Social interaction with peers -Use my prior knowledge and make links <p>-Other skills:</p> <ul style="list-style-type: none"> - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play <p><u>Application:</u> In context of 'What makes it Winter?' learning and child initiated learning</p> |

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| | <p>friends, share, take turns, kind, friendly, join in, include, talking, circle time, contribute, discussion, conversation, favourite, explain, questions, partner, predict, information, Winter, weather, ice, freeze, melt, trees, birds Chinese New Year, celebrations, spring rolls, rice, chilli sauce, sweet and sour, Chinese crackers, sour, spicy, sweet. wrap, objects, likes, dislike</p> | | <p>and then play with them in the provision</p> <ul style="list-style-type: none"> • <u>Indoor</u> Teddy Bear's Picnic • P4C Discussion about family picnics. Talk about where/ when it is a good time to have a picnic. Why do we not have outdoor picnics in Winter? <p>-Talking <u>partners</u>-talking and sharing thoughts about Winter themed fiction books and explaining favourite part.</p> <p>Use smart board video clips, non-fiction and Alexa as a basis for discussion/explanations and asking/ answering linked questions of others.</p> <p><u>Join F2 to celebrate Chinese New Year -</u></p> <ul style="list-style-type: none"> • Information presentation by F2 to F1 children before food tasting- explaining knowledge and understanding then asking each other questions during food tasting, linked to likes | <p>To play cooperatively, taking turns with others</p> <p>Self Confidence and Self Awareness</p> <p>Separates from main carer with support and encouragement from a familiar adult</p> <p>To communicate freely about home and community.</p> <p>Confident to speak to others about own needs, wants, interests and opinions To talk about ideas and choose resources they need for chosen activities.</p> <p>Managing Feelings and Behaviour</p> <p>Can express own feelings such as sad, happy, cross, worried</p> <p>Begins to accept the needs of others and can take turns and share resources To understand that own actions affect other people, e.g. becomes upset, or tries to comfort another child when they realise they have upset them</p> <p>To be able to negotiate and solve problems without aggression eg, when someone has taken their toy.</p> | |
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and dislikes.

Chatterbox Home/School Project

In the provision-children showing each other objects from their chatterbox and elaborating on each other's responses.

CHALLENGE-To follow 2/3 consecutive instructions.

SEN/DISADVANTAGED/ CULTURAL CAPITAL-

Linked topic books with 1:1 reading and vocabulary time- recorded on child's grid,

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| <p>F2</p> <p>F2-I CAN EXPLAIN OWN KNOWLEDGE AND UNDERSTANDING AND ASK APPROPRIATE QUESTIONS OF OTHERS.</p> | <p>-I know how to explain my knowledge and understanding in the context of:</p> <ul style="list-style-type: none"> ▪ Winter Weather and clothes ▪ Ice ▪ Winter trees and birds ▪ Chinese New Year ▪ Hibernation and Migration <p>-I know how to ask appropriate questions, linked to what I have heard.</p> | <p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -Shows curiosity about objects and events -Using senses to explore the world around them- -Showing a can-do attitude -Shows particular interests <p>Initiating activities</p> <ul style="list-style-type: none"> -Seeking challenge <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Paying attention to details -Enjoying meeting challenges -Shows belief that more effort or a different approach will pay off <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Making links and noticing patterns -Makes predictions -Tests ideas -Develops ideas of cause and effect -Checking how well ideas are going -Review how well the approach worked. | <p><u>-What is Winter Weather?</u></p> <p>Circle time and explain own knowledge/understanding in relation to what constitutes Winter Weather.</p> <p><u>-Predict and test how ice behaves in different places around school (in and outdoors)</u></p> <ul style="list-style-type: none"> • Giving explanations on how and why things might happen and then explain what has actually happened. <p><u>-Winter trees and birds-</u></p> <p>Explaining how the trees have changed and the challenges for the birds-look at non-fiction books.</p> <p><u>-Chinese New Year Celebration-</u></p> <ul style="list-style-type: none"> • Information presentation to F1 children before food tasting- explaining knowledge and understanding then asking each other questions during food tasting, linked to likes and dislikes. | <p>SEE ABOVE</p> | <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Explanation skills -Asking relevant questions -Social interaction with peers -Use my prior knowledge and make links <p><u>-Other skills:</u></p> <ul style="list-style-type: none"> - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play -Predicting and testing- Presenting information confidently and answering questions <p><u>Application:</u> In context of 'What makes it Winter?' learning and child initiated learning</p> |
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| | <p>Explain, knowledge, understanding, questions, partner, predict, test, information, materials.</p> <p>Winter, weather, ice, freeze, melt, trees, birds, migration, hibernation, waterproof, warm, conclusion.</p> <p>Chinese New Year, The Great Race, traditions, celebrations, ordinal numbers, spring rolls, rice, chilli sauce, sweet and sour,</p> | | <p><u>-Winter Home role-play area</u> Development of role-play with friends, explaining own experiences and looking at related non-fiction books in the area to promote explanation of knowledge and understanding.</p> <p><u>-Winter Clothes-Predict and test different materials for a winter coat</u> -Explain own experiences, knowledge and understanding in relation to the different materials and then explain the results to conclude.</p> <p><u>Hibernation and Migration</u></p> <ul style="list-style-type: none"> • Use smart board video clips, non-fiction and Alexa as a basis for discussion/explanations and asking/answering linked questions of others. <p><u>Chatterbox Home/School Project</u> During partner and class activities plus in the provision-children showing each other objects from their chatterbox and explaining their ideas and experiences, asking questions of others.</p> | | |
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| | <p>Chinese crackers, sour, spicy, sweet. Wrap, objects, favourite, likes, dislike. quiz.</p> | | <p>CHALLENGE-I wonder what would happen if? Linked to a range of scenarios in the provision? Can you explain your ideas? Sustained shared thinking through co-production of ideas and asking others questions, then building their answers upon these.</p> <p>SEN/DISADVANTAGED/CC- 1:1 adult and child following cultural capital book/theme/vocabulary chart-on Winter, Chinese New Year and Materials- adult encouraging explanations and modelling the extension of sentences when necessary. Mini quiz-ask questions about the topic and the children talk in pairs before giving and justifying their answers.</p> | | |
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Sticky Knowledge Observation Personal, Social and Emotional Development activities for observation and assessment in terms of skills, knowledge and application.

F1-Observation of toy shop/ Home Corner role play interactions between the children to see if they **CAN PLAY IN A GROUP, EXTENDING AND ELABORATING PLAY IDEAS.**

CC-Based on the above observations/checks, put into place 1:1 or small group interventions/catch up to help address any gaps.

F2- Observation of snowy / icy play outdoors, checking if the child can **EXPLAIN OWN KNOWLEDGE AND UNDERSTANDING AND ASK APPROPRIATE QUESTIONS OF OTHERS.**

CC- Based on the above observations/checks, put into place 1:1 or small group interventions/catch up to help address any gaps.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

- Snowy/ice play
- Parent drop in sessions
- Wow moments
- Spring 2A F2 home learning grids linked to the topic
- Parents Evening
- Maths Everywhere Open afternoon
- Make Space after school parent/carer workshop
- Chatterbox parent/carer workshop

EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



ENQUIRY QUESTION: F1- WHAT MAKES IT WINTER? F2-HOW DOES WINTER WEATHER AFFECT US?

TERM: SPRING 2A

AREA OF LEARNING: *PHYSICAL DEVELOPMENT*

| EYFS CLASS | KNOWLEDGE VOCABULARY (what do you want children to know and understand?) | CHARACTERISTICS OF EFFECTIVE LEARNING | SEQUENCE OF ACTIVITIES/PROGRESSION | LINKS TO DEVELOPMENT MATTERS 22-36months 30-50months 40-60months ELG | SKILLS and APPLICATION |
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| <p>F1</p> <p>I CAN PUT MY OWN COAT ON AND START TO PULL UP THE ZIP, AFTER ADULT FASTENING.</p> | <p>-I can put my own coat /apron/ dressing up costume on</p> <p>-I know that being independent is a positive attribute</p> <p>-I know how to zip up my coat when it is fastened for</p> | <p><u>Playing and Exploring</u> -Using senses to explore the world around them- -Showing a can do attitude</p> <p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p> | <p><u>Funky Fingers activities</u> E.g. Range of zips to practise pulling up, threading cards, threading beads onto laces, pegs/ boards.</p> <p>- <u>Role-play</u></p> <ul style="list-style-type: none"> ▪ Putting on and taking off different dressing up costumes. ▪ Dressing and undressing multi-cultural baby dolls. <p>-<u>Mini aprons for RWInc</u> When using the apron, put it on independently and ask an adult to tie it up.</p> <p>-Games focus: Rotation of games activities including, aiming and</p> | <p><u>ARE F1 AND 2</u> Moving and Handling May be starting to show preference for a dominant hand Climbs confidently and is beginning to pull themselves up on climbing equipment Can catch a large ball Can copy some letters e.g. from their name Travel with confidence and skill around, under, over and through balancing and climbing equipment. Show increasing control over an object in pushing, patting, throwing, catching or kicking it (OCP) Handle</p> | <p><u>Skills:</u> -Use my prior knowledge and make links</p> <p>-<u>Other skills:</u> -Using own experiences in play -Fine and gross motor skills, including pencil grip, correct letter formation, name writing, co-ordination. -Scissor control</p> <p><u>Application:</u> In context of 'What makes it Winter?' learning and child initiated learning</p> |

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| | <p>me at the bottom by an adult.</p> <p>- I know how to put my own wellies on</p> <p>-I know that practise makes perfect</p> <p>-I can catch a large ball</p> <p>- I can copy some letters from my name</p> <p>independent, on my own, practise makes perfect, 'self-smart', shoes, welly boots, coat, fasten,</p> | | <p>throwing, throwing and catching a ball.</p> <p><u>-Outdoor weaving of ribbons</u></p> <ul style="list-style-type: none"> ▪ In and out of the fence in EYFS outdoor area <p><u>-Daily RW/Inc phonics/ writing session</u> Recap correct pencil grip in daily sessions</p> <p><u>-Pencil use for name practise</u> To copy name from card using a pencil and the tripod grip.</p> <p>- <u>Cutting practise</u>- using a range of materials.</p> <p><u>CC</u>-PD:HSC: Lots of encouragement to be 'self-smart' using vocabulary to name items of clothing and actions.</p> <p><u>CHALLENGE</u>- Can you try to fasten your zip at the bottom yourself?</p> <p><u>SEN/LAP/DISAD</u> -Extra support with independence skills with encouragement to practise regularly. -CIP visual timetable for</p> | <p>tools, objects, construction and malleable materials safely and with increasing control. Begin to form recognisable letters(BA) Use a pencil to form recognisable letters, most of which are correctly formed</p> <p>To handle equipment and tools effectively including pencils for writing</p> <p>Health and Self care</p> <p>Clearly communicates their need for potty or toilet</p> <p>Helps with clothing e.g puts hat on. Unzips zipper, takes off button shirt. Begins to be independent in self- care. To understand equipment and tools have to be used safely.</p> <p>Dresses with help e.g. puts arms into front opened coat or shirt when held up, pulls up own trousers, pulls up zipper once it is fastened at the bottom. To understand that exercise contributes to good</p> | |
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| | <p>unfasten, zip, apron, ball, throw, catch, challenge, good, correct pencil grip, thumb,</p> | | <p>toilet use. -1:1 support on Funky Fingers table in the provision</p> | <p>health Shows understanding of the need for safety when tackling new challenges and considers and manages some risks Shows understanding of how to transport and store equipment safely Practise some appropriate safety measures without direct supervision To manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> | |
| <p>F2</p> <p>I CAN PERSEVERE AND BE MORE INDEPENDENT WHEN ATTEMPTING TO FASTEN MY CLOTHING.</p> | <p>-I know that practise makes perfect.</p> <p>-I know that being independent is a positive attribute.</p> <p>-I know how to zip up my coat.</p> | <p><u>Playing and Exploring</u> --Showing particular interests -Initiating activities. -Showing a can-do attitude -Taking a risk, engaging in new activities and learning by trial and error</p> <p><u>Active Learning</u> -Pays attention to details -Showing a belief that more effort or a different approach will pay off. -Maintains focus for a period of time -Persists with activity when challenges occur -Bouncing back after</p> | <p><u>-Funky Fingers activities</u> E.g. Range of zips to practise attaching and then pulling up, lace tying cards, dolls clothes to practise fastening the buttons on e.g. a cardigan, play dough disco.</p> <p><u>-Winter Clothes role-play</u></p> <ul style="list-style-type: none"> ▪ Putting on and taking off different clothes like jumpers, cardigans, coats and wellies-fasten and unfasten buttons and zips-practising. ▪ Dressing and undressing multi-cultural baby dolls. | <p>SEE ABOVE</p> | <p><u>Skills:</u> -Keep trying and practising to perfect a skill e.g fastening buttons, tying a bow. -Develop independence and self-smart skills</p> <p><u>-Other skills:</u> - Following consecutive instructions -Fine and gross motor skills, including pencil grip, correct letter formation, name writing, co-ordination. -Memory-of dance sequences -Scissor control</p> <p><u>Application:</u> In context of</p> |

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| <p>-I know how to fasten and unfasten my buttons.</p> <p>-I know that with lots of practise a bow can be tied.</p> <p>-I can throw and catch a large ball using an underarm action.</p> <p>-I can aim a quoit or bean bag at a target and sometimes achieve my goal.</p> <p>-I can do the different actions in the playdough</p> | <p>difficulties</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do things</p> <p>-Making links</p> <p>-Developing ideas about cause and effect</p> <p>-Checking how well their activities are going</p> <p>-Changing strategy as needed</p> <p>-Reviewing how well the approach worked</p> | <p>-Mini Pinnies for RWInc</p> <p>When using the pinnies, tie a bow with the ribbon around the waist for a friend and help each other with the practising.</p> <p>-<u>Weekly P.E sessions-</u></p> <p>Getting undressed and dressed (unfastening and fastening buttons and Velcro on shoes) before P.E session. Games focus:</p> <p>Rotation of games activities including, aiming and throwing, throwing and catching a ball..</p> <p>-<u>Outdoor weaving of ribbons</u></p> <ul style="list-style-type: none"> ▪ In and out of the fence in EYFS outdoor area ▪ Creating journey sticks by travelling around the area and collecting natural objects-then attach to own stick using pipe cleaners and wool. <p>-<u>Practise perfect handwriting position (RWInc)</u> including pencil grip, angle of paper, plus other hand to steady paper.</p> | | | <p>'How does Winter Weather affect us?' adult focus and child initiated learning.</p> |
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disco: pinch, squeeze, roll, smack.

Fasten, unfasten, changed/unchanged, buttons, ribbons, tie, attach, independent, practise makes perfect, cardigan, jumper, socks, trousers, shorts, t-shirt, shoes, coat, apron, dance, actions, sequence, music, rhythm, perfect handwriting position, pencil grip, pressure, anti-clockwise,

-Daily RWInc writing and handwriting session
Recap anti clockwise letters and practise vertical letters plus work through the different letter formation families.

-Pencil use for name practise
To copy name from card using a pencil and the tripod grip.

-Word and sentence writing
linked to the Winter / Ice /trees and bird themes.

Scissor control and cutting practise on the Studio Space, using a range of materials.

CC-PD:HSC: Lots of encouragement during P.E dressing and undressing- using vocabulary to name clothing items and actions.

CHALLENGE- Can you tie a bow using the apron ribbons?

SEN/LAP/DISAD
-Extra support dressing and undressing with encouragement to practise

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| | vertical, clockwise, formation, starting position, scissors, pinch, squeeze, roll, smack. | | regularly. -CIP visual timetable for toilet use. -1:1 support on Funky Fingers table in the provision - PD:MH 1:1 letter formation intervention. | | |
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Sticky Knowledge Observation Physical Development activities for observation and assessment in terms of skills, knowledge and application.

F1-Observe children's ability to **PUT ON THEIR OWN COAT ON AND START TO PULL UP THE ZIP, AFTER ADULT FASTENING.**

CC-Based on the above observations, give 1:1 or small group support for particular gaps in skill and ability that need addressing.

F2-Observe children's ability to **PERSEVERE AND BE MORE INDEPENDENT WHEN ATTEMPTING TO FASTEN THEIR CLOTHING** during cloakroom and getting ready/dressed for P.E sessions.

CC-Based on the above observations, give 1:1 or small group support for particular gaps in skill and ability that need addressing.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

- Snowy/ice play
- Parent drop in sessions
- Wow moments
- Spring 2A F2 home learning grids linked to the topic
- Parents Evening
- Maths Everywhere Open afternoon
- Make Space after school parent/carer workshop
- Chatterbox parent/carer workshop

EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1- WHAT MAKES IT WINTER? F2-HOW DOES WINTER WEATHER AFFECT US?

TERM: SPRING 2A

AREA OF LEARNING: *LITERACY*



| EYFS CLASS | KNOWLEDGE VOCABULARY (what do you want children to know and understand?) | CHARACTERISTICS OF EFFECTIVE LEARNING | SEQUENCE OF ACTIVITIES/PROGRESSION | LINKS TO DEVELOPMENT MATTERS 22-36months 30-50months 40-60months ELG | SKILLS and APPLICATION |
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| <p>F1 Writing -I CAN START TO SAY THE SOUND THAT A LETTER MAKES.</p> <p>Reading -I CAN LISTEN TO STORIES WITH INCREASING ATTENTION AND RECALL.</p> | <p>- I know at least 1 book written by Allan Ahlberg and can say the title.</p> <p>-I can start to say the sound that a letter makes</p> <p>-I know what an author and an illustrator is.</p> <p>-I can retell a familiar story</p> <p>-I know what rhyme means</p> <p>-I can choose my favourite story book from a choice of 2</p> <p>-I can begin to tell my own</p> | <p><u>Playing and Exploring</u> -Using senses to explore the world around them- -Showing a can do attitude</p> <p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p> | <p>Daily Read, Write, inc. sessions to start for N2 children. The sessions will focus on a letter each day from Set 1 Speed Sounds, so children can start to say the sound that a letter makes.</p> <p>N1 children will access a phonics session led by TA based on Phonics Phase One activities</p> <p><u>'BOOK OF THE WEEK' DISPLAY</u> linked to focus author: Allan Ahlberg.</p> <p><u>Termly Author Focus books by Allan Ahlberg</u></p> <ul style="list-style-type: none"> • The Jolly Postman • Each, Peach, Pear Plum • Funny Bones • Peepo • The Baby Catalogue <p>Book talk, talking partners, and P4C discussions for each story.</p> <p><u>Book Talk</u> Focus on the front cover and read the title, author's name and illustrator's name. When discussing the books, refer to Victor Vocabulary and Rex Retriever.</p> <p><u>Winter themed story books</u></p> <ul style="list-style-type: none"> • 'Ridiculous' by Michael | <p>ARE F1 AND 2</p> <p>Reading: Fills in the missing word or phrase in a known rhyme, story or game</p> <p>Shows awareness of rhyme and alliteration</p> <p>Listens to stories with increased attention and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Knows that print carries meaning and is read from left to right.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Begins to read words and simple sentences.</p> <p>Children read and understand simple sentences.</p> <p>Read some common irregular words.</p> <p>Writing: Starts to</p> | <p><u>Skills:</u> -Use my prior knowledge and make links</p> <p><u>-Other skills:</u> - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application:</u> In context of 'What makes it Winter?' learning and child initiated learning</p> |
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| | <p>story which will be acted out.</p> <p>-I can recite at least 3 Poetry Basket poems off by heart.</p> <p>Title, author, illustrator, character, plot, storyline, favourite, poetry, letter, word, sentence, word, page, predict, re-tell, sequence, feeling/s, role-play, act out, poems, rhyme, explain, remember, recite, perform.</p> | | <p>Coleman</p> <p>Read aloud the story-children join in with reading and repeated refrains.</p> <ul style="list-style-type: none"> Charlie Crow in the Snow' by Paula Metcalfe <p>Read aloud, predict events and talk about setting, characters and storyline. Talk about the rhyme and feelings of the characters</p> <ul style="list-style-type: none"> 'The Snowman' by Raymond Briggs 'Snow Friends' by M Christina Butler <p>Share stories and compare settings, characters and storylines</p> <p><u>Poetry Texts-</u> 'The Usbourne Big Book of Nursery Rhymes' by Felicity Brooks & Sophia Touliatou</p> <p>Role-play and drawing/ mark making about our favourite parts.</p> <p><u>Poetry basket-</u> 'The Poetry Basket' laminated Class book Children joining in with seasonal</p> | <p>distinguish between marks made</p> <p>Sometimes gives meanings to marks as they draw and paint</p> <p>To give meanings to marks they make as they draw, write and paint</p> <p>Continues a rhyming string.</p> <p>Hear and say the initial sound in words</p> <p>Segment the sounds in simple words and blend them.</p> <p>Links sounds to letters, naming and sounding letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To write own name and other things such as labels</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words that match their spoken sounds.</p> <p>Write some common irregular words.</p> | |
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| | | | <p>collection of rhyming action poems along with peers and staff, to develop a bank of learned/off by heart poems to recite and present.</p> <p><u>Non-fiction topic books</u> Linked to Winter and topics shown interest in by children during child initiated and fiction study.</p> <p><u>Helicopter Stories-</u> Children's stories scribed and acted out with class on the day created, contributing to child's Helicopter Story book along with any other child initiated linked writing.</p> <p><u>CC-</u></p> <ul style="list-style-type: none">• Small group extra sharing of stories at 'Stay and Play' wellbeing club.• Concept/vocabulary grids 1:1 with adult <p><u>CHALLENGE-</u> Dig deeper into the re-telling of a story. Ask why do you think that happened? How do you think the characters are feeling? How would you like the story to end? Why?</p> <p><u>SEN/LAP/DISAD-</u> Visual supports and peer buddying/talking partners/1:1 support overlearning</p> | | |
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| <p>F2</p> <p>Writing</p> <p>I CAN RECORD IN SEQUENCE, THE DOMINANT LETTER SOUNDS OF WORDS WITHIN MY SENTENCE.</p> <p>Reading</p> <p>I CAN BEGIN TO READ WORDS AND SIMPLE SENTENCES.</p> | <p>-I know at least 2 books written by Julia Donaldson and can say the titles.</p> <p>-I know what an author/authores s, illustrator and blurb is.</p> <p>-I can retell the stories studied by Julia Donaldson.</p> <p>-I know what rhyme means and can think of different rhyming words.</p> <p>-I can point to a full stop and capital letter in a text.</p> | <p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -Showing particular interests -Initiating activities. -Showing a can-do attitude -Acting out experiences with other people <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Pays attention to details -Showing a belief that more effort or a different approach will pay off. -Maintains focus for a period of time -Persists when difficulties arise <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Finding new ways to do things -Making links -Check how well activities are going | <p>-Daily RWInc group sessions with RWInc leaders-speed sounds, word time and handwriting sessions.</p> <p>Texts:</p> <p><u>Termly Author Focus books by Julia Donaldson:</u> Room on the Broom, The Smartest Giant in Town, Paper Dolls, A Squash and a Squeeze.</p> <p><u>'BOOKS OF THE WEEK' DISPLAY</u> linked to focus author: Julia Donaldson.</p> <p><u>-Book Talk</u> Reading the title, author/ess' name and illustrator's name. listen to the blurb for all books read. When discussing the books, referring to Victor Vocabulary, Rex Retriever, Igg Inference to aid reading skills/comprehension.</p> <p><u>-'Room on the Broom'</u></p> <ul style="list-style-type: none"> • Reading aloud the story-children joining in with reading and repeated refrains/talk about rhyme/punctuation marks and sound/letter correspondence as well as tricky word use. • Cut up sentences to read and order | <p>SEE ABOVE</p> | <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Use my prior knowledge and make links -Making sensible predictions -Hear and say initial letter sounds -Link phonemes to graphemes -Spell cvc words correctly -Record all dominant letters heard in words -Rehearse sentences aloud and write them using phonics and some common tricky words e.g I, the, to. <p><u>-Other skills:</u></p> <ul style="list-style-type: none"> - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play -Role play strategy use <p><u>Application:</u> In context of 'What makes it Winter?' learning and child initiated learning</p> |
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-I can record initial letters of words and spell cvc words correctly when writing.

-I can record all dominant letter sounds of words and write a couple of sentences.

-I can read and spell 'I' 'the' and 'to' correctly.

-I can choose my favourite story book from a choice of 2/3 and explain why it is my favourite.

correctly.

- Focus on the broom-if you were the witch, who would you have room for on your broom? Can you make any of your names rhyme?
Dog/frog, cat/bat...
- (Provocation of broom, bow, wand in Mud Kitchen area)
- Children draw and label then write sentences.

-The Smartest Giant in Town

- Read, predict events and talk about setting, characters and storyline.
- Talk about the rhyme and feelings of the characters/personality attributes-around the circle.
- Drama-freeze frames to explore character's feelings/act out using speech and thinking bubbles.
- Teacher modelling and pupils write a letter to the Giant, expressing their own feelings about the Giant's actions.

-I can tell my own story which will be acted out.

-I can recite at least 5 poetry basket poems off by heart.

Title, author, illustrator, blurb, character, plot, storyline, vote, favourite, fiction, non-fiction, poetry, capital letter, letter, word, sentence, tricky word, sight vocabulary, full stop, exclamation mark, page, predict, re-tell, sequence, feeling/s, role-play, act out,

-Voting for favourite Julia Donaldson book
Giving reasons.

-‘Paper Dolls’

- Discussing the story in circle identifying favourite part.
- Writing a description of own paper doll strip and each character’s name.

-‘A Squash and a Squeeze’

- Read aloud, leaving out rhyming words for the children to add-choral speaking.
- Make a list of words that the authoress uses instead of the word ‘small.’ Shared reading and writing.

Poetry Texts-

Wriggle and Roar! Rhymes to

Join in with-Julia Donaldson

Role-play and drawing/written responses about our favourite parts.

Poetry basket-

‘The Poetry Basket’ laminated Class book

Children joining in with seasonal collection of rhyming action poems along with peers and

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| | <p>hot seat, speech bubble, thinking bubble, poetry, poems, rhyme, explain, remember, recite, perform.</p> | | <p>staff, to develop a bank of learnt/off by heart poems to recite and present.</p> <p><u>Weekly home and school reading books</u> linked to sounds that the children have been taught and tricky word/sight vocabulary packs.</p> <p><u>Guided Reading groups</u> Group reading and discussions about characters, setting, plot, story structure, using Victor Vocabulary and our board, Rex Retriever and Inference Iggy to work on reading/comprehension skills.</p> <p><u>Non-fiction topic books</u> Linked to Winter, Weather, materials, Ice, migration and Hibernation and topics shown interest in by children during child initiated and fiction study.</p> <p><u>Reading and writing linked to Understanding the World activities:</u></p> <ul style="list-style-type: none"> • Ice experiment predictions and testing, testing materials for a Winter coat, re-telling of the Great Race (Chinese New Year)- writing words and sentences. | | |
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| | | | <p><u>Helicopter Stories-</u> Children's stories scribed and acted out with class on the day created, contributing to child's Helicopter Story book along with any other child initiated linked writing.</p> <p><u>CC-</u></p> <ul style="list-style-type: none">• Small group extra sharing of Julia Donaldson's stories at 'Stay and Play' wellbeing club. Use of picture/letter mats whilst writing.• Concept/vocabulary grids 1:1 with adult in reading arch (logged on chart) <p><u>CHALLENGE-</u> Encourage extension of written sentences using and/but/because and stamina to write at greater length.</p> <p><u>SEN/LAP/DISAD-</u> Visual supports and peer buddying/talking partners/1:1 support overlearning and RWInc catch up.</p> | | |
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Sticky Knowledge Observation Literacy activities for observation and assessment in terms of skills, knowledge and application.

- F1-** During and after RWInc sessions assess if a child **CAN START TO SAY THE SOUND THAT A LETTER MAKES.**
- CC-** Extra 1:1 shared book time with an adult, lending library support and use of concept/vocabulary non fiction topic book charts with 1:1 adult.
- F2-** During 1:1 reading with a child and during RWInc weekly/termly checks, assess if the child can **BEGIN TO READ WORDS AND SIMPLE SENTENCES.**
- CC-** Extra 1:1 reading, pm RWInc catch up, lending library support and use of concept/vocabulary non fiction topic book charts with 1:1 adult.

CHILDREN’S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

- Snowy/ice play
- Parent drop in sessions
- Wow moments
- Spring 2A F2 home learning grids linked to the topic
- Parents Evening
- Maths Everywhere Open afternoon
- Make Space after school parent/carer workshop
- Chatterbox parent/carer workshop

EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1- WHAT MAKES IT WINTER? F2-HOW DOES WINTER WEATHER AFFECT US?
TERM: SPRING 2A **AREA OF LEARNING:** *UNDERSTANDING THE WORLD*



| EYFS CLASS | KNOWLEDGE VOCABULARY (What do you want | CHARACTERISTICS OF EFFECTIVE LEARNING | SEQUENCE OF ACTIVITIES/PROGRESSION | LINKS TO DEVELOPMENT MATTERS 22-36months | SKILLS and APPLICATION |
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| | children to know and understand?) | | | 30-50months 40-60months ELG | |
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| <p>F1 -I CAN COMMENT AND ASK QUESTIONS ABOUT CHANGES IN THE NATURAL WORLD.</p> <p>ICT I CAN SELECT AND USE VIRTUAL ASSISTANT TECHNOLOGY (ALEXA) FOR A PURPOSE</p> | <p>-I know about different types of Winter weather - I can make comments about the seasonal changes in the natural world - I can ask questions about seasonal changes in the natural world. -I can talk about some of the things I have observed about animals, plants and objects - I know about growth, decay and seasonal changes over time -I know that I can ask Alexa questions to find out information.</p> | <p><u>Playing and Exploring</u> -Using senses to explore the world around them- -Showing a can do attitude</p> <p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p> | <p><u>Brainstorm enquiry question:</u> 'What makes it Winter?' To find out prior knowledge</p> <p>Go on a local walk to observe the seasonal changes in the natural world, particularly focusing on the trees</p> <p>-<u>Circle time</u>- contribute to the feedback about the observations made during the local walk. Ask questions about what they have observed.</p> <p>Use non- fiction Winter books, Alexa and the IWB to find out answers to circle time questions</p> <p>Focus on IWB PowerPoint Signs of Winter Power Point EYFS All About Winter PowerPoint (Twinkl)</p> <p>-<u>Talking partners</u>-talking about Winter themed fiction books and explain favourite part and what they like / dislike about Winter</p> <p>Create a Winter snowman</p> | <p>ARE F1 AND 2 People and Communities: In pretend play, imitates everyday actions and events from own family and cultural background. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different ways of life. Enjoys joining in with family customs and routines. They know about similarities and differences between themselves and others, and among families, communities and traditions. The World Notices detailed features of objects and the environment To comment and ask questions about aspects of their familiar world such as the place they live or the natural world. Talk about some of the things they have observed about animals, plants and objects. Talk about why things happen and how things work. Develop an understanding</p> | <p><u>Skills:</u> -Using my prior knowledge and making links</p> <p>-<u>Other skills:</u> -ICT - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application:</u> In context of 'What makes it Winter?' learning and child initiated learning</p> |

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| | <p>-I know how to take a photograph on the I pad</p> <p>-I know the names of the bulb, wire and battery.</p> <p>-I know that a circuit needs to be complete to light up a bulb.</p> <p>-I know that plants grow with light and water.</p> <p>-I can talk about vegetable plants</p> <p>Winter, bare tree, Weather, season, clouds, snow, snowflakes, wind, rain, fog, ice, melt, freeze, frozen, hot, cold, icicle, Hibernation, migration, countries, warm.</p> | | <p>collage using cotton wool, paper, scraps of materials, googly eyes and snowflake sequins</p> <p>Create a Winter snowflake using lollipop sticks, glue, silver glitter and ice crystals</p> <p>Create a bare Winter tree painting</p> <p><u>Circle time-Brainstorm enquiry question: 'What makes it Winter?' at the end of this half term to assess what knowledge and understanding the children have now</u></p> <p><u>Join F2 to celebrate Chinese New Year –</u> (Global learning)</p> <ul style="list-style-type: none"> Information presentation by F2 to F1 children before food tasting- explaining knowledge and understanding then asking each other questions during food tasting, linked to likes and dislikes. <p>ONGOING: <u>-ICT focus-</u> Use of Alexa to</p> | <p>of growth, decay and changes over time. Show care and concern for living things and the environment.</p> <p>Look closely at similarities, differences, patterns and change To know about similarities and differences in relation to objects, materials and living things. They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Technology Operates mechanical toys e.g. turns knob on wind-up toy. Knows that information can be retrieved from computers.</p> <p>Completes a simple program on a computer Uses ICT hardware to interact with age appropriate computer software.</p> | |
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| | <p>China, Chinese new year, rice, sweet and sour chilli sauce, spring rolls, map, globe, world.</p> <p>I pad, photograph, video, computer, mouse,</p> <p>Circuit, electricity, invisible, bulb, light, wire/s, battery, battery holder,</p> <p>Vegetable, plant. Grow, light, water, changes, patterns.</p> | | <p>ask information and play music</p> <p><u>-Support/practise logging onto Mini Mash</u> Exploring different areas of Purple Mash.</p> <p><u>-Use of I pads to play age appropriate games.</u></p> <p><u>-Science resources /equipment trolley use during investigating</u> for the above and child-initiated explorations in provision, including observation of Winter</p> <p><u>-Makerspace STEM Trolley Learning</u> Investigating/problem solving to create simple circuits to light up a bulb plus buzzers and use of switches. Incorporate circuits into own ideas and models- alongside a KS 2 peer tutor once a week. Sharing of related electricity/circuit non- fiction booklets.</p> <p><u>Vegetable Planters-Joint F1 and 2 /Use of gardening equipment</u> Weeding watering. Observing plant growth and</p> | | |
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| | | | <p>comparing height, leaf type and talk about changes.</p> <p>CULTURAL CAPITAL- 1:1/ small group sharing of topic non-fiction books-adding words to the Victor's Wonderful Words board and defining the words to be recorded in class brown book.</p> <p>CHALLENGE- To follow 2/3 consecutive instructions.</p> <p>SEN/LAP/DISAD— Talking partners with a HAP- for peer modelling and 1:1 support and encouragement when investigating, adult modelling specific vocabulary use.</p> | | |
| <p>F2</p> <p>-I CAN EXPLAIN HOW AND WHY CHANGES AND PATTERNS OCCUR IN WINTER.</p> | <p>-I can carefully observe changes to ice and explain what has happened.</p> <p>-I can use 'because' to explain my experiment results.</p> | <p><u>Playing and Exploring</u> -Showing particular interests -Initiating activities -Showing a can -do attitude -Uses senses to explore -Takes part in open ended activity -Taking a risk, learning by trial and error and engaging in new experiences</p> <p><u>Active Learning</u> -Pays attention to details -Showing a belief that more effort or a different approach will pay off.</p> | <p><u>-Brainstorm enquiry question: 'How does Winter weather affect us?'</u> To find out prior knowledge/Teacher scribe then display on topic working wall.</p> <p><u>-Ice play in tuff spot tray</u></p> <ul style="list-style-type: none"> • Ice cubes and using scrapers to reveal objects inside ice blocks. • How does the ice feel now? Later? Why is that? | SEE ABOVE | <p><u>Skills:</u> -Use my prior knowledge and make links -Making sensible predictions -Observe patterns and change -Explanation skills</p> <p><u>-Other skills:</u> -Writing skills - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in</p> |

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| | <p>-I can talk about the different types of Winter weather.</p> <p>-I can name and talk about the qualities of different materials.</p> <p>-I know which materials are warm and or waterproof.</p> <p>-I can tell someone about the appropriate clothes I need to wear in different types of weather.</p> <p>-I can talk about different materials in relation to suitability for a warm and waterproof Winter coat.</p> | <p>-Shows high levels of fascination</p> <p>-</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do things</p> <p>-Making links</p> <p>-Enjoys meeting challenges for their own sake not just for external praise and reward</p> | <p><u>-Predict and test how ice behaves</u></p> <ul style="list-style-type: none"> • In different places around school (in and outdoors)- recording predictions and testing, then conclude. • Non-fiction books about ice and snow. <p><u>-Predict and test different materials for a suitable winter coat</u></p> <ul style="list-style-type: none"> • Record ideas and talk about/record results-conclusion. • Non-fiction books about materials. <p><u>-Chinese New Year Celebration-</u></p> <ul style="list-style-type: none"> • Looking at information power points about Chinese cultural traditions, locating China on world map. <p>(Global learning)</p> <ul style="list-style-type: none"> • Re-telling 'The Great Race' story. • Creating Chinese 'character' writing and learning a Mandarin 'Happy New Year' song. | | <p>play and exploration</p> <p><u>Application:</u> In context of 'How does Winter Weather affect us?' adult focus learning and child-initiated learning.</p> |
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ICT
I CAN SELECT
AND USE
TECHNOLOGY
FOR A
PARTICULAR
PURPOSE, TO
PHOTOGRAPH
AND VIDEO
WINTER TREES
AND WEATHER.

- I know that ice melts when temperature gets warmer.
- I know that water freezes at 0 degrees.
- I can talk about the different types of Winter weather and changes.
- I can record the weather and seasonal changes using an I pad to take photographs and videos to evaluate learning.
- I can say how Winter weather affects me e.g makes me cold, need to wear warm clothes.
- I know about 'The

- Presenting a Chinese New Year presentation to F1 children, created by F2 pupils, before the joint food tasting and Dragon Dance performance.
(British Values)

-Similarities and differences between Chinese New Year and Diwali

- Using comparative language, to talk about the similarities, differences between the 2 celebrations e.g. in relation to the main celebration theme or story, special clothes, family gathering, special foods.
(British Values)

-Hibernation and Migration

- Using Victor Vocabulary board to learn about the above word meanings.
- Using non-fiction books, power points, video clips and Alexa to learn more.

ICT -I-Pad photographs and

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| | <p>Great Race' story which is central to Chinese New Year.</p> <p>-I know some similarities and differences between Diwali and Chinese New Year.</p> <p>-I know that China is a different country to England.</p> <p>-I know some of the Chinese traditions at Chinese New Year time.</p> <p>-I know that I need to log on the computer to access Mini Mash.</p> <p>-I know that I need to manipulate the mouse to effect</p> | | <p><u>videos</u> Using the I pad to take photographs and video clips to reflect the Winter Weather and record/evaluate learning.</p> <p>ONGOING: <u>-ICT-Support/practise logging onto Mini Mash</u> Exploring different areas of Purple Mash and with support learning to save learning.</p> <p><u>-Use of Alexa</u> to ask information and play music.</p> <p><u>-Use of I pads</u> to play age appropriate games.</p> <p><u>-Science resources /equipment trolley use during investigating</u> for the above and child-initiated explorations in provision, including observation of Winter/weather changes.</p> <p><u>-Care and observation of the Early Years stick insects and tortoise</u> F1 and 2 care rota, preparing food and water, cleaning out and observing, explaining any changes.</p> <p><u>-Makerspace STEM Trolley</u></p> | | |
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| | <p>changes on the computer.</p> <p>-I know that I can ask Alexa questions to find out information.</p> <p>-I know how to take a photograph and video clip on the I pad.</p> <p>-I am practising how to save on the computer.</p> <p>-I know the names of the bulb, wire, battery and battery holder plus copper tape.</p> <p>-I know that a circuit needs to be complete to light up a bulb or make a buzzing sound.</p> <p>-I know that plants</p> | | <p><u>Learning</u> Investigating/problem solving to create simple circuits to light up a bulb plus buzzers and use of switches. Incorporate circuits into own ideas and models- alongside a KS 2 peer tutor once a week. Sharing of related electricity/circuit non- fiction booklets.</p> <p><u>Vegetable Planters-Joint F1 and 2 /Use of gardening equipment</u> Weeding watering. Observing plant growth and comparing height, leaf type and talk about changes.</p> <p><u>CULTURAL CAPITAL-</u> 1:1/ small group sharing of topic non-fiction books-adding words to the Victor Vocabulary board and defining the words to be recorded in class brown book.</p> <p><u>CHALLENGE-</u>Encouraging pupils to follow their own explorations and answer possibility questions-How did you...? I wonder what will happen if...? Tell me more..</p> <p><u>SEN/LAP/DISAD—</u></p> | | |
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| | <p>grow with light and water.</p> <p>-I know that different vegetable plants have different shaped leaves and appearances.</p> <p>-I can talk about differences between vegetable plants.</p> <p>Weather, season, snow, wind, rain, fog, because, ice, melt, freeze, frozen, hot, cold, experiment, radiator, fridge, outside, predict, test, conclude, material, warm, waterproof, plastic, wool, cotton. Hibernation, migration,</p> | | <p>Talking partners with a HAP- for peer modelling and 1:1 support and encouragement when investigating, adult modelling specific vocabulary use.</p> | | |
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| | <p>countries, warm. China, Chinese, Mandarin, The Great Race, rice, sweet and sour, chilli sauce, spring rolls, characters, map, globe, world. I pad, photograph, video, computer, mouse, log on, save. Vegetable, plant. Grow, light, water, similarities, differences, changes, patterns.</p> | | | | |
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Sticky Knowledge Observation

Understanding the World activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe and note what children say during circle time when we brainstorm our enquiry question ‘What makes it Winter?’ at the end of the half term to assess if a child CAN COMMENT ABOUT CHANGES IN THE NATURAL WORLD.

CC- 1:1 Non-fiction books/topic concept/vocabulary grids to record the children’s experience of the vocabulary and concepts related to different topics.

CHILDREN’S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

F2-Observe children exploring as they EXPLAIN HOW AND WHY CHANGES AND PATTERNS OCCUR IN WINTER.

CC- 1:1 Non-fiction books/topic concept/vocabulary grids to record the children’s experience of the vocabulary and concepts related to different topics.

- Wow moments
- Parents Evening
- Make Space after school parent/carers workshop
- Chatterbox parent/carers workshop
- Spring 2A F2 home learning grids linked to the topic
- Maths Everywhere Open afternoon

EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



ENQUIRY QUESTION: F1- WHAT MAKES IT WINTER? F2-HOW DOES WINTER WEATHER AFFECT US?

TERM: SPRING 2A

AREA OF LEARNING: EXPRESSIVE ARTS AND DESIGN

| EYFS CLASS | KNOWLEDGE VOCABULARY (What do you want children to know and understand?) | CHARACTERISTICS OF EFFECTIVE LEARNING | SEQUENCE OF ACTIVITIES/PROGRESSION | LINKS TO DEVELOPMENT MATTERS 22-36months 30-50months 40-60months ELG | SKILLS and APPLICATION |
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| <p>F1</p> <p>I CAN ENGAGE IN IMAGINATIVE ROLE PLAY.</p> <p>Art</p> <p>I CAN BUILD WITH MALLEABLE</p> | <p>-I can engage in imaginative role play with my friends</p> <p>- I can use my first hand experiences in my play</p> <p>- I know how to build stories around toys</p> <p>- I can build, stacking wooden blocks vertically and horizontally</p> <p>-I can build with different malleable materials using</p> | <p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -Using senses to explore the world around them- -Showing a can do attitude - Pretending objects are things from their experiences. -Taking a risk, engaging in new experiences and learning by trial and error. <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Paying attention to details -Enjoying meeting challenges <p><u>Creating and critical</u></p> | <p><u>Art Focus-Sculpture</u></p> <ul style="list-style-type: none"> - Start by building with existing shapes e.g. wooden blocks to build different shapes (can be really abstract so make a person and make a building using blocks to look at shape and not detail.) - Building with new materials using additive sculpture techniques (building as oppose to carving) e.g. using small balls of clay to build one big ball of clay, using balls of cotton wool to build cloud. - Experiment making different simple shapes in same technique - Using something real for | <p><u>ARE F1 AND 2</u></p> <p>Exploring and Using Media and Materials:</p> <p>Shows an interest in the way that musical instruments sound</p> <p>Taps out simple repeated rhythms.</p> <p>Beginning to be interested in and describe the textures of things</p> <p>Uses various construction materials</p> <p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Explores what happens when they mix colours</p> | <p><u>Skills:</u></p> <ul style="list-style-type: none"> -3D and Sculpture - hand eye coordination skills -Manipulation of materials to achieve a planned effect -Developing composition (building) - Seeing how art is connected to real world, but not always exactly the same - Building in 3D- learning how a shape is made - Developing observation skills- <p><u>-Other skills:</u></p> <ul style="list-style-type: none"> - Turn taking in conversation and building upon what is heard -Using own experiences in |

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| <p>MATERIALS USING ADDITIVE SCULPTURE TECHNIQUE.</p> | <p>additive sculpture technique (e.g. clay, playdough, plasticine etc.)</p> <p>Play, imagine, role, friend, idea, pretend, talking, Toy shop, customer, shopkeeper, toys, presents, order, online, price, label, list, money, coins, till, shopping bag, art, sculpture, clay, model, technique, roll, ball</p> | <p><u>thinking</u> -Thinking of ideas -Making links and noticing patterns</p> | <p>inspiration, a cloud, a snowman etc.</p> <p>-Work in a group to make white play dough and then use the additive sculpture techniques e.g. using small balls of play dough to build one big ball of play dough to make snowballs/ a snowman.</p> <p>Create a Winter snowman artwork using cotton wool, paper, scraps of materials, googly eyes and snowflake sequins</p> <p>Create a Winter snowflake using lollipop sticks, glue, silver glitter and ice crystals</p> <p>Create a bare Winter tree painting</p> <p><u>ONGOING:-</u> -Role play: Toy Shop-taking on shop keeper and customer roles and playing imaginatively with their peers -Role play : Home Corner</p> <p><u>-F1 and 2 Easels both in and outside-Paints or dry mark making tools-chalks, crayons, pastels, charcoal.</u> <u>-F 1 and 2 Construction kits and blocks in and outdoors</u> Child initiated use of</p> | <p>Constructs with a purpose in mind, using a variety of resources. Manipulates materials to achieve a planned effect. <u>Experiments to create different textures.</u> Being Imaginative: <u>Beginning to make believe by pretending</u> <u>Sings to self and makes up simple songs.</u> <u>Engages in imaginative role play based on first-hand experiences.</u> <u>Builds stories around toys. Captures experiences and responses with a range of media, such as music, dance and paint, and other materials and words.</u> Creates simple representations of events, people and objects. Introduce a storyline or narrative into their play Plays cooperatively as part of a group to develop and act out a narrative.</p> | <p>play</p> <p><u>Application:</u> In context of 'What Makes it Winter?' learning and child initiated learning</p> |
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| | | | <p>construction kits to create models.</p> <p>-Daily singing sessions (nursery rhymes and familiar songs) -Weekly music session with specialist music teacher</p> <p><u>-Ongoing F1 and F2 Helicopter Story acting out stage</u> After children have told their story, they act out in masking taped stage area along with peers. Video and evaluate.</p> <p><u>-F1 and 2 Outdoor mats, ribbon sticks and wind chime-with percussion instruments to encourage dance/expressive movements.</u></p> <p><u>-F1 and 2 Mud Kitchen and play house</u></p> <p>CC- Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into pretending and role taking. CHALLENGE- To follow 2/3 consecutive instructions.</p> <p><u>SEN/LAP/DISAD-</u></p> | | |
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| | | | Linked Winter topic books with 1:1 reading and vocabulary time-recorded on child's grid | | |
| <p>F2</p> <p>I CAN START TO PLAY CO-OPERATIVELY AS PART OF A GROUP TO DEVELOP AND ACT OUT A NARRATIVE.</p> <p><u>Art</u></p> <p>I CAN ADD SMALLER DETAIL TO A CLAY MODEL</p> | <p>-I can begin to co-operate with others, within a role play context.</p> <p>-I know how to talk 'in role.'</p> <p>- I know how to develop a narrative, building upon what was said by friends.</p> <p>-I can explore a variety of media and materials to create different representations.</p> <p>-I can use additive sculpture techniques.</p> <p>-I can add smaller details to my clay models.</p> <p>-I know that I can use tools to add</p> | <p><u>Playing and Exploring</u></p> <p>--Showing particular interests</p> <p>-Shows curiosity about objects, events and people.</p> <p>-Initiating activities.</p> <p>-Showing a can-do attitude.</p> <p>-Pretending objects are things from their experiences.</p> <p>-Taking a risk, engaging in new experiences and learning by trial and error.</p> <p><u>Active Learning</u></p> <p>-Maintains focus on learning for a period 0of time.</p> <p>-Pays attention to details</p> <p>-Showing a belief that more effort or a different approach will pay off.</p> <p>-Shows high levels of fascination.</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do</p> | <p><u>Art-Sculpture</u></p> <ul style="list-style-type: none"> • Additive sculpture: Explore variety of materials to see which works best. • Building with chosen materials (playdough, clay, blocks, cotton wool etc). • Create something that resembles an observed object E.G heart, sun, hat etc.-2 and 3D. • Add colour to the object, observe the object and add detail to it. • Explore building on different scales: building a large shape and adding smaller detail to it. • Create from the imagination as well as from observation and their understanding of real objects- exploration of adding smaller details. E.g Use tools to add details: | SEE ABOVE | <p><u>Skills:</u></p> <p>-3D and Sculpture</p> <p>-Manipulate materials to achieve a planned effect</p> <p>-Observation skills</p> <p>-Hand/eye co-ordination</p> <p>-Use my prior knowledge and make links</p> <p>-Taking on a role and acting/speaking in role</p> <p><u>-Other skills:</u></p> <p>-Description of model's qualities</p> <p>- Turn taking in conversation and building upon what is heard</p> <p>-Questioning to find out more information</p> <p>-Using own experiences in play</p> <p><u>Application:</u> In context of 'How does Winter Weather affect us?' adult focus learning and child initiated learning.</p> |

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| | <p>details to my models, by poking, pinching, etching. -I can sing a few class action songs. -I can play percussion instruments rhythmically.</p> <p>Role-Play, narrative, imagine, role, pretend, talking, group, co-operate. Winter Home, scarf, hat, coat, boots, weather, warm, food. Arctic, animals, seal, Arctic hare, snow, ice, whale.</p> <p>Art, sculpture, model, additive, clay, playdough, plasticine, model, technique, details, observe, explore, materials, create,</p> | <p>things. -Making links and noticing patterns in their experience. -Testing their ideas. -Checking how well their activities are going. -Change strategy as needed.</p> | <p>poke holes in the clay, pinch bits back off: exploring how a shape can be added to and taken from.</p> <p><u>-Indoor Role play area</u></p> <ul style="list-style-type: none"> • <u>Winter home role play area</u> with hats, scarves, wellies and picture/word posters to support. <p><u>-Outdoor Role play area</u></p> <ul style="list-style-type: none"> • Arctic animals small world and ice tray, with writing frames/Arctic book themed area. <p><u>-Develop a range of class songs to sing</u> Our God is a Great Big God My Lighthouse BINGO If You're Happy and You Know It..</p> <p><u>-F1 and 2 Easels both in and outside</u>-Paints or dry mark making tools-chalks, crayons, pastels, charcoal.</p> <p><u>Create Valentines cards</u> Using range of card and papers.</p> <p><u>-Weekly music session with specialist music teacher</u> (also including the below)</p> | | |
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make, build, scale.

- Action songs and rhythm and pulse learning, plus dynamics.
- Use song and rhyme booklet in class to accompany with percussion instruments.

Studio Space Exploration

In provision, creating led by child interest, using range of box modelling materials including cardboard boxes, rolls, tissue paper, string, tape, glue..., with tools-scissors, pencils...

-F 1 and 2 Construction kits and blocks in and outdoors

Child initiated use of construction kits to create models.

-Ongoing F1 and F2 Helicopter Story acting out stage

After children have told their story, they act out in masking taped stage area along with peers. Video and evaluate.

-F1 and 2 Outdoor mats/stage, ribbon sticks and wind chime-
with percussion instruments to encourage dance/expressive movements.

-F1 and 2 Mud Kitchen and play house-addition of Ice cubes and

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| | | | <p>use of available herbs/plants.</p> <p>CC- Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into pretending and role taking. 1:1 support with art/sculpture skills.</p> <p>CHALLENGE- Help a friend to join the role play group and take on a role (peer tutoring).</p> <p>SEN/LAP/DISAD- 1:1 modelling of expressing self through sculpture and role-play-encouraging interactions with a buddy to play with during explorations.</p> | | |
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Sticky Knowledge Observation Expressive Arts and Design activities for observation and assessment in terms of skills, knowledge and application

F1- Observation of groups of children in the Home Corner or role play area to assess if a child **CAN ENGAGE IN IMAGINATIVE ROLE PLAY.**

CC- Use observations of children to meet next steps by adult and peer modelling, encouraging and children attending 'Stay and Play' Monday lunch time wellbeing club.

F2- Observation of groups of children in small world and role play areas of provision to assess whether they can **START TO PLAY CO-OPERATIVELY AS PART OF A GROUP TO DEVELOP AND ACT OUT A NARRATIVE.**

CC- Use observations of children to meet next steps by adult and peer modelling, encouraging and children attending 'Stay and Play' Monday lunch time wellbeing club.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

- Snowy/ice play
- Parent drop in sessions
- Wow moments
- Spring 2A F2 home learning grids linked to the topic
- Parents Evening
- Maths Everywhere Open afternoon
- Make Space after school parent/carer workshop
- Chatterbox parent/carer workshop

