



## EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1-HOW AND WHY DO PEOPLE TRAVEL? F2-WHO HELPS TO KEEP US SAFE?

TERM: SUMMER 3B

AREA OF LEARNING: COMMUNICATION AND LANGUAGE

EYFS CLASS END POINT	KNOWLEDGE AND SKILLS (what do you want children to be able to know and do?)  VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SEQUENCE OF ACTIVITIES/PROGRESSION	LINKS TO DEVELOPMENT MATTERS (Please see Long term overview)  22-36months 30-50months 40-60months ELG	SKILLS and APPLICATION
F1  LISTENS AND RESPONDS TO IDEAS EXPRESSED BY OTHERS IN CONVERSATION OR DISCUSSION	-I can listen and talk about other children's ideas -I can listen to my friends when I like what they are talking about -I can listen carefully to stories and talk about them later  - I know what to do if I am told to "Put teddy under the blanket" or "Put the car on top of the	Playing and Exploring -showing curiosity about objects, events and people -Using senses to explore the world around them -Showing particular interests -Initiating activities. -Showing a 'can do' attitude  Active Learning -maintaining focus on their activity for a period of time -showing high levels of energy, fascination -Not easily distracted -Pays attention to details  Creating and critical thinking -Thinking of ideas -Making links and noticing patterns in their experience	<u>Brainstorm enquiry question:</u> <u>'How and Why do People</u> <u>Travel?'</u> To find out prior knowledge-  <u>Role play- Travel Agents</u> with brochures, suitcases, signs, till -developing play ideas, narratives and explanations (sustained shared thinking )  <u>Summer</u> -Learn about the season of Summer.  <u>Summer trees and flowers-</u> Discuss/answer questions about how/why the trees have changed. Follow instructions to make	<b>Listening and Attention</b>  Listens to others 1:1 or in small groups when conversations interest them  Listens to stories with increasing attention and recall  Maintains attention, concentrates and sits quietly during appropriate activity  Two-channelled attention – can listen and do for a short span.  Children listen attentively in a range of situations. They respond to stories, accurately anticipating key	<u>Skills:</u> Active listening -Use more complex sentences to link thoughts -Begin to understand how and why questions -Use my prior knowledge and make links  <u>Other skills:</u> -Observational skills -Pencil control  <u>Application:</u> In context of 'How and why do people travel?' learning and child initiated learning

<p>garage”</p> <ul style="list-style-type: none"> <li>-I can confidently understand questions like “How can you travel to the seaside?” and “Why do you want to wear your sunglasses today?</li> <li>- I can talk about what has happened, is happening now and what could happen later</li> <li>-I can use lots of new words about things which interest me and learn new words</li> </ul> <p>Summer, season, warm, sunny, sun, hot, flowers, sunflower, daisy, tree, green leaves</p> <p>Father’s Day, dad, special, love, hugs, caring, kind, cuddles, special,</p>		<p>Summer tree/ flower art work for our seasonal display</p> <p>P4C discussion about favourite things to do in the Summer. Introduce more P4C signs e.g. building upon the ideas of others</p> <p>Use Victor’s Wonderful Words board and big Glossary book to define the meaning of new words.</p> <p>Use IWB video clips, fiction, non-fiction and Alexa as a basis for discussion/asking and answering how and why questions.</p> <p>P4C discussion about the four seasons of the year and which season is your favourite and why?</p> <p><u>Father’s Day</u></p> <p>Circle time- Discuss our daddies and why we love them. What makes a dad/Grandad special?</p> <p><u>Transport &amp; Journeys</u></p> <p>Focus on books with a transport/ journey theme, such as ‘Can you Choo Choo Too?’ by D. Wojtowycz, ‘Ben and Gran and the Whole Wide Wonderful World’ by G. Shields, ‘Magic Train Ride’</p>	<p>events and responding with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They listen in a larger group, for example, at assembly.</p> <p><b>Understanding</b></p> <p>Beginning to understand how and why questions Shows understanding of prepositions such as ‘under,’ ‘on,’ top,’ behind’ by carrying out an action</p> <p>Respond to instructions involving a two-part sequence. Understands humour e.g. nonsense rhymes, jokes. Listen and respond to ideas expressed by others in conversation or discussion.</p> <p><b>Children follow</b></p>	
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<p>card, present,</p> <p>travel agents, book, holiday, tickets, passports, boarding cards,</p> <p>Transport, mode, journey, travel vehicle, car, bicycle, tricycle, bike, motorbike, scooter, train, bus, mini bus, coach, hot air balloon, rocket, tram, boat, ship, ferry, cruise liner, hovercraft, aeroplane, plane, jet, helicopter, submarine,</p> <p>Holiday, visit, trip, destination, seaside, sea, paddle, swim, beach, sand, sandcastle, flag, bucket, spade, ice-cream, rock-pool, shells, crabs,</p>		<p>by Sally Crabtree, Dinosaur's Day Out' by Nick Sharratt and 'The Train Ride' by June Crebbin to learn about different modes of transport and travel.</p> <p>Recall the details of the stories and discuss our favourite ways to travel</p> <p>-Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p><b><u>Holidays/ Trips</u></b></p> <p>-Show and Tell</p> <p>Show and talk about favourite family holiday photographs. Talk about travelling on holiday, events and favourite memories of what happened</p> <p><b><u>Space</u></b></p> <p>Use IWB, fiction and non – fiction books to learn about space travel</p> <p>Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p><b><u>Class Trip to Sundown Adventureland on a coach</u></b></p>	<p>instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. After listening to stories children can express views confidently about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</p> <p><b>Speaking</b></p> <p>Uses talk to connect ideas, explain what is happening, anticipate what might happen next, recall and relive past experiences</p> <p>Builds up vocabulary that reflects the breadth of their experience</p> <p>Uses a range of tenses</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Introduces a storyline or narrative into their play. Uses talk to organise, sequence and clarify thinking, ideas,</p>
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<p>donkey, deckchair, pier, arcade, sun-cream, burn, skin, protection, sun hat</p> <p>fly, airport, luggage, plane, hotel, swimming pool, camping, caravan, tent, pegs, barbecue, stove,</p> <p>space, shuttle, capsule, rocket, booster, astronaut, count down, blast off, launch, ignition sequence, 5,4,3,2,1 BLAST OFF! orbit, moon, lunar, module, planet, mission, oxygen, space suit, gravity, star, Solar System, planets, sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, galaxy, meteor, comet, star,</p>	<p><b>Saying 'Goodbye'</b></p> <p>'Sing-along for Parents/ Carers and present N2 children with their folders/Learning Journeys</p> <p><b>Transition and leaving discussion</b></p> <ul style="list-style-type: none"> <li>Circle time-sharing happy memories in Nursery and talking about what we are looking forward to in our new class.</li> </ul> <p><b>CULTURAL CAPITAL-</b></p> <p>Linked Travel/ transport topic books with 1:1 reading and vocabulary time-recorded on child's grid and curiosity items to describe</p> <p><b>CHALLENGE-</b> To research a favourite mode of transport using books, a computer and Alexa. Make a fact sheet with a picture and writing/ labels and present it to the class. Ask peers questions and make comments about their fact sheet</p> <p><b>SEN/LAP/DISAD—</b></p> <p>Peer buddy to support with vocabulary and engagement.</p>	<p>feelings and events. Children express themselves effectively, showing awareness of listeners' needs. They use tenses accurately when talking about events in the past or future. They develop their own narratives and explanations by connecting ideas or events. Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>	
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	<p>constellations</p> <p>Goodbye, farewell, good luck, take care, enjoy, sad, happy, excited, memories, moving on, learning journey, Reception, school</p>				
F2  <b>Can follow instructions involving several ideas or actions.</b>	<p>-I can follow instructions involving several ideas or actions.</p> <p>-I can give instructions involving several ideas or actions.</p> <p>-I can take turns to give and follow instructions.</p> <p>-I know how to maintain concentration and listen actively.</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Showing curiosity about objects, events and people</li> <li>-Using senses to explore the world around them</li> <li>-Engaging in open ended activity</li> <li>-Showing particular interests</li> <li>-Initiating activities.</li> <li>-Showing a 'can do' attitude</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Maintaining focus on their activity for a period of time</li> <li>-Showing high levels of energy, fascination</li> <li>-Not easily distracted</li> <li>-Pays attention to details</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Testing their ideas</li> <li>-Making links and noticing patterns in their experience</li> <li>-Checking how well their activities are going</li> </ul>	<p>-<u>Brainstorm enquiry question:</u> '<u>Who helps to keep us safe?</u>'</p> <p>Class brainstorm-to find out prior knowledge and display on working wall, to help decide upon the different directions of the learning.</p> <p>All of the below learning-Use of Victor Vocabulary board and glossary book when learning new and ambitious vocabulary:</p> <p><u>Ourselves</u></p> <ul style="list-style-type: none"> <li>• 1 Decision learning and circle times about keeping self safe in lots of different situations e.g internet, water, road safety,</li> </ul>	SEE ABOVE	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Active listening</li> <li>-Use more complex sentences to link thoughts</li> <li>-Build on others' responses</li> <li>-Use my prior knowledge and make links</li> <li>-Recalling past knowledge</li> <li>-Asking and answering possibility questions.</li> <li>-Give and follow instructions containing several consecutive ideas and actions.</li> <li>-Use of adjectives and verbs</li> </ul> <p><u>Other skills:</u></p> <ul style="list-style-type: none"> <li>-Observational skills</li> <li>-Pencil control</li> </ul> <p><u>Application:</u> In context of '<u>Who helps to keep us safe?</u>' adult focus learning and child initiated learning</p>

<ul style="list-style-type: none"> <li>-I can explain my ideas.</li> <li>-I can build upon what the last person has said in a conversation or discussion.</li> <li>-I know how to contribute my thoughts and ideas whilst being with my talking partner.</li> <li>-I know how to ask how, where, when, why questions.</li> <li>-I can use ambitious vocabulary.</li> <li>-I can create narratives in role.</li> <li>-I can explain my ideas using because.</li> <li>-I can recite 8</li> </ul>	<ul style="list-style-type: none"> <li>-Reviewing how well the activities are going</li> </ul>	<p>strangers-remember previous learning and recall.</p> <ul style="list-style-type: none"> <li>• Taking turns giving instructions to each other in different scenarios e.g crossing the road.</li> </ul> <p><u>-My family</u></p> <ul style="list-style-type: none"> <li>• Talking partners about who makes me feel safe and how they do this.</li> </ul> <p><u>-Police</u></p> <ul style="list-style-type: none"> <li>• Information power-points - talking partners</li> <li>• Devising questions to ask the Police officers</li> <li>• Visit by police officers, bringing police car to look inside and uniforms/equipment-question and answer session-police officer gives consecutive uniform/equipment instructions and child follows instructions</li> <li>• Goldilocks Crime</li> </ul>		
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<p>poems that I have learnt off by heart from the poetry basket yearly selection.</p> <p>-I can re-tell a couple of fairytales.</p> <p>-I know about and can use book talk.</p> <p>-I can use adjectives to describe the animals at Butterfly world.</p> <p>Instructions, ideas, actions, follow.</p> <p>Ourselves, family, safe, road, internet, water, stranger, power point, information, talking partners, questions, answers, explain, explanation, police officers, siren, arrest, walkie talkie, equipment,</p>		<p>scene provocation outdoors- children ask questions and interview each other to find out information about the clues</p> <ul style="list-style-type: none"> <li>• Indoor Police station with posters, writing frames and uniforms to create narratives in groups Taking turns to give and follow each other's instructions involving several actions.</li> </ul> <p><u>-Firefighters, Doctors and Nurses</u></p> <ul style="list-style-type: none"> <li>• Learning about their jobs and how they keep people safe</li> <li>• Visitor firefighters/doctors or nurses</li> </ul> <p><u>-Superheroes and heroines</u></p> <ul style="list-style-type: none"> <li>• Supertato and Superbat stories and role-play</li> <li>• Supertato Evil Pea</li> </ul>		
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<p>uniform, baton, police car, prison, help, support, interview, crime scene, suspect.</p> <p>Firefighter, engine, water hose, pump, protect, mask, hydrant, fire, smoke, fire alarm.</p> <p>Doctor, nurse, poorly, operation, uniform, stethoscope, thermometer, ambulance.</p> <p>Super hero/heroin, Villain, rescue, headquarters, save the day, powers.</p> <p>Father's Day, daddy, dad, special, love, hugs, caring, kind, cuddles, special, card,</p>		<p>provocation</p> <ul style="list-style-type: none"> <li>Outdoor role play 'Superhero Headquarters'</li> </ul> <p><u>Other CL opportunities:</u></p> <p>-<u>Father's Day</u></p> <ul style="list-style-type: none"> <li>Circle time- extending our verbal sentences and explanations about why my Daddy is special to me.</li> </ul> <p>-<u>Trip to Butterfly World</u></p> <ul style="list-style-type: none"> <li>Describe animals and butterflies, extending vocabulary, including adjectives.</li> <li>Presenting information learnt and explanations of fun activities taken part in.</li> </ul> <p>-<u>Focus author- Eileen Browne:</u></p> <p><u>No Problem</u></p> <ul style="list-style-type: none"> <li>Book talk, new vocabulary, describing the animals and fruits, re-telling the</li> </ul>		
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<p>present.</p> <p>Butterfly butterflies. Symmetrical, pattern, furry, smooth, hard, hair, noisy plus the animal names.</p> <p>Book talk language: title, illustrator, blurb.</p> <p>Describe, act out, narrative, predict, re-tell, speech bubble, characters, setting, plot, storyline, fairytales, Once upon a time, firstly, next, after that, soon, suddenly, finally, happily ever after.</p> <p>Vocabulary, adjectives, verbs, recite, perform, off by heart.</p>		<p>story/acting out the narrative.</p> <p><u>In a minute</u></p> <ul style="list-style-type: none"> <li>Predicting events and book review giving opinions and explaining ideas.</li> </ul> <p><u>Where's the Bus?</u></p> <ul style="list-style-type: none"> <li>Drama strategies including use of speech bubble and thinking bubble plus hot seating to explore characters and events.</li> </ul> <p><u>Fairtales to read and discuss</u></p> <ul style="list-style-type: none"> <li>Little Red Riding Hood, The Three Little Pigs, Hansel and Gretel, King and King, Mommy, Mama and Me-re-telling the story and P4C discussions about setting, characters, plot.</li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>First Poems to read and perform: Poems Out Loud-Selected by Laurie Stansfield</li> <li>'The Poetry Basket'</li> </ul>		
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			<p>smart board action poems to learn and recite</p> <p>Extend vocabulary and explore the poems meanings/how they make you feel. Learn some poetry basket poems off by heart.</p> <p><u>Space travel:</u></p> <ul style="list-style-type: none"> <li>• Mars Oppy learning using video clips, non-fiction books.</li> <li>• Brainstorming and recording space vocabulary.</li> <li>• Give and receive space robot instructions involving several consecutive instructions.</li> </ul> <p><u>-Transition and leaving discussion</u></p> <ul style="list-style-type: none"> <li>• Circle time-sharing fun times in Reception and talking about what we are looking forward to in our new class.</li> </ul> <p><u>CULTURAL CAPITAL-</u></p> <p>Sharing information books about Emergency services-jobs and people and space books.</p> <p><u>CHALLENGE-</u></p>	
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			Ask and answer possibility questions during visitor group times-extending verbal sentences and explanations-developing sustained shared thinking.  <b><u>SEN/DISADVANTAGED-</u></b> Picture/word topic mats and 1:1 support to develop verbal ideas and recordings.		
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## Sticky Knowledge Observation

## Sticky Knowledge Observation

Communication and Language activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe ‘Show and Tell’ sessions about Summer holiday photos and memories. Observe children asking and answering questions about their Summer holiday. Continue to observe children playing in the Travel agents role play area to assess if a child **LISTENS AND RESPONDS TO IDEAS EXPRESSED BY OTHERS IN CONVERSATION OR DISCUSSION**

**CC:** post teach non-fiction book on travel/transport (recorded on Concept/vocabulary charts in book area)

F2-Observe and assess children's ability during the above activities to see if they can follow instructions involving several ideas or actions.

**CC:** Identify gaps and share books, giving 1:1/small group teaching to address these experiences/learning needs.

## **CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS**

## Parent drop in sessions &carers

## - F1 AND F2 CLASS TRIPS

-F1 Leaver's Presentation /Sing-along for parents

-Summer 3A F2 home learning grids linked to the topic

-Wow moments -Sports Day



## EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1-HOW AND WHY DO PEOPLE TRAVEL? F2-WHO HELPS TO KEEP US SAFE?

TERM: SUMMER 3B AREA OF LEARNING: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

EYFS CLASS END POINT	KNOWLEDGE AND SKILLS (what do you want children to be able to know and do?) <b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SEQUENCE OF ACTIVITIES/PROGRESSION	LINKS TO DEVELOPMENT MATTERS (Please see Long term overview) <b>22-36months</b> <b>30-50months</b> <b>40-60months</b> <b>ELG</b>	SKILLS and APPLICATION
F1 <b>EXPLAINS OWN KNOWLEDGE AND UNDERSTANDING AND ASKS APPROPRIATE QUESTIONS</b>	-I can talk about what I know and understand -I can ask grown-ups and my friends questions, so I can find out more -I can play in a group with my friends -I can make up ideas for things to do and games to	Playing and Exploring -Shows curiosity about objects and events -Using senses to explore the world around them- -Showing a can-do attitude -Shows particular interests Initiating activities -Seeking challenge  Active Learning -Paying attention to details -Enjoying meeting challenges -Shows belief that more effort or a different approach will pay off	-Circle time and explain own knowledge/understanding in relation to the question, How and why do people travel?  -Travel Agents role-play area 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.  <u>1 Decision</u> -Rainbow Dilemma Drops -Rainbow's Food Journey - (Animated Story book)	<b>Making relationships</b> Can play in a group, extending and elaborating play ideas. Initiates play, offering cues to peers to join them Initiates conversations, attends to and takes account of what others say Explains own knowledge and understanding and asks appropriate questions of others Takes steps to resolve conflicts with other	<u>Skills:</u> -Explanation skills -Asking relevant questions -Social interaction with peers -Use my prior knowledge and make links  <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 -Presenting information confidently and answering questions

<p><b>play</b></p> <ul style="list-style-type: none"> <li>- I can ask my friends to play with me</li> <li>-I can talk to my friends about my home and family</li> <li>-I know that I can't always have everything I want, when I want it</li> <li>-I know how to behave when I am doing something different to my usual routine, such as taking part in a sporting event, a class trip or singing in a show for my parents</li> </ul> <p>talk, confident, discuss, know, knowledge, understand, questions, how, why, where, what, who, information, facts,</p>	<p><b>Creating and critical thinking</b></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Making links and noticing patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Why does Purple Play differently (Animated Story book)</li> <li>-Blue Learns to Share (Animated Story book)</li> <li>- Blue's Best Friend (Animated Story book)</li> <li>-Pink Goes to School (Animated Story book)</li> <li>-Yellow Wants to Play with Orange (Animated Story book)</li> </ul> <ul style="list-style-type: none"> <li>-Use Mindfulness Videos regularly</li> <li>-Children use P4C strategies to add their own ideas and respond to what came before, using 'offering gesture', 'build on' and 'I agree' gestures. Talk together to give each other's strategies that would help and / or solve the dilemmas</li> </ul> <p><b><u>Summer trees and flowers</u></b></p> <ul style="list-style-type: none"> <li>Explaining how the trees/flowers have changed- look at non-fiction books.</li> <li>-P4C discussion about favourite things to do in the Summer. Introduce more P4C signs e.g. building upon the ideas of others</li> <li>-P4C discussion about the four seasons of the year and which season is your</li> </ul>	<p>children e.g. Finding a compromise.</p> <p><b>To play cooperatively, taking turns with others. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</b></p> <p><b>Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</b></p> <p><b>Self Confidence and Self Awareness</b></p> <p><b>Confident to talk to others when playing and will communicate freely about own home and community</b></p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk</p>	<p><b>Application:</b> In context of 'How and why do people travel?' learning and child initiated learning</p>
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<p>favourite, prefer, because, role play, play, group, ideas, initiate, friends, travel agents, book, holiday, tickets, passports, boarding cards, Transport, mode, journey, travel vehicle, car, bicycle, tricycle, bike, motorbike, scooter, train, bus, mini bus, coach, hot air balloon, rocket, tram, boat, ship, ferry, cruise liner, hovercraft, aeroplane, plane, jet, helicopter, submarine,</p>	<p>favourite and why?</p> <p><b>Father's Day</b></p> <p>Circle time- Discuss our daddies and why we love them. What makes a dad/Grandad special?</p> <p>-Explain own experiences, knowledge and understanding in relation to different modes of transport</p> <p><b>Holidays/ Trips</b></p> <p>-Show and Tell</p> <p>Show and talk about favourite family holiday photographs. Talk about travelling on holiday, events and favourite memories of what happened. Answer questions from peers and ask appropriate questions</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>-Class Trip to Sundown Adventureland on a coach</p> <p>- Joint F1 and F2 Seaside Day (Activity day with sand play, paddling pool, seaside</p>	<p>about abilities.</p> <p><b>Confident to try new activities and say why they like some activities more than others.</b></p> <p><b>Confident to speak in a familiar group, talk about ideas and choose the resources they need and say if they need help.</b></p> <p><b>Children are confident speaking to a class group.</b></p> <p><b>They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</b></p> <p><b>Managing Feelings and Behaviour</b></p> <p><b>Can usually tolerate delay when needs are not immediately met and understands that wishes may not always be met</b></p> <p><b>Can usually adapt behaviour to different events, social situations</b></p>	
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		<p>games, shells and pebbles exploration tuff tray, and ice-cream)</p> <p>-Nursery Sports Day</p> <p><u>-Saying 'Goodbye'</u> ‘Sing-along’ for Parents/ Carers and present N2 children with their folders/Learning Journeys</p> <p><u>Transition and leaving discussion</u></p> <ul style="list-style-type: none"> <li>• Circle time-sharing happy memories in Nursery and talking about what we are looking forward to in our new class.</li> </ul> <p><b>CHALLENGE</b>-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><b><u>SEN/DISADVANTAGED/CC-</u></b> 1:1 adult and child following cultural capital book/theme/vocabulary chart-on TRAVEL/</p>	<p><b>and changes in routines</b> Aware of the boundaries set and of behavioural expectations in the setting.</p> <p><b>Talk about how they and others show their feelings and talk about their own and others behaviour and its consequences, knowing that some behaviour is unacceptable.</b></p> <p>To work as part of a group/class and understand and follow the rules.</p> <p>Adjust behaviour to different situations and take changes of routine in their stride.</p> <p><b>Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</b></p>	
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			<p>TRANSPORT-adult encouraging explanations and modelling the extension of sentences when necessary.</p> <p>Mini quiz-ask questions about travel/ transport and the children talk in pairs before giving and justifying their answers.</p>		
F2  Can take account of one another's ideas about how to organise their activities.	<p><b>I can actively listen to another child during play.</b></p> <p>-I can take account of another child's ideas about how to organise their activities.</p> <p>-I can take turns and share resources during partner and group play.</p> <p>-I know that my behaviours affect other people's feelings.</p> <p>-I can relax and be mindful about</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Showing curiosity about objects, events and people</li> <li>-Using senses to explore the world around them</li> <li>-Engaging in open ended activity</li> <li>-Showing particular interests</li> <li>-Initiating activities.</li> <li>-Showing a 'can do' attitude</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Maintaining focus on their activity for a period of time</li> <li>-Showing high levels of energy, fascination</li> <li>-Not easily distracted</li> <li>-Pays attention to details</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Testing their ideas</li> <li>-Making links and noticing patterns in their experience</li> <li>-Checking how well their activities are going</li> <li>-Reviewing how well the activities are going</li> </ul>	<p><u>-Ourselves</u></p> <ul style="list-style-type: none"> <li>• Mindfulness 'Kind' Video-1 Decision</li> <li>• Talking partners -talk about how they can listen and take account of each other's play ideas</li> <li>• Class role play scenarios and evaluate as a class, exploring different children's feelings</li> </ul> <p><u>-My family</u></p> <ul style="list-style-type: none"> <li>• Talk about brothers and sisters and talk about experiences in relation to sharing, using each other's ideas in play</li> </ul> <p><u>-Police</u></p> <ul style="list-style-type: none"> <li>• Goldilocks Crime</li> </ul>	SEE ABOVE	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Active listening</li> <li>-Build on others' responses and ideas when playing</li> <li>-Use prior knowledge and make links</li> <li>-Recalling past knowledge</li> <li>-Asking and answering possibility questions.</li> <li>-Empathy for other people's feelings</li> </ul> <p><u>Other skills:</u></p> <ul style="list-style-type: none"> <li>-Observational skills</li> <li>-Pencil control</li> </ul> <p><u>Application:</u> In context of 'Who helps to keep us safe?' adult focus learning and child initiated learning</p>

<p>showing kindness.</p> <p>-I can take part in role play and evaluate it.</p> <p>-I know how to bat and ball in conversation, leading to sustained shared thinking.</p> <p>Ideas, organise, share, take turns, understand, support, play, empathy, feelings, sad, happy, worried, excited, frustrated, problem solve, mindful, reflect, evaluate, narrative, take into account, memories,</p>		<p>scene provocation outdoors- children listen to and take account of each other's ideas and how to organise the interviews and police investigation in response to the crime scene.</p> <ul style="list-style-type: none"> <li>• Indoor Police station role play – creating shared narratives in groups, taking into account each other's ideas</li> </ul> <p><u>-Firefighters, Doctors and Nurses</u></p> <ul style="list-style-type: none"> <li>• Small world play to develop narratives, Taking account and building upon each other's play ideas</li> </ul> <p><u>-Superheroes and heroines</u></p> <ul style="list-style-type: none"> <li>• Supertato Evil Pea</li> </ul>		
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future.		<p>provocation and outdoor role play          'Superhero Headquarters'-taking each other's ideas into account and building upon them.</p> <p><u>-Reflecting on our interactions in play situations</u></p> <ul style="list-style-type: none"> <li>• Circle time-children take turns to reflect upon how they have taken account of each others' ideas about how to organise their activities.</li> </ul> <p><u>Other PSED opportunities-</u></p> <p><u>-Transition and leaving</u></p> <ul style="list-style-type: none"> <li>• Circle time-sharing fun times in Reception and talking about what we are looking forward to in our new class.</li> <li>• Joint F1 and 2 seaside themed day in outdoor area</li> </ul> <p><b>CULTURAL CAPITAL-</b>          -Reading a range of</p>		
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		<p>friendship story books and talking about the emotions and expression of these, using eggpressions and wellbeing resources</p> <p><b><u>CHALLENGE-</u></b> Can you invite a few new friends into your play and peer tutor them on how to take turns and use each others' ideas to build on in play? Can you develop sustained shared thinking?</p> <p><b><u>SEN/DISADVANTAGED-</u></b> Peer tutor in the provision to help with building upon each others' play ideas.</p>		
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**Sticky Knowledge Observation** Personal, Social, Emotional Development activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe children during 'Show and Tell,' talking about their favourite holiday. Can a child ask their peers appropriate questions to assess whether a child can **EXPLAIN OWN KNOWLEDGE AND UNDERSTANDING AND ASKS APPROPRIATE QUESTIONS**

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

**F2-Observe and assess the children's ability during group play in the provision, to take account of one another's ideas about how to organise their activities.**

**CC:** Address any gaps in the Stay and Play wellbeing group and use stories, role-play and conversations to fill these gaps.

**CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS**

Parent drop in sessions

-Wow moments

-Summer 3A F2 home learning grids linked to the topic

- F1 AND F2 CLASS TRIPS

-Sports Day

-F1 Leaver's Presentation /Sing-along for parents & carers



## EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1-HOW AND WHY DO PEOPLE TRAVEL?      F2-WHO HELPS TO KEEP US SAFE?

TERM: SUMMER 3B

AREA OF LEARNING: PHYSICAL DEVELOPMENT

EYFS CLASS END POINT	KNOWLEDGE AND SKILLS (what do you want children to be able to know and do?)  VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SEQUENCE OF ACTIVITIES/PROGRESSION	LINKS TO DEVELOPMENT MATTERS (Please see Long term overview)  22-36months 30-50months 40-60months ELG	SKILLS and APPLICATION
F1  TRAVELS WITH CONFIDENCE AND SKILL AROUND, UNDER, OVER AND THROUGH BALANCING AND CLIMBING EQUIPMENT	-I can move on my feet, back and tummy to confidently get over, under, along, or through tunnels, climbing frames and steps  -I can run around , stopping , changing direction and slowing down so that I don't bump into things I know that I can	<u>Playing and Exploring</u> -seeking challenge -showing a 'can do' attitude -Taking a risk and learning by trial and error <u>Active Learning</u> -Pays attention to details -Persisting with activity when challenges occur <u>Creating and critical thinking</u> -Being proud how they accomplished something not just the end result	-Encourage children to travel around the outdoor play area pretending to be different modes of transport, e.g. a motorbike, plane, train, rocket etc. Can they change direction and slow down to avoid bumping into things?  -Instruct children to travel around the outdoor provision climbing equipment using different parts of their bodies - Challenge groups of children to create an obstacle course using our large construction blocks and	<b>Moving and Handling</b>  <u>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</u>  <u>Holds pencil near point between first two fingers and thumb and uses it with good control</u>  Begin to form recognisable letters.  Use a pencil to form recognisable letters, most of which are correctly formed.  <u>Children show good</u>	<u>Skills:</u> -fine motor skills -gross motor skills -Active listening to follow instructions -Using my prior knowledge and making links  <u>Other skills:</u> -co-ordination skills -Pencil control  <u>Application:</u> In context of 'How and why do people travel?' learning and child initiated learning

<p>control my body by using my fine and gross motor skills, co-ordination, balance and different movements.</p> <ul style="list-style-type: none"> <li>- I can hold my pencil correctly, using my thumb and 2 fingers, not my whole hand</li> <li>- I know that after exercising my heart beats faster, I feel hotter and more out of breath</li> </ul> <p>Over, under, through, around, on top, along, climbing frames, climbing wall, ramp, slide, obstacle course, construction blocks, cubes, rods, tunnel, tyres, crates, wooden planks,</p> <p>Exercise, before, resting, heart, beat, normal, running,</p>		<p>other outdoor equipment to travel around, under, over and through with confidence.</p> <p>Check our bodies before and after exercise to see what happens. Can children observe that their hearts beat faster, they get hotter and more out of breath?</p> <p><b>F1 Sports Day</b></p> <p>-Children in teams take part in several races, such as egg and spoon, relay, balancing a beanbag on head , jumping and an obstacle race</p> <p><b>Ongoing</b></p> <p><b>Funky Fingers activities</b></p> <p>E.g. picking up pom-poms using tweezers, threading cards/ beads, small pegs and boards, exploring messy play (shaving foam, gloop, compost, and baking ingredients) and balancing golf balls on tees.</p> <p><b>Daily RWInc session</b></p> <ul style="list-style-type: none"> <li>• Recap using the perfect (tripod) pencil grip daily</li> </ul> <p><b>-Travel Agents role-play area</b></p> <ul style="list-style-type: none"> <li>• Use of writing frames to write in</li> </ul>	<p>control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p> <p><b>Health and Self care</b></p> <p><b>Observes the effects of activity on their bodies</b></p> <p>To understand that exercise contributes to good health</p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks</p> <p>Practices some appropriate safety measures without direct supervision.</p> <p>Children know the</p>	
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	<p>jumping, skipping, hopping, star jumps, sit ups, push ups, Faster, rapid, panting,</p>	<p>role, applying handwriting skills.</p> <p>-A range of writing/drawing activities linked to 'Travel' learning.</p> <p><b>CULTURAL CAPITAL//DISADVANTAGED</b> Small groups of children can practise traditional 'Sports Day' (<b>British Values</b>) events to prepare and improve confidence when travelling</p> <p><b>CHALLENGE-</b> Can you travel in different ways (such as crawling, slithering, hopping, jumping, on tiptoe etc.) using different parts of your body around our obstacle course confidently?</p> <p><b>SEN/LAP -</b> 1:1 encouragement/ support with travelling around outdoor equipment</p>	<p>importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <p>Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>		
F2  <span style="background-color: yellow;">Move confidently in a range of ways safely negotiating space.</span>	<p><b>-I can create an outdoor obstacle course.</b></p> <p><b>-I can move confidently whilst climbing, shuffling, hopping, jumping crawling and</b></p>	<p><u>Playing and Exploring</u>            -Seeking challenge            -Uses senses to explore the world around            -Showing a 'can do' attitude            -Seeks challenge            -Taking a risk and learning by trial and error</p> <p><u>Active Learning</u>            -Pays attention to details</p>	<p><b>ONGOING:</b>  <u>-Creating an obstacle course in the outdoor area</u>            Using engineering crates (F2 climbing over the larger crates), blocks, other loose parts and climbing frame.</p> <p><u>- Check our bodies before and after exercise to see what happens.</u> Can children</p>	SEE ABOVE	<u>Skills:</u> -Gross motor skills -Balance and co-ordination -Active listening to follow instructions -Using my prior knowledge and making links -Observation skills -Explanation skills

<p>running.</p> <p>-I am spatially aware when moving in different ways.</p> <p>-I know what happens to my body after exercise.</p> <p>-I can get dressed and undressed independently.</p> <p>-I can fasten my buttons.</p> <p>-I can take part in a simple P.E game.</p> <p>-I can take part in Sports Day races e.g sprinting, obstacle, egg and spoon..</p> <p>Physical, exercise, activity, obstacle course, positional language: on top,</p>	<p>-Shows high levels of energy and fascination</p> <p>-Persisting with activity when challenges occur</p> <p>-Shows satisfaction in achieving goals</p> <p>-Being proud of how they accomplished something not just the end result</p> <p>-Enjoys meeting challenges for their own sake not just external reward or praise</p> <p><u>Creating and critical thinking</u></p> <p>-Being proud how they accomplished something not just the end result</p> <p>-Finding ways to solve problems</p> <p>-Finding new ways to do things</p> <p>-Changing strategy as needed</p> <p>-Review how well the approach worked</p>	<p>observe that their hearts beat faster, they get hotter and more out of breath? Explain any changes.</p> <p><u>Daily RWInc writing and handwriting session</u></p> <ul style="list-style-type: none"> <li>• Getting into the perfect handwriting position.</li> <li>• Spelling words and writing sentences.</li> </ul> <p><u>Funky Fingers activities</u></p> <p>E.g. Makerspace trolley-making circuits, tweezers and beads, scissor skills, play dough disco.</p> <p><u>A range of cross curricular linked writing activities</u></p> <p>based on People Who Help to Keep us Safe, Superhero/heroinies, trip to Butterfly World, Father's Day and Eileen Browne stories.</p> <p><u>CULTURAL CAPITAL-</u></p> <p>1:1 support reading non fiction books on People Who Help Us and Superheroes.</p> <p><u>CHALLENGE-</u></p> <p>Can you speedily complete the obstacle course? What time can you do it in?</p>	<p><u>Other skills:</u></p> <p>-Pencil control</p> <p><u>Application:</u> In context of 'Who helps to keep us safe?' adult focus learning and child initiated learning.</p>
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<p>underneath, next to, through, inside... Heart beat, breath, sweaty, blood, pumping.</p> <p>Tweezers, beads, maker space, circuits, bulb, battery, battery holders, scissors, cut, carefully. Letters, anti-clockwise, vertical, starting, finishing, carefully, lines, sentences.</p> <p>Dressed, undressed, get changed, fasten, buttons, rotation, sports day, skip, sprint, run, egg and spoon,</p>	<p><b><u>SEN/DISADVANTAGED-</u></b> Non- fiction books on Who helps to keep us safe? Write vocabulary to go on Victor Vocabulary board.</p> <p>-<u>Weekly P.E sessions-</u></p> <ul style="list-style-type: none"> <li>• Getting undressed and dressed- practising un/fastening buttons.</li> </ul> <p><b><u>Sports and Athletics focus:</u></b> Sports rotation in the hall, simple games and rules, preparation for Sports Day activities-sprint, skipping, obstacle..</p>		
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obstacle, start, finish, athletics, rules, do your best.				
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## **Sticky Knowledge Observation**

Physical Development activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe groups of children playing in the outdoor play area to assess if a child can [TRAVEL WITH CONFIDENCE AND SKILL AROUND, UNDER, OVER AND THROUGH BALANCING AND CLIMBING EQUIPMENT](#)

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

F2- Observe and assess the children's ability to [Move confidently in a range of ways safely negotiating space.](#)

**CC:** Parachute games e.g cat and mouse, favourite fruits, vegetables-run into the middle.

## **CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS**

Parent drop in sessions

-F1 Leaver's Presentation /Sing-along for parents &carers

-Wow moments

-Summer 3A F2 home learning grids linked to the topic

- F1 AND F2 CLASS TRIPS

-Sports Day



# EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1-HOW AND WHY DO PEOPLE TRAVEL?      F2-WHO HELPS TO KEEP US SAFE?

TERM: SUMMER 3B

AREA OF LEARNING: LITERACY

EYFS CLASS END POINT	KNOWLEDGE AND SKILLS (what do you want children to be able to know and do?)  <b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SEQUENCE OF ACTIVITIES/PROGRESSION	LINKS TO DEVELOPMENT MATTERS (Please see Long term overview)  <b>22-36months</b> <b>30-50months</b> <b>40-60months</b> <b>ELG</b>	SKILLS and APPLICATION
F1  <b>Reading</b>  I CAN CONTINUE A RHYMING STRING	-I know some words which rhyme with a word like 'hat.' - I enjoy rhyming and rhythmic activities- -I can join in with rhymes - I know when words start with the same sound -I can suggest how a story might end -I can write my name - I can write labels	<u>Playing and Exploring</u> -Showing particular interests -Initiating activities. -Showing a can-do attitude -Acting out experiences with other people <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 when difficulties arise <u>Creating and critical thinking</u> -Thinking of ideas -Finding new ways to do things -Making links	Read, Write, Inc. sessions continue on a daily basis for N2 children. The sessions continue to focus on a letter each day from RWI Set 1 'Speed Sounds', so that children can link phonemes to graphemes more confidently. Use the picture cards showing words beginning with the same sound to teach alliteration Children use 'Fredtalk' to segment the sounds in simple CVC words and blend them together. Children use 'air writing' to form a letter correctly in the air before practising writing	<b>Reading</b>  <b>Enjoys rhyming and rhythmic activities</b> <b>Shows awareness of rhyme and alliteration</b> <b>Suggests how a story is going to end</b>  Hears and says the initial sounds in words. Segments the sounds in simple words and blends them together and knows which letters represent some of them. Links sounds to letters naming and sounding the letters of the alphabet. Begins to read words and simple	<u>Skills:</u> -Using my prior knowledge and making links. -Linking phonemes to graphemes. -Using phonic knowledge to decode words -Read and write simple words  <u>Other skills:</u> -Talking to a partner -Questioning to find out more information. -Using own experiences in play.  <u>Application:</u> In context of 'How And why do people travel?' adult focus and child

<p>-I can begin to write a short caption -I can give meanings to marks and signs I see around nursery</p> <p>Rhyme, rhyming , enjoy,vocabulary, words, beginning, same, sounds, alliteration, Writing, name, letters, labels, picture, caption, together, meaning, signs,</p>	<p>the letter on paper using the correct pencil grip.</p> <p>N1 children will continue to access a phonics session led by the TA based on Phonics speaking and listening activities</p> <p><u>'BOOK OF THE WEEK'</u>  <u>DISPLAY</u> linked to focus author: Giles Andreae.  <u>Termly Author Focus books by Giles Andreae</u></p> <ul style="list-style-type: none"> <li>-The Magic Donkey Ride</li> <li>-Dinosaurs Galore</li> <li>-The Great Heffalump Hunt</li> <li>-Heaven is Having You</li> <li>-K is for Kissing a Cool Kangeroo (alliteration)</li> </ul> <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>Point to the words as they are being read to show that print carries meaning and, in English, is read from left to right and top to bottom. Pause to allow children to predict a rhyming word. Challenge children to continue a rhyming string? Ask children to suggest how</p>	<p>sentences.</p> <p><b>Read and understand simple sentences.</b> They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</b></p> <p><b>They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</b> They can describe the main events in the simple stories they have read.</p> <p><b>Writing</b></p> <p><b>Ascribes meanings to marks that they see in different places</b></p> <p>To use some clearly identifiable letters to communicate meaning.</p> <p>To write own name,</p> <p>To represent some sounds correctly and in the</p>	<p>initiated learning.</p>
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		<p>the story might end. Use Talking Partners</p> <p><u>Transport &amp; Journeys</u></p> <p>Focus on books with a transport/ journey theme, such as 'Can you Choo Choo Too?' by D. Wojtowycz, 'Ben and Gran and the Whole Wide Wonderful World' by G. Shields, 'Magic Train Ride' by Sally Crabtree, Dinosaur's Day Out' by Nick Sharratt and 'The Train Ride' by June Crebbin to learn about different modes of transport and travel.</p> <p>Recall the details of the stories and discuss our favourite ways to travel</p> <ul style="list-style-type: none"> <li>-Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</li> </ul> <p><u>Non-fiction topic books</u></p> <p>Linked to transport/ travel / Space and topics shown interest in by children during child initiated and fiction study.</p> <p>Draw pictures of favourite transport, write own name, label them and begin to write simple captions using phonics skills</p>	<p>correct sequence in writing.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p><b>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some common irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></p> <p><b>Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</b></p>	
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Poetry Texts-  
‘Modes of Transportation  
ABC Book of Rhymes’  
by Sarah Mazor

Poetry Basket-  
‘The Poetry Basket’  
laminated Class book  
Children joining in with  
seasonal collection of  
rhyming action poems along  
with peers and staff, to  
develop a bank of  
Learnt ‘off by heart’ poems  
to recite and present.

Helicopter Stories-  
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.

CC-  
Children use the class ‘song  
bag’ in the provision to  
continue to build up a bank  
of familiar nursery rhymes  
and songs

**CHALLENGE**- Use phonics  
skills to begin to read and  
write more labels and  
captions  
Can you use your phonics to

			<p>write a list of simple rhyming words?</p> <p><b><u>SEN/LAP/DISAD</u></b>- Visual supports and peer buddying/talking partners/1:1 support overlearning</p>		
<p><b>F2</b></p> <p><b>Reading</b></p> <p>Can read and understand some simple sentences.</p>	<p>-I can read some simple sentences in different contexts.</p> <p>-I can understand the simple sentences that I have read.</p> <p>-I can name at least 4 Eileen Browne books and express my ideas about them, involving settings, characters, plot and illustrations.</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Seeking challenge</li> <li>-Showing a 'can do' attitude</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Maintaining focus on their activity for a period of time</li> <li>-Pays attention to details</li> <li>-Showing satisfaction in meeting their own goals</li> <li>-Persists when challenges occur</li> <li>-Bouncing back after difficulties</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Finding new ways to do things</li> <li>-Making links and noticing patterns in their experience</li> <li>-Checking how well their activities are going</li> <li>-Changing strategy when needed</li> <li>-Reviewing how well the approach worked</li> </ul>	<p><u>Daily RWInc group sessions</u> with RWInc leaders-speed sounds, word time and handwriting sessions.</p> <p><u>-Reading a range of books and reading materials in the provision</u></p> <p>All of the below learning-Use of Victor Vocabulary board and glossary book when learning new and ambitious vocabulary:</p> <p><u>-Ourselves and families</u></p> <ul style="list-style-type: none"> <li>• Writing and reading each others' sentences about keeping self safe and how families keep us safe (linked to 1 Decision learning).</li> </ul> <p><u>-Police</u></p> <ul style="list-style-type: none"> <li>• Information power-points - talking partners</li> </ul>	<p>SEE ABOVE</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Use my prior knowledge and make links.</li> <li>-Oral rehearsal of sentences</li> <li>-Linking phonemes to graphemes.</li> <li>-Sight vocabulary skills.</li> <li>-Using phonic knowledge to decode words and those with more than one syllable.</li> <li>-Read and write simple sentences</li> </ul> <p><u>-Other skills:</u></p> <ul style="list-style-type: none"> <li>-Turn taking in conversation and building upon what is heard.</li> <li>-Questioning to find out more information.</li> <li>-Using own experiences in play.</li> </ul> <p><u>Application:</u> In context of 'Who helps to keep us safe?' adult focus and child initiated learning.</p>

	<p>-I know that a word is a collection of letters.</p> <p>-I know that a sentence is a collection of words.</p> <p>-I can spell some words correctly using my phonics and sight vocabulary knowledge.</p> <p>-I can attempt to spell words and they are phonetically plausible.</p> <p>-I can write a few simple sentences that can be read</p>	<ul style="list-style-type: none"> <li>• Devising and writing down questions to ask the Police officers</li> <li>• Visit by police officers, bringing police car to look inside and uniforms/equipment-question and answer session-writing a description of the visit and what has been learnt-use of phonics and sight vocabulary to spell words.</li> <li>• Read back own writing.</li> <li>• Goldilocks Crime scene provocation outdoors- children writing in role as police officers-reports about clues found.</li> <li>• Indoor Police station with posters, writing frames and uniforms to</li> </ul>	
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<p>back by myself and others.</p> <p>-I can use a connective to extend my sentence.</p> <p>-I can extend my vocabulary and talk about word meanings.</p> <p>-I can peer assess another child's writing and give 2 stars and a wish.</p> <p>-I can spot a capital letter, full stop and exclamation mark.</p> <p>-I can use finger spaces in my writing.</p>		<p>create narratives in groups-child initiated writing.</p> <p><u>-Firefighters, Doctors and Nurses</u></p> <ul style="list-style-type: none"> <li>• Sentence writing/written responses to visitors-use of phonics, tricky word spellings and connectives to expand sentences.</li> </ul> <p><u>-Superheroes and heroines</u></p> <ul style="list-style-type: none"> <li>• Supertato and Superbat stories and role-play with linked child initiated and adult focus writing.</li> <li>• Supertato Evil Pea provocation</li> <li>• Outdoor role play 'Superhero Headquarters' with writing frames and phonic and tricky word mats.</li> </ul> <p><u>-Father's Day</u></p> <ul style="list-style-type: none"> <li>• Writing cards and messages-reading back aloud.</li> </ul> <p><u>-Trip to Butterfly World</u></p>		
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<p>-I can re-tell a fairytale and write a few sentences to re-tell part of the story.</p> <p>-I know what an adjective is.</p> <p>-I can tell my own story confidently, using full sentences, which will be acted out.</p> <p>-I can recite at least 5 Poetry Basket poems off by heart.</p> <p>Letter, word, sentence, sound, phoneme, grapheme, orally rehearse, order.</p>		<ul style="list-style-type: none"> <li>Writing a recount of the trip-using adjectives to describe animals and butterflies, extending vocabulary.</li> <li>Reading and peer assessment of each other's recounts.</li> </ul> <p><u>-Focus author- Eileen Browne:</u></p> <p><u>No Problem</u></p> <ul style="list-style-type: none"> <li>Book talk, new vocabulary, describing the animals and fruits, re-telling verbally and in writing the story/acting out the narrative.</li> </ul> <p><u>In a minute</u></p> <ul style="list-style-type: none"> <li>Predicting events and writing/reading each others' book review giving opinions and explaining ideas.</li> </ul> <p><u>Where's the Bus?</u></p> <ul style="list-style-type: none"> <li>Drama strategies including use of speech bubble and thinking bubble plus</li> </ul>		
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<p>Book, front cover, title, author/ess, illustrator, character, plot, storyline, favourite, poetry, predict, re-tell, sequence, fiction, non-fiction, feeling/s, role-play, act out, poems, rhyme, learn, explain, remember, recite, perform.</p> <p>Ourselves, family, safe, road, internet, water, stranger, power point, information, talking partners, questions, answers, explain, explanation, police officers, siren, arrest, walkie talkie, equipment, uniform, baton, police car, prison, help, support, interview, crime scene, suspect.</p>		<p>hot seating to explore characters and events.</p> <ul style="list-style-type: none"> <li>• Writing and reading own speech bubbles</li> </ul> <p><u>-Voting for favourite Eileen Browne book</u> Giving reasons.</p> <p><u>-‘BOOKS OF THE WEEK’ DISPLAY</u> linked to focus author: Eileen Browne.</p> <p><u>-Fairytales to read and discuss</u></p> <ul style="list-style-type: none"> <li>• Little Red Riding Hood, The Three Little Pigs, Hansel and Gretel, King and King, Mommy, Mama and Me-re-telling the story and P4C discussions about setting, characters, plot-writing in response including written retellings then reading aloud to class and self-assessments.</li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>• First Poems to read and perform: Poems</li> </ul>		
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<p>Firefighter, engine, water hose, pump, protect, mask, hydrant, fire, smoke, fire alarm.</p> <p>Doctor, nurse, poorly, operation, uniform, stethoscope, thermometer, ambulance.</p> <p>Super hero/heroine, Villain, rescue, headquarters, save the day, powers.</p> <p>Father's Day, daddy, dad, special, love, hugs, caring, kind, cuddles, special, card, present.</p> <p>Describe, act out, narrative, predict, re-tell, speech bubble, characters, setting, plot,</p>		<p><b>Out Loud-Selected by Laurie Stansfield</b></p> <ul style="list-style-type: none"> <li>• 'The Poetry Basket' smart board action poems to learn and recite</li> </ul> <p>-Extend vocabulary and explore the poems meanings/how they make you feel. Learn some poetry basket poems off by heart.</p> <p>-Children joining in with seasonal collection of rhyming action poems along with peers and staff, to develop a bank of learnt/off by heart poems to recite and present.</p> <p><b><u>Space travel:</u></b></p> <ul style="list-style-type: none"> <li>• Mars Oppy learning using video clips, non-fiction books.</li> <li>• Brainstorming and recording space vocabulary.</li> <li>• Write, read aloud, others follow space robot instructions involving several consecutive instructions.</li> </ul> <p><b><u>-Weekly home and school reading books</u></b> linked to sounds that the children have been taught and tricky</p>		
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<p>storyline, fairytales, Once upon a time, firstly, next, after that, soon, suddenly, finally, happily ever after.</p> <p>Vocabulary, adjectives, verbs, recite, perform, off by heart.</p> <p>Mars Oppy, robot, outer / Space, rocket, shuttle, capsule, astronaut, count down, blast off, launch, BLAST OFF! orbit, moon, planet, mission, oxygen, space suit, gravity, star, Solar System, planets, sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, galaxy, meteor.</p> <p>Goodbye, remember , farewell, good</p>		<p>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 people who help to keep us safe, superheroes and space plus linked to interests demonstrated 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"> <li>• Small group extra sharing of Eileen Browne's stories at 'Stay and Play' wellbeing club. Non-fiction sharing of books linked to People who help us.</li> <li>• Concept/vocabulary</li> </ul>		
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luck, take care, enjoy, sad, happy, excited, memories, moving on, learning journey, Year 1.		<p>grids 1:1 with adult in reading arch (logged on chart)</p> <p><b>CHALLENGE-</b> Encourage spellings of words such as said, because using mnemonics.</p> <p><b>SEN/LAP/DISAD-</b> 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- Use picture cards with a group of children. Ask a child to say what the picture is and then say some words which rhyme with the word to assess if that child **CAN CONTINUE A RHYMING STRING**

Observe a child writing in different areas of the nursery provision to assess if they **CAN WRITE OWN NAME, LABELS, AND CAPTIONS**

**CC:** Give extra practise of the above during 1:1 support

**F2-Observe and assess children's ability to read and understand some simple sentences. Also to spell some words correctly and for some words to be phonetically plausible in their writing.**

**CC:** Work on linked vocabulary and word meanings in contexts.

## CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Parent drop in sessions

-Wow moments

-Summer 3A F2 home learning grids linked to the topic

- F1 AND F2 CLASS TRIPS

-Sports Day

-F1 Leaver's Presentation /Sing- along for parents &carers



# EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1-HOW AND WHY DO PEOPLE TRAVEL? F2-WHO HELPS TO KEEP US SAFE?

TERM: SUMMER 3B

AREA OF LEARNING: UNDERSTANDING THE WORLD

EYFS CLASS END POINT	KNOWLEDGE AND SKILLS (what do you want children to be able to know and do?)  <b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SEQUENCE OF ACTIVITIES/PROGRESSION	LINKS TO DEVELOPMENT MATTERS (Please see Long term overview)  22-36months 30-50months 40-60months ELG	SKILLS and APPLICATION
F1  LOOKS CLOSELY AT HOW AND WHY PEOPLE TRAVEL AROUND THE WORLD AND BEYOND	-I can talk about how and why people travel around the world and beyond, into Space  -I can remember times that are special to me and talk about them  -I can talk about people and times that are special to me and my family/friends, like going on holiday	Playing and Exploring -Shows curiosity about objects, events and people -Using senses to explore the world around them- -Showing a can-do attitude -Shows particular interests  Active Learning -Initiates activities -Seeks challenge -Paying attention to details -Enjoying meeting challenges -Shows high levels of energy and fascination -Pays attention to details  Creating and critical thinking -Thinking of ideas -Making links and noticing	Brainstorm enquiry question: <u>'How and Why do People Travel?'</u> To find out prior knowledge-  <u>Role play- Travel Agents</u> with brochures, suitcases, signs, till -developing play ideas, narratives and explanations (sustained shared thinking )  <u>Summer</u> -Learn about the season of Summer. <u>Summer trees and flowers-</u> Discuss/answer questions about how/why the trees and weather have changed.	<b>People and Communities</b>  Remembers and talks about significant events in their own experience Recognises and describes special times or events Children talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. Knows the difference between past and present events in	Skills: -Active listening --Ability to explain and connect ideas. -Use my prior knowledge -Further develop topic linked tiered vocabulary. -Globe and map features awareness  Other skills: -Observational skills -Writing skills -simple ICT programming  Application: In context of 'How and why do people travel?' adult focus and child initiated learning.

<p><b>ICT</b></p> <p>I CAN BEGIN TO INTERACT WITH PROGRAMABLE TOYS</p>	<ul style="list-style-type: none"> <li>-I am beginning to notice (seasonal) changes in the world around me</li> <li>-I can talk about familiar things in the world around me.</li> <li>- I can ask questions about the world and Space</li> <li>- I know about Earth and the other planets in our Solar System</li> <li>-I know how to operate simple equipment</li> <li>-I am beginning to know how to use programmable toys and make them move by pressing the control buttons in the right order</li> </ul> <p>Summer, season, warm, sunny, sun, hot, flowers, sunflower, daisy,</p>	<p>patterns</p> <ul style="list-style-type: none"> <li>-Finding new ways to do things</li> <li>-Making links and noticing patterns in their experience</li> </ul>	<p>Use IWB video clips, fiction, non-fiction and Alexa as a basis for discussion/asking and answering how and why questions.</p> <p><b>Transport &amp; Journeys</b> Focus on books with a transport/ journey theme, such as 'Can you Choo Choo Too?' by D. Wojtowycz, 'Ben and Gran and the Whole Wide Wonderful World' by G. Shields, 'Magic Train Ride' by Sally Crabtree, and 'The Train Ride' by June Crebbin to learn about different modes of transport and travel.</p> <ul style="list-style-type: none"> <li>-focus on the globe and maps</li> <li>- 'Dinosaur's Day Out' by Nick Sharratt- features a key on a map</li> <li>-'Pirate Pete's Treasure' by Karen King- features a pirate ship and a journey to find buried treasure following a treasure map</li> <li>-Discuss the use of a SatNav to find a destination</li> </ul> <p><b>Holidays/ Trips</b> -Talk about people travelling around the world to different countries on holiday</p>	<p>their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p><b>The World</b></p> <p>Comments and asks questions about aspects of their familiar world</p> <p>Develop an understanding of growth, decay and changes over time</p> <p>To know about similarities and differences in relation to places, objects and materials. Talk about features of their own environment and how environments might vary from one to another. Make observations of animals and plants and explain why some things occur, and talk about changes. Know that the environment and living</p>	
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<p>tree, green leaves</p> <p>travel agents, book, holiday, tickets, passports, boarding cards,</p> <p>Transport, mode, journey, travel vehicle, car, bicycle, tricycle, bike, motorbike, scooter, train, bus, mini bus, coach, hot air balloon, rocket, tram, boat, ship, ferry, cruise liner, hovercraft, aeroplane, plane, jet, helicopter, submarine,</p> <p>Map, key, roads, rivers, towns, scale, SatNav, follow, directions, arrive, stination</p> <p>Holiday, visit, trip, destination, seaside, sea,</p>		<p>-Show and Tell Show and talk about favourite family holiday photographs. Talk about travelling on holiday, events and favourite memories of what happened</p> <p><b>Space</b> Use IWB, fiction and non – fiction books to learn about space travel and our Solar System</p> <p><u><a href="#">Class Trip to Sundown Adventureland on a coach</a></u></p> <p><u><a href="#">Circle time- P4C discussion about the enquiry question ‘How and Why do people travel?’ and record responses</a></u></p> <p><u><a href="#">ICT-Programming</a></u> Exploring CODE A PILLAR AND B-Bots in order to program and control a series of actions/movements.</p> <p><b>ONGOING:</b></p> <p><u><a href="#">-ICT-Support/practise logging onto Mini Mash</a></u> Exploring different areas of Purple Mash</p> <p><u><a href="#">-Use of Alexa for different purposes</a></u></p>	<p>things are influenced by human activity. They can describe some actions which people in their own community do to help maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p> <p><b>Technology</b></p> <p>Knows how to operate simple equipment</p> <p>Shows an interest in technological toys,</p> <p>Shows skill in making toys work by pressing parts</p> <p>Completes a simple program on a computer</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes. Find out about a range of everyday technology. Select appropriate applications that support an identified</p>	
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<p>paddle, swim, beach, sand, sandcastle, flag, bucket, spade, ice- cream, rock-pool, shells, crabs, donkey, deckchair, pier, arcade, sun- cream, burn, skin, protection, sun hat  fly, airport, luggage, plane, hotel, swimming pool,  camping, caravan, tent, pegs, barbeque, stove,</p> <p>  space, shuttle, capsule, rocket, booster, astronaut, count down, blast off, launch, ignition sequence, 5,4,3,2,1 BLAST OFF! orbit, moon, lunar, module, planet, mission, oxygen, space suit, gravity, star, Solar System,</p>		<p>-<u>Use of I pads</u> to play age appropriate games.</p> <p><b>CULTURAL CAPITAL-</b> 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 glossary book.</p> <p><b>CHALLENGE</b>-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><b>SEN/LAP/DISAD—</b> Talking partners with a HAP-for peer modelling and 1:1 support and encouragement when exploring the learning environment</p>	<p>need.</p>
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	<p>planets, sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, galaxy, meteor, comet, star, constellations</p> <p>ICT, technology, B- Bots, Code-a-pillar program, control, forwards, backwards, turn, right, left, arrows, information, music, research, I pads, tablet</p>				
F2  <b>Talks about past and</b>	<b>-I know that the present is now.</b>	<u>Playing and Exploring</u> -Shows curiosity about objects, events and people -Using senses to explore the world around them- -Showing a can-do attitude	<u>-Brainstorm enquiry question:</u> ' <u>Who helps to keep us safe?</u> ' Class brainstorm-to find out prior knowledge and display on working wall, to help	SEE ABOVE	<u>Skills:</u> -Active listening -Ability to explain and connect ideas. -Use my prior knowledge -Further develop topic linked

<p><b>present events in their own lives and those of family members, knowing and being sensitive to the fact that other children do not always enjoy the same things.</b></p> <p><b>ICT</b> Recognises that a range of technology is used at home and in school.</p>	<p>-I know that the past relates to the time before now.</p> <p>-I can talk about present and past events in my life.</p> <p>-I can talk about present and past events in my family member's lives.</p> <p>-I know that children do not always enjoy the same things.</p> <p>-I am sensitive</p>	<p>-Shows particular interests</p> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Initiates activities</li> <li>-Seeks challenge</li> <li>-Paying attention to details</li> <li>-Enjoying meeting challenges</li> <li>-Shows high levels of energy and fascination</li> <li>-Pays attention to details</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Making links and noticing patterns</li> <li>-Finding new ways to do things</li> <li>-Making links and noticing patterns in their experience</li> </ul>	<p>decide upon the different directions of the learning.</p> <p>All of the below learning-Use of Victor Vocabulary board and glossary book when learning new and ambitious vocabulary:</p> <p><u>-Present events in own and family's lives</u></p> <ul style="list-style-type: none"> <li>• Talking partners- what are your hobbies now?</li> <li>• What family activities do you like doing?</li> <li>• Point out that everybody may have different likes and dislikes and people may not always enjoy the same things.</li> </ul> <p><u>-Past events in our own and family member's lives</u></p> <ul style="list-style-type: none"> <li>• Talk about 'past' and what that is.</li> <li>• Around circle-take turns to describe an enjoyable event in own and family's lives-create own recordings own response.</li> <li>• Around circle-talk</li> </ul>		<p>tiered vocabulary.</p> <ul style="list-style-type: none"> <li>-Use of past and present tenses</li> <li>-Understanding of the past and present times</li> <li>-Empathy</li> </ul> <p><u>Other skills:</u></p> <ul style="list-style-type: none"> <li>-Observational skills</li> <li>-Writing skills</li> <li>-Drawing skills</li> </ul> <p><u>Application:</u> In context of 'Who helps to keep us safe?' adult focus and child initiated learning.</p>
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<p>to the fact that children do not always enjoy the same things.</p> <p>-I know that a range of technology is used at home and school.</p> <p>-I can name 3 emergency services.</p> <p>-I can talk about the jobs that a police officer, fire fighter and Dr/Nurse do to keep people</p>		<p>about a time in past where a family member or emergency service worker has helped out e.g Drs at hospital or firefighter, police at an accident-labelled drawing and written description.</p> <p><u>-Police</u></p> <ul style="list-style-type: none"> <li>• Information power-points - talking partners</li> <li>• Devising questions to ask the Police officers</li> <li>• Visit by police officers, bringing police car to look inside and uniforms/equipment-question and answer session-police officer gives consecutive uniform/equipment instructions and child follows instructions</li> <li>• Talking partners talk about</li> </ul>		
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	<p>safe.</p> <p>-I know what uniforms and equipment are used in the above jobs.</p> <p>-I can write in role as a police officer.</p> <p>-I can ask a question to an emergency service worker and listen/understand/recall their response.</p> <p>-I know what the emergency 999 number is.</p> <p>-I can name an</p>	<p>'present' visit from Police and their favourite part of the visit, e.g equipment, uniform, car, followed by labelled pictures and information writing booklet.</p> <ul style="list-style-type: none"> <li>• Goldilocks Crime scene provocation outdoors- children ask questions and interview each other to find out information about the clues</li> <li>• Indoor Police station with posters, writing frames and uniforms to create narratives in groups Taking turns to give and follow each other's instructions involving several actions.</li> </ul> <p><u>-Firefighters, Doctors and Nurses</u></p>	
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<p><b>everyday superhero and talk about why their job is important to others.</b></p> <p><b>-I can handle an animal, name and describe it.</b></p> <p><b>-I can write about my Butterfly World visit.</b></p> <p><b>-I know about Mars Oppy.</b></p> <p><b>-I can talk about what was found out</b></p>		<ul style="list-style-type: none"> <li>• Learning about their jobs and how they keep people safe</li> <li>• Visitor firefighters/doctors or nurses</li> <li>• Asking and answering questions to find out more information.</li> </ul> <p><b>-Everyday Superheroes</b></p> <ul style="list-style-type: none"> <li>• Circle time-how the above emergency workers and other public service, people in other jobs or family members give to others-explain.</li> <li>• Outdoor role play 'Superhero Headquarters'</li> </ul> <p><b>-Father's Day</b></p> <ul style="list-style-type: none"> <li>• Circle time-extending our verbal sentences and explanations about why my Daddy is special to me.</li> <li>• Describing a special time in the past with</li> </ul>		
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<p>due to Mars Oppy.</p> <p>-I can recognise a range of technology at home and school.</p> <p>(Please see other I can/I know statements for UW ongoing activities-from other half terms)</p> <p>Past, present, events, hobbies, activities, likes, dislikes, enjoy, experiences,</p>		<p>Daddy.</p> <p><u>-Trip to Butterfly World</u></p> <ul style="list-style-type: none"> <li>• Describe animals and butterflies, extending vocabulary, including adjectives plus animal handling session-talking about our favourite animals and why- acknowledging that not all children enjoy or like the same things and respecting that.</li> <li>• Presenting information learnt and explanations of fun activities taken part in-written information about the trip.</li> </ul> <p><u>Space travel:</u></p> <ul style="list-style-type: none"> <li>• Mars Oppy learning using video clips, non-fiction books.</li> <li>• Brainstorming and recording space vocabulary.</li> <li>• Give and receive space robot instructions involving several consecutive</li> </ul>		
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<p>then, long ago, now, lives, family, similar/ities, difference/s, compare, enjoy.</p> <p>Emergency services, police officers, uniform, walkie talkie, batton, spray, police car, siren, prison, warning, traffic, help, crime scene, clues, report.</p> <p>Firefighter, engine, hose, water, jaws of life, smoke,</p>		<p>instructions.</p> <p><b><u>ICT -Recognises a range of technology at home and school</u></b></p> <ul style="list-style-type: none"> <li>• Creating a collage of technology used at home and school</li> <li>• Home questionnaire sent to parents about child's technology use</li> <li>• Learning about e mails and with support e mailing a message to parents.</li> </ul> <p>(Please also see digital art focus in Art-Expressive Arts and Design below)</p> <p><b><u>ONGOING:</u></b></p> <p>-<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 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</p>		
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<p>alarm, stop, drop, roll, rescue, doctor, nurse, temperature, accident, hospital, surgery, medicine, bandages. Dad, daddy, father, special, love. Butterfly, wings, symmetrical, pattern, farm animal names (including foal, calf, piglet, bunny, kid) and bird, reptile names. Furry,</p>	<p>seasons/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 Learning</u> Creating own projects-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-linked to Enterprise-selling vegetable chutney.</p> <p><b>CULTURAL CAPITAL-</b> Sharing information books about Emergency services-jobs and people and space</p>		
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<p>small, large, fat, thin, quick, slow.</p> <p>Mars, space, travel, gravity, satellite, shuttle, capsule, rocket, booster, astronaut, count down, blast off, launch, ignition sequence, orbit, moon, lunar, module, planet, mission, oxygen, space suit, gravity, star, Solar System, planets, sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, galaxy, meteor, comet, star.</p>		<p>books.</p> <p><b><u>CHALLENGE-</u></b> Ask and answer possibility questions during visitor group times-extending verbal sentences and explanations-developing sustained shared thinking.</p> <p><b><u>SEN/DISADVANTAGED-</u></b> Picture/word topic mats and 1:1 support to develop verbal ideas and recordings.</p>		
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(Please see vocabulary from other half terms for ongoing UW activities)				
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## Sticky Knowledge Observation

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

F1- Circle time- P4C discussion about the enquiry question 'How and Why do people travel?' and record responses to assess if a child knows **HOW AND WHY PEOPLE TRAVEL AROUND THE WORLD AND BEYOND?**

**CC:** 1:1 Non-fiction books/topic concept/vocabulary grids to record the children's experience of the vocabulary and concepts related to the topic of travel and transport

**F2-** During child initiated and adult focus activities, observe and assess how the children talk about past and present events in their own lives and those of family members, knowing and being sensitive to the fact that other children do not always enjoy the same things.

**CC:** Any gaps identified and provide experiences and teaching to address these.

## **CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS**

Parent drop in sessions

-Wow moments

-Summer 3A F2 home learning grids linked to the topic

- F1 AND F2 CLASS TRIPS

-Sports Day

-F1 Leaver's Presentation /Sing -along for parents &carers



EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1-HOW AND WHY DO PEOPLE TRAVEL? F2-WHO HELPS TO KEEP US SAFE?

TERM: SUMMER 3B

AREA OF LEARNING: EXPRESSIVE ARTS AND DESIGN

EYFS CLASS END POINT	KNOWLEDGE AND SKILLS (what do you want children to be able to know and do?) <b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SEQUENCE OF ACTIVITIES/PROGRESSION	LINKS TO DEVELOPMENT MATTERS (Please see Long term overview) <b>22-36months</b> <b>30-50months</b> <b>40-60months</b> <b>ELG</b>	SKILLS and APPLICATION
F1 I CAN USE SIMPLE TOOLS AND TECHNIQUES COMPETE NTLT AND APPROPRIATELY  Art I CAN DRAW SHAPES USING A PEN TOOL IN A DRAWING	-I can use different things like scissors, masking tape, sticky tape and string to join and fix things together - I know that I can join up lines on paper to make different shapes and I can use these shapes to make things I know -I know that I can use tools like scissors, spoons and cutters to do different things -I can make up stories when I am playing with toys - I can move around in	Playing and Exploring -Showing curiosity about objects, events and people -Using senses to explore the world around them -Showing particular interests -Initiating activities -Showing a 'can do' attitude  Active Learning -Maintaining focus on their activity for a period of time -Showing high levels of energy, fascination -Not easily distracted -Pays attention to details  Creating and critical thinking -Thinking of ideas -Making links and noticing patterns in their experience	Art Focus- Digital Media  Exploring Paint program <ul style="list-style-type: none"><li>• Draw shapes using lines or pen tool</li><li>• Drawing on the software as if it was a pencil or paintbrush</li></ul> - Put together phrases and create something that resembles it E.G <b>create a red triangle or a green square.</b> - Create a simple scene, using simple shapes E.G <b>trees and sun, circles as planets etc.</b> - Learn how to create and rub out shapes - Create background and add things over the top  <u>-Travel Agents and airport indoor role-play area</u> with	<b>Exploring and Using Media and Materials</b>  <b>Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects</b> <b>Realises that tools can be used for a purpose</b> Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials that they are using. <b>Sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools</b>	<u>Skills</u> -Developing vocabulary - Transferring drawing and painting techniques - Applying composition skills - Using background and foreground to create a scene  <u>Other skills:</u> - Turn taking in conversation and building upon what is heard -Using own experiences in play  <u>Application:</u> In context of 'How and why do people travel?' adult focus learning and child initiated learning.

PROGRAMME OR APP	<p>different ways and I can dance and move my body when I hear music</p> <p>-I can use a simple drawing program or creative app to draw lines and simple shapes</p> <p>Digital media, technology, drawing program, pen, tool, mouse, control, thin, thick, colours, choose, lines, marks, shapes, tablet, Ipad, creative, app, background, add,</p> <p>Studio Space, tools, purpose, scissors, masking tape, sticky tape, string, join, fix together, attach, make, create, ideas, inspire,</p> <p>Playdough, malleable, tools, cutters, rolling pins, squeeze, roll,</p>	<p>brochures, suitcases, signs, till-developing narratives, play ideas and sustained shared thinking.</p> <p><b>Small world area-</b> town road mat/ vehicles</p> <p>Train track</p> <p><b>Outdoor role play area</b></p> <p><b>Superhero headquarters</b></p> <ul style="list-style-type: none"> <li>• Costumes, visuals</li> </ul> <p><u>-F1 and 2 Easels both in and out doors</u>-Paints or dry mark making tools- chalks, crayons, pastels, charcoal.</p> <p>Artist study pictures displayed in order to inspire independent artwork.</p> <p>-Daily singing sessions to develop a bank of familiar nursery rhymes and songs, including songs featuring a transport theme (e.g. The Wheels on the Bus, Pirate Ship, Row, row, row your boat.)</p> <p><u>-Weekly music session with specialist music teacher</u></p> <ul style="list-style-type: none"> <li>• Action songs, rhythm and pulse learning</li> </ul>	<p>and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p><b>Being Imaginative</b></p> <p>Builds stories around toys</p> <p>Creates movement in response to music</p> <p>Create simple representations of events, people and objects.</p> <p>Play co-operatively as part of a group to develop and act out a narrative. Play alongside other children who are engaged in the same theme.</p> <p>Capture experiences and responses with a range of media.</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	
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pinch, squash,		<ul style="list-style-type: none"> <li>• Drums and percussion instrument use</li> </ul> <p>Regular 'Play Dough Disco,' where the children practise malleable skills and techniques while listening and moving to music.</p> <p><u><a href="#">Studio Space Exploration</a></u>  In provision, creating led by child interest, using range of box modelling materials including cardboard boxes, rolls, tissue paper, plus other fabrics, string, tape, glue..., with tools-scissors, pencils...  Encourage use of junk modelling to create space rockets, cars, boats and other modes of transport</p> <p><u><a href="#">-F 1 and 2 Construction kits and blocks in and outdoors</a></u> Child initiated use of construction kits to create models.</p> <p><u><a href="#">-Ongoing F1 and F2 Helicopter Story acting out stage</a></u>  After children have told</p>	<p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p>	
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their story, they act out in masking taped stage area along with peers. Video and evaluate.

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

-F1 and 2 Mud Kitchen and play house-addition of coloured sand, water, pebbles.

**CC-** Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. 1:1 support with digital media

**CHALLENGE**-Can you follow a particular interest and develop your own creative project using familiar tools and techniques  
Begin to evaluate own work.

			<b>SEN/LAP/DISAD</b> - 1:1 support with scissor cutting skills and malleable resources tools and techniques		
F2  Sing songs, make music and dance and experiment with ways of changing them.  <u>Art</u>  I can explore drawing using software as if it was a pencil or paintbrush	<p>-I can sing several songs.</p> <p>-I can make a percussion instrument.</p> <p>-I can make music using percussion instruments, including my home made one.</p> <p>-I can accompany a song with percussion music.</p> <p>- I can dance and respond well to different music and other stimuli.</p> <p>-I can experiment with ways of changing my songs, music making and</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Showing curiosity about objects, events and people</li> <li>-Using senses to explore the world around them</li> <li>-Showing particular interests</li> <li>-Initiating activities</li> <li>-Showing a 'can do' attitude</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Maintaining focus on their activity for a period of time</li> <li>-Showing high levels of energy, fascination</li> <li>-Not easily distracted</li> <li>-Pays attention to details</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Making links and noticing patterns in their experience</li> <li>-Changing strategy as needed</li> <li>-Reviewing how well the approach worked</li> </ul>	<p>- <u>Exploring Paint program</u></p> <ul style="list-style-type: none"> <li>• Creating a variety of shapes</li> <li>• Drawing on the software as if it was a pencil or paintbrush</li> </ul> <p>- <u>Create an outer space scene</u></p> <ul style="list-style-type: none"> <li>• Use shapes and night sky, star, planet colours to express.</li> </ul> <p>- <u>Introduce a chosen theme and create shapes and scenes around these themes</u></p> <ul style="list-style-type: none"> <li>• Developing background and foreground using scale of objects</li> <li>• Continue to transfer drawing and painting techniques to digital media program</li> </ul>	SEE ABOVE	<p><b>Digital Media</b></p> <p><b>Know how to use age appropriate technology to create images</b></p> <p><b>-Applying art skills (drawing, painting etc.)</b></p> <ul style="list-style-type: none"> <li>- <b>Creating simple shapes</b></li> <li>- <b>Exploring programme</b></li> <li>- <b>Identify shapes as objects</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Developing vocabulary</li> <li>-Transferring drawing and painting techniques</li> <li>- Applying composition skills</li> <li>- Using background and foreground to create a scene</li> </ul> <p><b>Other skills:</b></p> <ul style="list-style-type: none"> <li>- Turn taking in conversation and building upon what is heard</li> <li>-Using own experiences in play</li> <li>-Evaluating own and others' work</li> </ul> <p><b>Application:</b> In context of 'Who helps to keep us safe?' adult focus learning and child initiated learning.</p>

<p>dancing.</p> <p>-I can use a drawing/painting program to create shapes that represent objects.</p> <p>-I can explore drawing using software as if it was a pencil or paintbrush.</p> <p>-I can create a scene using different sized shapes and colours.</p> <p>-I can develop a fore and back ground for my scene.</p> <p>-I can choose a theme and create shapes and scenes around this theme. Digital media, computer, technology, drawing program, pen,</p>		<ul style="list-style-type: none"> <li>• Creating simple compositions, applying a theme and ideas to the composition</li> </ul> <p><u>-Develop a range of class songs to sing</u> '5 Little Aliens' and other songs to practise, introduced by Mrs Cooper.</p> <p><u>-Weekly music session with specialist music teacher</u> (also including the below)</p> <ul style="list-style-type: none"> <li>• Action songs and rhythm and pulse learning, plus dynamics.</li> <li>• Drums and percussion instrument use</li> </ul> <p><u>-F1 and 2 Outdoor stage, ribbon sticks and dressing up</u>-with percussion instruments to encourage dance /expressive movements.</p> <p><u>-Cbeebies Boogies and Otis dance routines</u></p> <ul style="list-style-type: none"> <li>• Use of smart board to follow the dance routines and</li> </ul>		
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<p>paintbrush, tool, mouse, control, thin, thick, colours, choose, lines, marks, shapes, tablet, Ipad, creative, app, background, foreground, add, scene, composition, scale, colours, express, theme, transfer, techniques.</p> <p>Song, tune, quick, slow, tempo, rhythm, dynamics, percussion instruments, routine, dance, movements.</p> <p>Police officers, siren, arrest, walkie talkie, equipment, uniform, baton, police car, prison, help, support, interview, crime scene, suspect.</p> <p>Super hero/heroine, Villain, rescue,</p>	<p>music.</p> <p><u>-Indoor role-play Police Station</u> with posters, writing frames and uniforms to create narratives in groups.</p> <p><u>-Outdoor Superhero headquarters</u></p> <ul style="list-style-type: none"> <li>Costumes, visuals, writing frames to develop narratives.</li> </ul> <p><u>-F1 and 2 Easels both in and outside-Paints or dry mark making tools-chalks, crayons, pastels, charcoal.</u> Artist study pictures displayed.</p> <p><u>Studio Space Exploration</u></p> <ul style="list-style-type: none"> <li>Create own percussion instrument to then use to create music and dances.</li> <li>In provision, creating led by child interest, using range of box modelling materials including</li> </ul>		
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<p><b>headquarters, save the day, powers.</b>          (Please see other half term planning I can/I know and vocabulary for ongoing EAD activities)</p>	<p>cardboard boxes, rolls, tissue paper, plus other fabrics, string, tape, glue..., with tools-scissors, pencils...</p> <p><u>-F 1 and 2 Construction kits and blocks in and outdoors</u> Child initiated use of construction kits to create models.</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 Mud Kitchen and play house</u>          Addition of child chosen materials in the environment.</p> <p><u>CC-</u> 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 extending</p>		
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		<p>vocabulary, sentences and role-play:1:1 support with digital media learning and composition skills.</p> <p><b><u>CHALLENGE</u></b>-Can you create your own digital media project for a particular purpose and use?. Evaluate own and others' work.</p> <p><b><u>SEN/LAP/DISAD</u></b>- 1:1 modelling of mouse control/peer tutoring</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- Observe children using the creative Studio Space to assess if a child **CAN USE SIMPLE TOOLS AND TECHNIQUES COMPETENTLT AND APPROPRIATELY**

**CC:** -assess the above to see any gaps in skills and teach in small group to address any gaps with support and modelling

**F2: Observe and assess children's ability to sing songs, make music and dance and experiment with ways of changing them.**

**CC:** Provide experiences and teaching to address any gaps.

### **CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS**

Parent drop in sessions

-Wow moments

-Summer 3A F2 home learning grids linked to the topic

- F1 AND F2 CLASS TRIPS

-Sports Day

-F1 Leaver's Presentation /Sing- along for parents &carers