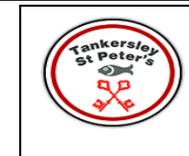


# EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



**ENQUIRY QUESTION:** F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

**TERM:** SPRING 2B

**AREA OF LEARNING:** COMMUNICATION AND LANGUAGE

EYFS CLASS	<b>KNOWLEDGE AND SKILLS</b> (what do you want children to be able to know and do?) <b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	<b>SEQUENCE OF ACTIVITIES/PROGRESSION</b>	<b>LINKS TO DEVELOPMENT MATTERS</b> 22-36months 30-50months 40-60months ELG	
F1 F1- I CAN MAINTAIN ATTENTION, CONCENTRATE AND SIT QUIETLY DURING APPROPRIATE ACTIVITY	-I can listen attentively -I can concentrate -I can sit quietly - I can talk about Pancake Day -I know the ingredients needed to make pancakes - I know about the lifecycle of a butterfly	<u>Playing and Exploring</u> -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 <u>Active Learning</u> -maintaining focus on their activity for a period of time	<u>Brainstorm enquiry question:</u> 'What happens in Spring?' To find out prior knowledge  <u>Pancake Day</u> Learn about the meaning of Pancake Day by listening to information in non- fiction books and videos on IWB. Watch and listen to a demonstration on how to make a pancake. Participate in a pancake tasting session and choose a favourite filling.	<u>Listening and Attention</u> Single channelled attention. Can shift to a different task if attention fully gained-using child's name helps focus. Maintains attention, concentrates and sits quietly during appropriate activity Children can listen attentively in a range of situations. Children listen to stories, accurately anticipating key	<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

<p>-I know the Easter story from the Bible - I can talk about how my family celebrates Easter</p> <p>Listen, carefully, attentively, concentrate, quietly, talking partners, Pancake Day, Shrove Tuesday, Christian, Lent, bowl, spoon, mix, whisk, eggs, flour, milk, batter, frying pan, toss, flip, filling, lemon, sugar, chocolate, jam,</p> <p>Spring, season, tree, cherry blossom,</p>	<p>-showing high levels of energy, fascination -Not easily distracted -Pays attention to details <u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns in their experience</p>	<p>Discuss own experiences of Pancake Day at home.</p> <p><u>Fair Trade Café</u> (Global Learning) Listen to a lesson about Fair Trade and afterwards take part in a whole school Fair trade Café event in the hall- eating and drinking Fair Trade products.</p> <p><u>Focus on good manners</u> Circle time- Discuss the importance of remembering to say 'please' and 'thank you.' 'Please Mr Panda' by Steve Anthony</p> <p><u>World Book Day</u> ( Global Learning) Discuss fiction and non- fiction books. Which type of book is our favourite? Take part in 'Show and Tell' – talk about a favourite book. Take part in whole school World Book Day event/ activities.</p> <p>-Learn about the season of Spring. <u>Spring trees and flowers-</u> Discussing/answering questions about how/why the trees have changed (blossom) Follow instructions to make Spring blossom tree art work.</p>	<p>events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding</b> <b>Understands who, what and where in simple questions e.g Who's that/can? What's that? Where's that?</b> Respond to instructions involving a two-part sequence. Children can follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking</b> <b>Learns new words very rapidly and is able to use them in communicating.</b> <b>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</b></p>	<p><u>Application:</u> In context of 'What happens in Spring?' learning and child initiated learning</p>
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	<p>flowers, daffodils, crocus, snowdrop, grow, lifecycle, egg, caterpillar, cocoon, moth, chrysalis, butterfly, Chick, showers, rainbow Easter, Jesus, Last Supper, bread, wine, soldiers, cross, crucify, tomb, stone, angels, God, Heaven, Eggs, decorate, Easter Bunny, basket, hunt</p>		<p>Use Victor's Wonderful Words board and big book to define the meaning of new words. Use IWB video clips, non-fiction and Alexa as a basis for discussion/asking and answering how and why questions.</p> <p><u>-Life cycle of a butterfly</u> Learn about the life cycle of a butterfly using books e.g. 'The Very Hungry Caterpillar' and IWB. Use kit to observe the lifecycle of a butterfly in the classroom</p> <p><u>-Talking partners</u>-talking about Spring themed fiction books and explain favourite part. Use non-fiction books and technology (IWB/ Google/ Alexa) to find out more about the season of Spring. Use talk in circle time to recall information and talk about own experiences of Spring.</p> <p><u>-Mother's Day</u> Circle time- Discuss our mummies and why we love them.</p> <p><u>EASTER</u> Listen to 'The Easter Story' Bible story and learn about the meaning behind Easter. Discuss Easter eggs, the Easter Bunny and how we celebrate Easter with our family.</p>	<p>Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <b>Children express themselves clearly showing an awareness of the listeners needs.</b> <b>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</b> <b>Develop their own narratives and explanations by connecting ideas and events.</b></p>	
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			<p><b><u>CULTURAL CAPITAL-</u></b> Linked Spring topic books with 1:1 reading and vocabulary time- recorded on child's grid and curiosity items to describe</p> <p><b><u>CHALLENGE-</u></b> To follow 2/3 consecutive instructions</p> <p><b><u>SEN/LAP/DISAD—</u></b> To follow instructions one at a time with 1:1 support</p>		
<p>F2</p> <p>-I CAN GIVE MY ATTENTION TO WHAT OTHERS' SAY AND RESPOND APPROPRIATELY SOMETIMES WHILST BEING ENGAGED IN ANOTHER ACTIVITY.</p>	<p>-I can attend and respond to what someone says.</p> <p>-I know how to respond appropriately whilst being engaged in another activity.</p> <p>-I can develop my own narratives.</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Shows curiosity about objects</li> <li>-Uses senses to explore the world around them</li> <li>-Taking on a role</li> <li>-Acting out experiences with other people</li> <li>-Showing a can-do attitude</li> <li>-Seeks challenge</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Maintains concentration on their learning for a period of time.</li> <li>-Shows high levels of energy and fascination</li> <li>-Pays attention to details</li> <li>-Showing a belief that more effort or a</li> </ul>	<p><u>-Brainstorm enquiry question: 'What do living things need to grow?'</u></p> <p>Class brainstorm-to find out prior knowledge and display on working wall.</p> <p><u>-Ourselves-What do humans need to grow?</u></p> <ul style="list-style-type: none"> <li>• Pass the bear around the circle and pupils contribute their ideas- discussing-healthy foods, sleep, water, love.</li> <li>• Talking partners in response to information texts and own experiences.</li> </ul> <p><u>-Talk about Spring Season changes noticed</u></p> <p><u>-Predict and test what will happen in cress growth experiment.</u></p>	<p>SEE ABOVE</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Active listening skills</li> <li>-Building upon others' responses</li> <li>-Listen and respond whilst engaged in another activity.</li> </ul> <p><u>-Other skills:</u></p> <ul style="list-style-type: none"> <li>- Turn taking in conversation</li> <li>-Questioning to find out more information</li> <li>-Multi-tasking</li> </ul> <p><u>Application:</u> In context of 'What do living things need to grow?' adult focus learning and child initiated learning.</p>

<p>-I can develop my own explanations by connecting ideas and events.</p> <p>-I can make predictions.</p> <p>-I can speak in role.</p> <p>-I can follow instructions whilst planting a bean.</p> <p>-I can describe the butterfly and stick insect lifecycles.</p> <p>-I can compare different stories using</p>	<p>different approach will pay off.</p> <p><u>Creating and critical thinking</u></p> <p>-Making links and notices patterns in their experiences</p> <p>-Makes prediction</p> <p>-Tests ideas</p> <p>-Develops ideas of sequences and cause/effect</p> <p>-Changes strategy as needed</p> <p>-Reviews how well the approach worked</p>	<p>Considering the effects of light on plant growth in the provision:</p> <ul style="list-style-type: none"> <li>Watered cress covered in the dark</li> <li>Watered cress uncovered in the light</li> </ul> <p>Use of Victor Vocabulary board and Glossary for word meanings.</p> <p><u>-Jack and the Beanstalk story</u></p> <ul style="list-style-type: none"> <li>Talk about setting, characters and events.</li> <li>Teacher in role as Jack's mother looking for Jack</li> <li>Pupils respond in role and describe/explain.</li> </ul> <p><u>-Following peer instructions on how to plant a bean.</u></p> <ul style="list-style-type: none"> <li>Pupil reads out Instructions as another child follows them and plants the bean.</li> </ul> <p><u>-Taking turns to plant vegetable seeds outdoors</u></p> <p>following verbal instructions.</p> <p><u>-Garden Centre role-play area</u></p> <p>With seed packets, tools, boots and pots/plants with till and wheelbarrow. Pictures and labels. Development of role-play with friends.</p> <p><u>-Describing Minibeasts and changes observed</u></p> <ul style="list-style-type: none"> <li>Mini beast hunt outdoors-describing</li> <li>Real caterpillars and</li> </ul>			
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	<p>comparative language.</p> <p>-I can hear and say rhyming words.</p> <p>-I can explore adjectives and similes.</p> <p>Listening, concentrating, talking partners, build upon.</p> <p>Living, grow, humans, healthy, food, sleep, love, Spring, season, predict, experiment, light, dark, water, in-role, instructions, Plant, vegetable, seeds, mini-beast, changes, transformation,</p>		<p>talking about metamorphosis</p> <ul style="list-style-type: none"> <li>• Sorting and grouping minibeasts</li> <li>• Talking about stick insect life cycle changes</li> </ul> <p><u>- Superworm '</u></p> <ul style="list-style-type: none"> <li>• Share story and compare setting, characters and storyline with the above 2 books by Julia Donaldson.</li> <li>• Join in with repeated refrains, adding own rhyming substitute words.</li> </ul> <p><u>-The Snail and the Whale</u></p> <ul style="list-style-type: none"> <li>• Finding rhyming words in the book</li> <li>• Substituting adjectives and similes in the story.</li> <li>• Vote between 'Superworm' and 'The Snail and the Whale.'</li> </ul> <p><u>-Monkey Puzzle</u></p> <ul style="list-style-type: none"> <li>• Write a detailed description of an animal to help the butterfly find it straight away.</li> </ul> <p><u>-Easter Story</u></p> <ul style="list-style-type: none"> <li>• Listening and responding using P4C strategies-offer ideas, build upon and I agree.</li> <li>• Build Victor Vocabulary board-define words in glossary.</li> </ul>		
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	<p>metamorphosis, instructions, sorting, grouping, compare, substitute, mini-beast, rhyme, adjective, simile. Easter, died, crucifixion, cross, sacrifice, Easter.</p>		<p><b><u>CULTURAL CAPITAL</u></b>-Extra time to observe caterpillars and stick insects-handling and describing-listening and responding whilst handling.</p> <p><b><u>CHALLENGE</u></b>-Can you peer tutor a small group-showing them how to plant vegetable seeds outdoors?</p> <p><b><u>SEN/DISADVANTAGED</u></b>-1:1 adult and child following cultural capital book/theme/vocabulary chart-on non-fiction Growth-Humans, plants and mini-beasts-talking about information.</p>		
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**Sticky Knowledge Observation** Communication and language activities for observation and assessment in terms of skills, knowledge and application.

**F1-** Observe children listening to the Easter Bible story to assess their ability to **MAINTAIN ATTENTION, CONCENTRATE AND SIT QUIETLY DURING APPROPRIATE ACTIVITY**

**CC:** Give extra practise of the above during 'Stay and Play' club-playing games and concentrating.

**F2-** Observe children whilst engaged in handling stick insects and planting seeds assessing their ability to **GIVE ATTENTION TO WHAT OTHERS' SAY AND RESPOND APPROPRIATELY WHILST BEING ENGAGED IN ANOTHER ACTIVITY.**

**CC:** Give extra practise of the above during 'Stay and Play' club-playing games and responding to peers to develop co-operation.

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

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco

# EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



**ENQUIRY QUESTION:** F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

**TERM:** SPRING 2B **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	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 22-36months 30-50months 40-60months ELG	SKILLS and APPLICATION
F1  F1-I AM CONFIDENT TO SPEAK TO OTHERS ABOUT MY OWN NEEDS, WANTS, INTERESTS AND OPINIONS.	<p>-I can make friends with other children</p> <p>- I can be friendly</p> <p>-I can start a conversation</p> <p>- I can talk confidently to other children and familiar adults</p> <p>-I know how to form good relationships with other children and familiar adults</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Using senses to explore the world around them-</li> <li>-Showing a can do attitude</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Paying attention to details</li> <li>-Enjoying meeting challenges</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> </ul>	<p><u>Role Play Areas</u></p> <p>Building Site and Home Corner</p> <ul style="list-style-type: none"> <li>-Take turns/ share resources/ play with other children and form good relationships whilst role playing</li> </ul> <p><u>Pancake day</u></p> <p>Talk about pancake filling preferences</p> <p>Talk about own experiences of Pancake Day at home.</p> <p><u>Fair Trade Café</u> (Global Learning)</p>	<p><b>ARE F1 AND 2</b></p> <p><b><u>Making Relationships</u> May form a special friendship with another child.</b></p> <p><b>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</b></p> <p>Initiates conversations, attends to and takes account of what others say</p> <p>Explains own knowledge and understanding and asks appropriate</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Social interaction with peers</li> <li>-Use my prior knowledge and make links</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 'What happens in Spring?'</p>

<p>- I can talk about my wants, interests and opinions</p> <p>- I know how to ask an adult for help</p> <p>-I know about a range of feelings, including happy, sad, angry, surprised, scared, nervous, embarrassed, grumpy, excited and cross</p> <p>- I know how I am feeling</p> <p>-I know that I can hurt other people's feelings by what I do and say</p> <p>friends, friendly, caring, help, helpful, kind, considerate, thoughtful,</p>			<p>Listen to a lesson about Fair Trade and afterwards take part in a whole school Fair trade Café event in the hall-eating and drinking Fair Trade products.</p> <p><u>Focus on good manners</u> Circle time- Discuss the importance of remembering to say 'please' and 'thank you.' 'Please Mr Panda' by Steve Anthony</p> <p><u>Focus on feelings</u> Use a non-fiction book to introduce different feelings P4C discussion about different feeling. Use emotion pictures and 'How are you Feeling?' displays to encourage talk about feelings</p> <p><u>World Book Day</u> ( Global Learning) Discuss fiction and non-fiction books. Which type of book is our favourite? Take part in 'Show and Tell' – talk about a favourite book. Take part in whole school World Book Day event/ activities.</p> <p>-Learn about the season of Spring.</p>	<p>questions of others. Takes steps to resolve conflicts with other children e.g. Finding a compromise. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <b>Self Confidence and Self Awareness</b> Expresses own preferences and interests. Shows confidence in asking adults for help Confident to speak to others about own needs, wants, interests and opinions Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	<p>learning and child initiated learning</p>
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	<p>Please, thank you, good manners, polite, Feelings, happy, sad, angry, surprised, scared, nervous, embarrassed, grumpy, excited, cross</p>		<p><u>Spring trees and flowers-</u> Discuss/answer questions about how the trees have changed. Go on a Spring walk together around our school to spot the signs of Spring (cherry blossom/ daffodils) -Circle time- talk about the seasonal changes. Which season is your favourite? Why?</p> <p><u>Talking partners-</u>talking about Spring themed fiction books and explain favourite part. Use non-fiction books and technology (IWB/ Google/ Alexa) to find out more about the season of Spring. Use talk in circle time to recall information and talk about own experiences of Spring.</p> <p><u>Mother's Day</u> Circle time- Why is your mummy so special? Discuss our mummies and why we love them. Finish the sentence starter 'I love my mummy because...'</p>	<p>They say when they do or don't need help. <b><u>Managing Feelings and Behaviour</u></b> Tries to help or give comfort when others are distressed. Aware of own feelings and knows that some actions and words can hurt others' feelings To understand that own actions affect other people, eg becomes upset, or tries to comfort another child when they realise they have upset them To be able to negotiate and solve problems without aggression e.g. when someone has taken their toy. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take</p>	
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**EASTER**

Circle time- Discuss Easter eggs, the Easter Bunny and how we celebrate Easter with our family.

-In child initiated play and provision- adults facilitate friendly behaviour by explicit modelling and using strategies such as using explicit praise when desired behaviours shown.

**CULTURAL CAPITAL-**

Music Interaction weekly sessions in small group, taking turns and sharing instruments

**CHALLENGE-** Answer question: Why are you feeling ...?

**SEN/LAP/DISAD—**

- Use of emotions pictures and ‘ How are you feeling?’ displays to support children’s attempts at expressing feelings

Music Interaction and Monday lunch ‘Stay and Play’ wellbeing club-to work

changes of routine in their stride the rules.

			on modelling friendly behaviour / sharing and taking turns skills.		
<p>F2</p> <p>F2-I AM CONFIDENT TO TRY NEW ACTIVITIES AND SAY WHY I LIKE SOME ACTIVITIES MORE THAN OTHERS.</p>	<p>-I can confidently try and taste different fruits, some of which I have never tried before.</p> <p>-I can confidently try and taste different drinks.</p> <p>-I can confidently try and taste different vegetables.</p> <p>-I know what my preferences are in relation to fruits, drinks and vegetables and can talk confidently about</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Shows curiosity about objects</li> <li>-Uses senses to explore the world around them</li> <li>-Engages in open ended activity</li> <li>-Showing a can-do attitude</li> <li>-Seeks challenge</li> <li>-Shows particular interests</li> <li>-Takes a risk, engaging in new activities and learning by trial and error</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Maintains concentration on their learning for a period of time.</li> <li>-Shows high levels of energy and fascination</li> <li>-Pays attention to details</li> <li>-Showing a belief that more effort or a different approach will pay off</li> <li>-Bouncing back after difficulties.</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Making links and notices patterns in their experiences</li> <li>-Finding new ways to do things</li> <li>-Developing ideas of grouping, cause and effect.</li> <li>-Planning and making decisions about how to</li> </ul>	<p><u>-Ourselves-What do humans need to grow?</u></p> <ul style="list-style-type: none"> <li>• Fruit kebab making and tasting</li> <li>• Trying different healthy drinks: Coconut water, tropical juice, tomato juice.</li> <li>• Voting on favourite/fruits/juices including flavouring water with cucumber, mint, fruits</li> </ul> <p><u>-Read 'Oliver's Vegetables' and discuss own preferences in relation to fruits and vegetables.</u></p> <ul style="list-style-type: none"> <li>• Preparing and eating our grown vegetables-talking about likes and dislikes.</li> </ul> <p><u>-Observing and handling Mini-Beasts</u></p> <ul style="list-style-type: none"> <li>• Mini beast hunt naming and talking</li> </ul>	SEE ABOVE	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Explorative skills</li> <li>-Active listening skills</li> <li>-Building upon others' responses</li> <li>-Expressing preferences and justifying them</li> <li>--<u>Other skills:</u></li> <li>- Turn taking in conversation</li> <li>-Questioning to find out more information</li> <li>-</li> </ul> <p><u>Application:</u> In context of 'What do living things need to grow?' adult focus learning and child initiated learning.</p>

	<p>why I like some of them more than others.</p> <p>-I can confidently explain why I like certain fruits, vegetables and drinks best.</p> <p>-I can confidently use my senses to explore different materials.</p> <p>-I can confidently talk about my preferences for exploring different materials and observation/handling of minibeasts.</p>	<p>approach a task, solve a problem and reach a goal</p> <p>-Reviews how well the approach worked</p>	<p>about different minibeasts found-handling and observing-likes and dislikes with reasons.</p> <ul style="list-style-type: none"> <li>• Handling our class stick insects and describing the experience/feelings.</li> </ul> <p><u>-Sensory messy play</u> Exploring different materials on the tuff spot:</p> <ul style="list-style-type: none"> <li>• Shaving foam</li> <li>• Gloop</li> <li>• Plasticine</li> <li>• Compost and natural materials</li> <li>• Baking ingredients</li> </ul> <p><u>-Baking</u> Following recipes to bake:</p> <ul style="list-style-type: none"> <li>• Chocolate Easter nests</li> <li>• Buns with icing</li> <li>• Comparing the experiences and saying which experience and taste is preferred and why.</li> </ul>		
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-I know which my favourite baking activity and I can explain why.

Humans, grow, fruit, kebab, skewer, fruit names, healthy, drinks, herbs, vegetable names, like, dislike, favourite, because, Mini-beasts, mini-beast names, observe, handle, legs, wings, antennae, describe, experience, feeling, shaving foam, gloop, plasticine, compost, natural materials, baking, ingredients, nests, icing, prefer.

Fair Trade Café

(Global Learning)

Listen to a lesson about Fair Trade and afterwards take part in a whole school Fair trade Café event in the hall-eating and drinking Fair Trade products-talking and likes and dislikes.

CULTURAL CAPITAL- Small group baking and support to follow recipes and express thoughts and feelings.

CHALLENGE- Can you present your ideas to the class? Explain preference of activities with reasons.

SEN/DISADVANTAGED-1:1 adult and child following cultural capital book/theme/vocabulary chart-on non-fiction Growth-Fruits, vegetables, plants and mini-beasts-talking about information.

**Sticky Knowledge Observation** P.S.E.D. activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe children at circle time in order to assess if they are **CONFIDENT TO SPEAK TO OTHERS ABOUT OWN NEEDS, WANTS, INTERESTS AND OPINIONS**

CC: Interventions based upon needs and next steps, including 'Stay and Play' and 'Music Interaction' plus 1:2 small group explicit PSED teaching

**F2- Observe and assess child's ability to demonstrate CONFIDENCE TO TRY NEW ACTIVITIES AND SAY WHY I LIKE SOME ACTIVITIES MORE THAN OTHERS.**

**CC:** Identify any need for support and arrange small group/1:1 intervention plus activities during lunch time 'Stay and Play' wellbeing group.

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

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco

# EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



**ENQUIRY QUESTION:** F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

**TERM:** SPRING 2B

**AREA OF LEARNING:** PHYSICAL DEVELOPMENT

EYFS CLASS	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 22-36months 30-50months 40-60months ELG	SKILLS and APPLICATION
F1  F1-I CAN SHOW PREFERENCE FOR A DOMINANT HAND AND USE ANTI-CLOCKWISE MOVEMENTS AND RETRACE VERTICAL LINES.	<p>-I can show a preference for using a pencil in my left hand or my right hand</p> <p>-I know how to use anti clockwise movements</p> <p>-I can re-trace vertical lines</p> <p>- I know that I need to use tools and equipment carefully when baking.</p>	<p><u>Playing and Exploring</u></p> <p>-Using senses to explore the world around them</p> <p>-seeking challenge</p> <p>-Showing a can do attitude</p> <p><u>Active Learning</u></p> <p>-Maintaining focus on their activity for a period of time</p> <p>-Paying attention to details</p> <p>-Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Making links and noticing patterns</p> <p>-Finding new ways to do things</p>	<p>-Funky Fingers activities</p> <p>E.g. threading cards/ beads, big pegs and boards, baking, exploring messy play (shaving foam, gloop, compost, and baking ingredients) and colouring in neatly</p> <p><u>Daily RWInc session</u></p> <ul style="list-style-type: none"> <li>Practising perfect (tripod) pencil grip</li> <li>Recap correct starting and finishing position when forming different groups of letters.</li> </ul>	<p><u>Moving and Handling</u></p> <p><b>Imitates drawing simple shapes such as circles and lines.</b></p> <p><b>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</b></p> <p><b>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</b></p> <p><b>Handle tools, objects, construction and malleable materials safely and with increasing control.</b></p>	<p><u>Skills:</u></p> <p>-Use my prior knowledge and make links</p> <p>-<u>Other skills:</u></p> <p>- Turn taking in conversation and building upon what is heard</p> <p>-Questioning to find out more information</p> <p>-Using own experiences in play</p> <p><u>Application:</u> In context of 'What Happens in Spring?' learning and child initiated learning</p>

	<p>making marks writing, letters, formation, anti- clockwise, correct starting and finishing positions, roll, cut, balance, disco moves e.g. squeeze, slap, screw, cut, pressure, grip, firm, neat, pencil grip, letter, word, baking, tools, ingredients and equipment</p>		<p><u>Weekly playdough making session</u> Following a recipe and manipulating tools/ equipment and ingredients to make new playdough</p> <p><u>-Weekly Baking session</u> Following recipes and manipulating tools/ equipment and ingredients to bake: -Pancakes -Butterfly buns -Biscuits -Easter chocolate nests</p> <p><u>-Building Site role-play area</u></p> <ul style="list-style-type: none"> <li>• Use of writing frames to write in role, applying handwriting skills.</li> </ul> <p>-A range of writing/drawing activities linked to 'Spring' learning.</p> <p>-Forming letters correctly whilst writing for a purpose in Mother's Day cards/ Easter cards and a 'thank you' letter for the Easter Bunny.</p> <p><u>CULTURAL CAPITAL-</u> 1:1 support with letter formation in name using different resources</p>	<p><b>Shows a preference for a dominant hand.</b> <b>Begins to use anticlockwise movement and retrace vertical lines.</b> <b>Begins to form recognisable letters.</b> <b>Use a pencil to form recognisable letters, most of which are correctly formed.</b> <b>Children show good control and co-ordination in large and small movements.</b> <b>They move confidently in a range of ways, safely negotiating space.</b> <b>They handle equipment and tools effectively, including pencils for writing.</b> <b><u>Health and Self-Care</u></b> <b>Begins to recognise danger and seek support from adults for help.</b> <b>To understand that exercise contributes to good health.</b> <b>Eats a healthy range of foodstuffs and understands need for variety in food.</b> <b>Shows understanding of the need for safety when</b></p>	
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			<p>(e.g. forming letters in coloured sand/ shaving foam etc.)</p> <p><b>CHALLENGE</b>- Can you begin to form the letters correctly in simple CVC words?</p> <p><b>SEN/DISADVANTAGED</b>-Small group multi-sensory mark making practise-using large and small scale movements.</p>	<p><b>tackling new challenges and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Shows some understanding of how good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</b></p> <p><b>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p>	
<p>F2</p> <p><b>F2-I CAN USE MY PENCIL EFFECTIVELY TO FORM RECOGNISABLE LETTERS, MOST OF WHICH ARE CORRECTLY FORMED.</b></p>	<p>-I know how to hold a pencil between my thumb and 2 fingers.</p> <p>-I know how to sit in the 'perfect handwriting position.'</p> <p>-I know how to form most letters correctly, beginning at the</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Initiating activities</li> <li>-seeking challenge</li> <li>-Showing a 'can do' attitude</li> <li>-Pays attention to details</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> </ul>	<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>• Practising perfect pencil grip</li> <li>• Recap correct starting and finishing position when</li> </ul>	SEE ABOVE	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Fine motor skills</li> <li>-Gross motor skills</li> <li>-Active listening to follow instructions</li> <li>-Using my prior knowledge and making links</li> <li>-Pencil grip and correct letter formation skills</li> </ul>

	<p>correct starting position and ending in the correct place.</p> <p>-I know that I need to practise my letter formation to gain correct formation.</p> <p>-I know that my letters/words/sentences communicate meaning and can be read easily.</p> <p>-I know that fruit, vegetables and naturally flavoured waters are healthy.</p> <p>I know that I need to use tools and equipment carefully when baking.</p> <p>Carefully, handwriting, letter formation, anti-clockwise, correct starting and finishing positions, vertical, roll, cut, balance, disco moves e.g squeeze, slap, screw, cut, pressure, grip, firm, 'perfect handwriting position,' neat, space, pencil grip, letter, word, sentence,</p>	<p>-showing satisfaction in meeting their own goals</p> <p>-Persists when challenges occur</p> <p>-Bouncing back after difficulties</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do things</p> <p>-Making links and noticing patterns in their experience</p> <p>-Checking how well their activities are going</p> <p>-Changing strategy when needed</p> <p>-Reviewing how well the approach worked</p>	<p>forming different groups of letters.</p> <p><u>-Funky Fingers activities</u> E.g. Screwing nuts and bolts, baking, exploring messy play (shaving foam, gloop, plasticine, compost, natural materials and baking ingredients), colouring in neatly, play dough disco.</p> <p><u>-Creating healthy fruit kebabs</u></p> <ul style="list-style-type: none"> <li>• Cutting fruit into pieces and putting onto skewers before tasting.</li> </ul> <p><u>-Trying different healthy drinks:</u> Coconut water, tropical juice, tomato juice.</p> <ul style="list-style-type: none"> <li>• Voting on favourite/fruits/juices including flavouring water with cucumber, mint, fruits</li> </ul> <p><u>-Read 'Oliver's Vegetables'</u></p> <ul style="list-style-type: none"> <li>• Talk about why it is important to eat a range of vegetables.</li> <li>• Preparing and eating</li> </ul>		<p><u>Other skills:</u></p> <p>-Co-ordination skills</p> <p>-Pencil control</p> <p><u>Application:</u> In the context of 'What do living things need to grow?' adult focus learning and child-initiated learning.</p>
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	<p>baking, tools, ingredients and equipment, fruit and vegetable names, healthy, vitamins, fibre, .</p>		<p>our grown vegetables- talking about likes and dislikes.</p> <p><u>-Baking</u> Following recipes and manipulating tools and ingredients to bake:</p> <ul style="list-style-type: none"><li>• Chocolate Easter nests</li><li>• Buns with icing</li><li>• Comparing the experiences and saying which experience and taste is preferred and why.</li></ul> <p><u>-Drawing and labelling cress seed growth experiment diagrams</u></p> <ul style="list-style-type: none"><li>• Reminding of perfect handwriting position</li><li>• Then writing about the results, taking care with correct letter formation and presentation skills.</li></ul> <p><u>-Writing linked to the 'Jack and the Beanstalk' story</u></p> <p><u>-Writing a set of instructions on how to plant a bean.</u></p> <p><u>-Garden Centre role-play area</u></p>		
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- Use of writing frames to write in role, applying handwriting session skills.

-A range of writing activities linked to mini-beast learning.

-A range of writing activities linked to 'Superworm,' 'The Snail and the Whale' and 'Monkey Puzzle.'

**CULTURAL CAPITAL-**

1:1 support with letter formation in fun ways.

**CHALLENGE-** Can you sit your letters on the lines, making sure that the lower and upper case letters are different in size within the lines?

**SEN/DISADVANTAGED-**Small group multi-sensory letter formation practise with correct starting and finishing positions-using large and small scale movements.

**-Weekly P.E sessions-**

- Getting undressed and dressed- practising un/fastening buttons.

			<ul style="list-style-type: none"> <li>Large apparatus and mats to develop sequences of actions, including different ways of rolling e.g. forward roll.</li> </ul>		
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**Sticky Knowledge Observation** Physical Development activities for observation and assessment in terms of skills, knowledge and application.

**F1-** Whilst pupils are forming letters/writing, assess the extent to which they **CAN SHOW PREFERENCE FOR A DOMINANT HAND AND USE ANTI-CLOCKWISE MOVEMENTS AND RETRACE VERTICAL LINES.**

**CC:** Use the above knowledge to create 1:1 and small group intervention focusing on fine motor/pencil grip and letter formation needs.

**F2-** Whilst pupils are forming letters/writing, assess the extent to which they can **USE THEIR PENCIL EFFECTIVELY TO FORM RECOGNISABLE LETTERS, MOST OF WHICH ARE CORRECTLY FORMED.**

**CC:** Use the above knowledge to create 1:1 and small group intervention focusing on fine motor/pencil grip and letter formation needs.

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

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco

# EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



**ENQUIRY QUESTION:** F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

**TERM:** SPRING 2B

**AREA OF LEARNING:** LITERACY

EYFS CLASS	<b>KNOWLEDGE AND SKILLS</b> (what do you want children to be able to know and do?) <b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	<b>SEQUENCE OF ACTIVITIES/PROGRESSION</b>	<b>LINKS TO DEVELOPMENT MATTERS</b> 22-36months 30-50months 40-60months ELG	<b>SKILLS and APPLICATION</b>
F1 <b>Reading</b> -I CAN HEAR AND SAY INITIAL SOUNDS IN WORDS, LINKING SOME SOUNDS TO LETTERS.	-I can hear and say the initial sounds in words -I can link some sounds to letters -I can begin to write the initial letter of a word -I know that I can find information in books	<u>Playing and Exploring</u> -Using senses to explore the world around them- -Showing a can do attitude -seeking challenge  <u>Active Learning</u> -maintaining focus on their activity for a period of time -Paying attention to details -not easily distracted -Enjoying meeting challenges  <u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns	Daily Read, Write, Inc. sessions continue for N2 children. The sessions continue to focus on a letter each day from Set 1 Speed Sounds, so children can link some sounds to letters. N1 children will continue to access a phonics session led by TA based on Phonics Phase One activities  <u>'BOOK OF THE WEEK' DISPLAY</u> linked to focus author: Allan Ahlberg.  <u>Termly Author Focus books by Allan Ahlberg</u>	<u>Reading:</u> Talks about some favourite stories, rhymes, poems or jingles. Joins in with repeated refrains and anticipates key events and phrases in stories Know that print carries meaning and in English is read top to bottom, left to right Knows information can be relayed in the form of print Uses vocabulary and	<u>Skills:</u> -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  <u>Application:</u> In context of 'What happens in Spring?' learning and child initiated learning

<p><b>Writing</b>  <b>I CAN START TO RECORD THE CORRESPONDING INITIAL LETTER TO THE FIRST SOUND OF A WORD I CAN HEAR.</b></p>	<p>-I can join in with repeated refrains  -I know that the words in the book tell me things and where the words start on the page  -I know at least 3 books written by Allan Ahlberg and can say the titles.  -I can tell my own story confidently, which will be acted out.  -I can recite at least 4 Poetry Basket poems off by heart.</p> <p>Book, front cover, title, author, illustrator, character, plot, storyline, favourite, poetry, letter, first,</p>	<p>-making predictions</p>	<p>‘Mrs Wobble the Waitress’  ‘Mr Creep the Crook’  ‘Mr Biff the Boxer’  ‘Miss Jump the Jockey’  ‘Miss Dirt the Dustman’s Daughter’  ‘Master Track’s Train’</p> <p>Focus on the title, listening for the alliteration. Can children identify the repeated letter sound?  Book talk, talking partners, and P4C discussions for each story.</p> <p><u>Book Talk</u>  Focus on the front cover and read the title, author’s name and illustrator’s name. When discussing the books, refer to Victor Vocabulary and Rex Retriever.  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.</p> <p>‘Please Mr Panda’ by Steve Anthony  Read the story aloud-children join in with repeated refrains.</p> <p><u>Focus on feelings</u>  Use a non-fiction book to introduce different feelings  P4C discussion about different feelings. Use emotion pictures</p>	<p>forms of speech that are increasingly influenced by their experiences of books.  Enjoys an increasing range of books.  Children read and understand simple sentences.  Use phonic knowledge to decode regular words and read them aloud accurately  Read some irregular common words  <b>Writing:</b> Distinguishes between the marks they make.  To give meanings to marks they make as they draw, write and paint  Hear and say the initial sound in words  To write own name and other things such as labels  Attempts to write short sentences in meaningful contexts  Use phonics knowledge to write words in ways that match their spoken sounds.</p>	
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<p>sound, word, vocabulary, sentence, page, guess, predict, re-tell, sequence, feeling/s, role-play, act out, poems, rhyme, learn, explain, remember, recite, perform.</p>			<p>and 'How are you Feeling?' displays to encourage talk about feelings. Focus on each emotion and the letter sound at the beginning of the word. <u>Emotions Work</u> –begin to write a label using the initial sound in the word</p> <p><u>World Book Day</u> ( Global Learning) Discuss fiction and non- fiction books. Which type of book is our favourite? Take part in 'Show and Tell' – talk about a favourite book.</p> <p><u>Spring story</u> 'When Will it be Spring?' by Catherine Walters Read aloud, predict events and talk about setting, characters and storyline.</p> <p><u>Mothers' Day</u> BIG book 'Owl Babies' by Martin Waddell -Read, predict events and talk about setting, characters and storyline -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. -Join in with repeated refrains</p>	<p>Write some irregular common words Write simple sentences that can be read by themselves and others.</p>	
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-Talk about the feelings of the characters

The Easter Story

-Listening and responding using P4C strategies-offer ideas.  
-Build Victor Wonderful Words board-identify initial sound in a key word

'We're going on an Egg Hunt'  
Join in with repeated refrains

Poetry Texts-

'The Usbourne Big Book of Nursery Rhymes' by Felicity Brooks & Sophia Touliatou

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 learned/off by heart poems to recite and present.

Non-fiction topic books

Linked to Spring and topics shown interest in by children during child initiated and fiction study.

Helicopter Stories-

Children's stories scribed and acted out with class on the day created, contributing to child's

			<p>Helicopter Story book along with any other child initiated linked writing.</p> <p><b>CC</b></p> <ul style="list-style-type: none"> <li>• Play 'I SPY' with a small group</li> </ul> <p><b>CHALLENGE</b>- Use phonics skills to label drawings using initial sounds</p> <p><b>SEN/LAP/DISAD</b>- Visual supports and peer buddying/talking partners/1:1 support overlearning_</p>		
<p>F2</p> <p><b>Reading</b></p> <p><b>-I CAN READ SOME COMMON IRREGULAR WORDS.</b></p>	<p>-I can name 4 books written by Julia Donaldson and talk about my favourite book.</p> <p>-I can talk about the setting, characters and plot in 3 Julia Donaldson books.</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Showing a can-do attitude</li> <li>-Seeking challenge</li> <li>-Shows particular interests</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>-Paying attention to details</li> <li>-Not easily distracted</li> <li>-Enjoying meeting challenges</li> <li>-Shows high levels of energy and fascination</li> <li>-Bounces 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>-Making links and noticing patterns</li> <li>-Making predictions</li> <li>-Developing ideas of sequences</li> </ul>	<p><b>Texts:</b></p> <p><u>Termly Author Focus books by Julia Donaldson:</u> The Snail and the Whale, Superworm, Monkey Puzzle.</p> <p><u>'BOOKS OF THE WEEK' DISPLAY</u> linked to focus author: Julia Donaldson.</p> <p><b>Other Texts:</b> Supertato and Jack and the Beanstalk</p> <p><u>-Book Talk</u> Reading the title, author/ess' name and illustrator's name. listen to the blurb for all books read. When discussing the books, referring to Victor Vocabulary, Rex Retriever, Iggy Inference to aid reading skills/comprehension.</p>	SEE ABOVE	<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> </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 'What do living things need to grow?' adult focus and child initiated learning.</p>

<p><b>Writing</b></p> <p><b>-I CAN ATTEMPT TO WRITE SIMPLE SENTENCES IN MEANINGFUL CONTEXTS.</b></p>	<p>-I can make predictions about story plots.</p> <p>-I can use my sight vocabulary knowledge to spot and read/write a range of tricky words.</p> <p>-I can use the look, cover, write and check method to practise spelling tricky words.</p> <p>-I can spot a capital letter, full stop and exclamation mark.</p>	<p>-Planning and making decisions about how to complete a task</p> <p>-Checking how well their activities are going</p> <p>-Changing strategy as needed</p> <p>-Reviewing how well the approach worked</p>	<p><u>-‘Superworm’</u></p> <ul style="list-style-type: none"> <li>• Share story and compare setting, characters and storyline with the Julia Donaldson books focused upon last term.</li> <li>• Join in with repeated refrains, adding own rhyming substitute words.</li> <li>• Spot the capital letters, full stops, question and exclamation marks.</li> <li>• Pointing out special friends and <u>tricky words</u>.</li> <li>• Look, cover, write and check strategies practised to learn to spell tricky words.</li> </ul> <p><u>-Read Supertato and provocation from the Evil Pea</u></p> <ul style="list-style-type: none"> <li>• Creating own super hero/heroine name and identity-what is your superhero special power?</li> <li>• Writing sentences about self as super hero.</li> </ul>		
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-I can write simple sentences in meaningful contexts.

-I can use finger spaces.

-I can substitute a rhyming word.

-I know what an adjective is.

-I can tell my own story confidently, using full sentences, which will be acted out.

-I can recite at least 5 Poetry Basket poems off by heart.

-Outdoor Super Hero Headquarters Role-play area

- Writing frames, costumes, pictures and Evil Pea provocations.

-‘The Snail and the Whale’

- Read, predict events and talk about setting, characters and storyline.
- Finding known tricky words and rhyming words in the book
- Substituting adjectives and similes in the story.
- Vote between ‘Superworm’ and ‘The Snail and the Whale’ giving reasons.
- Create a poster of adjectives.
- Write own stories about a minibeast and another animal.

-‘Monkey Puzzle’

- Talking partners expressing ideas and opinions.
- Choose an animal and write a detailed description of it-using a range of adjectives.
- Build Victor Vocabulary board-define words in glossary.

	<p>Tricky word, sight vocabulary, letter, word, sentence, sound, phoneme, grapheme, orally rehearse, order,</p> <p>Book, front cover, title, author/ess, illustrator, character, plot, storyline, favourite, poetry, predict, retell, sequence, fiction, non-fiction, substitute, feeling/s, role-play, act out, poems, rhyme, learn, explain, remember, recite, perform.</p>		<p><b><u>Poetry Texts-</u></b>  <b>Poems to Read and Perform- Chosen by Julia Donaldson.</b>          ‘The Poetry Basket’ smart board action poems to learn and recite.          Role-play and drawing/written responses about our favourite parts.</p> <p><u>Poetry basket-</u>          ‘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.</p> <p><u>Weekly home and school reading books</u> linked to sounds that the children have been taught and tricky word/sight vocabulary packs.</p> <p><u>Guided Reading groups</u></p> <ul style="list-style-type: none"> <li>• Rehearse tricky word reading</li> <li>• Group reading and discussions about characters, setting, plot, story structure, using Victor Vocabulary and our board, Rex Retriever and Inference Iggy to</li> </ul>		
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work on reading  
/comprehension skills.

Non-fiction topic books

Linked to human growth and health, plants and mini beasts and life cycles plus topics shown interest in by children during child initiated and fiction study.

Reading and writing linked to Understanding the World activities:

- Drawing and writing brainstorm-what do we need to grow?
- Drawing and labelling cress growth pots as part of the experiment  
Sentence writing about predictions and conclusions. Use of Victor Vocabulary board and Glossary for word meanings.

-Planting own bean then writing instructions on how to plant a bean

- Pupil reads out own written instructions as another child follows them and plants their own bean.

-Indoor Garden Centre role-play area

- Reading the garden centre materials and using the writing frames during in-role group interactions.

-Describing Minibeasts and changes observed

- Creating a class non-fiction book-pupils use e books and non-fiction books to inform their choice of mini-beast for their particular page of the book-draw, label and write information sentences.

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-

- Use of picture/letter and special friends mats whilst writing.
- Concept/vocabulary grids 1:1 with adult in reading arch (logged on chart)

			<p><b>CHALLENGE</b>- Can you take a breath in your reading when you see a full stop at the end of a sentence? Can you put a full stop at the end of each sentence as you write?</p>		
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**SEN/LAP/DISAD**- Visual supports and letter/word picture mats and peer buddying/talking partners/1:1 support overlearning and RWInc catch up.

**Sticky Knowledge Observation** Literacy activities for observation and assessment in terms of skills, knowledge and application.

**F1**\_ Observe groups of children playing 'Kim's Game' to assess if a child **CAN HEAR AND SAY INITIAL SOUNDS IN WORDS**

**CC**: Give extra practise of the above during 'Stay and Play' club.

**F2**-Writing assessment and observations in provision to assess child's ability to **WRITE SIMPLE SENTENCES IN MEANINGFUL CONTEXTS/READ SOME TRICKY WORDS.**

**CC**-Small group intervention with adult providing stimuli to write- practising rehearsing of sentences with each pupil and sentence writing modelling.

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

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco

# EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



**ENQUIRY QUESTION:** F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

**TERM:** SPRING 2B

**AREA OF LEARNING:** UNDERSTANDING THE WORLD

EYFS CLASS	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 22-36months 30-50months 40-60months ELG	SKILLS and APPLICATION
F1 -I CAN LOOK CLOSELY AT SIMILARITIES, DIFFERENCES, PATTERNS AND CHANGE.	<p>-I can talk about how things, like trees and flowers look the same or look different</p> <p>-I can talk about the patterns in things in the world around me, like leaves or butterfly wings</p> <p>-I can talk about how things change , like the trees growing</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>-</li> <li>-Showing a can do attitude</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Paying attention to details</li> <li>-Enjoying meeting challenges</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> </ul>	<p><u>Brainstorm enquiry question: 'What happens in Spring?'</u></p> <p>To find out <b>prior</b> knowledge</p> <p><u>Pancake Day</u></p> <p>Watch and listen to a cooking demonstration on how to make a pancake.</p> <p>Participate in a pancake tasting session and choose a favourite filling. Talk about preferences.</p> <p>Discuss own experiences of Pancake Day at home.</p> <p><u>Fair Trade Café</u> (Global Learning)</p> <p>Listen to a lesson about Fair Trade and afterwards take part in a whole school Fair trade Café</p>	<p><b>People and Communities:</b> <b>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</b></p> <p><b>Remembers and talks about significant events in their own experience.</b></p> <p><b>Recognises and describes special times or events for family or friends.</b></p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Use my prior knowledge and make links</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 'What happens in Spring-?' learning and child initiated learning</p>

	<p>blossom and seeds growing into flowers</p> <p>-I know about different special times which happen in Spring time</p> <p>-I can describe how I celebrate Pancake Day, World Book Day, Mother's Day and Easter with my family.</p> <p>-I can ask questions about the animals and trees in the world around us.</p> <p>- I know that different vegetable plants have different shaped leaves and appearances.</p> <p>-I can begin to talk about differences</p>		<p>event in the hall- eating and drinking Fair Trade products.</p> <p>- Learn about the season of Spring.</p> <p><u>Spring trees and flowers-</u> Discuss/answer questions about how the trees have changed. Go on a Spring walk together around our school to spot the signs of Spring (cherry blossom/ daffodils)</p> <p>-Circle time- talk about the seasonal changes. Which season is your favourite? Why?</p> <p>-<u>Circle time-</u> contribute to the feedback about the observations made during the local walk. Ask questions about what they have observed.</p> <p>Use non- fiction Spring books, Alexa and the IWB to find out answers to circle time questions</p> <p>Focus on IWB PowerPoint Signs of Spring Power Point EYFS All About Spring PowerPoint (Twinkl)</p> <p>-<u>Talking partners-</u>talking about Spring themed books and explain favourite part and what they like / dislike about Spring</p>	<p>Enjoys joining in with family customs and routines.</p> <p>To talk about the past and present events in their own lives and in the lives of family members</p> <p>To know that others don't always enjoy the same things They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The World Notices</b> detailed features of objects and the environment.</p> <p>To comment and ask questions about aspects of their familiar world such as the place they live or the natural world.</p> <p>Look closely at similarities, differences, patterns and change</p> <p>To know about similarities and differences in relation to places, objects, materials and living things.</p>	
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<p><b>ICT</b> I CAN NAME AND TALK ABOUT AN EXAMPLE OF TECHNOLOGY FROM HOME (E.G. A MOBILE PHONE) AND NURSERY ( E.G. IWB)</p>	<p>between vegetable plants. - I can name and talk about an example of technology from home and Nursery</p> <p>Similar , different, same, pattern,</p> <p>Pancake Day, Shrove Tuesday, Christian, Lent, bowl, spoon, mix, whisk, eggs, flour, milk, batter, frying pan, toss, flip, filling, lemon, sugar, chocolate, jam, Fair trade, price, farmers, map, globe, country, country names.</p>		<p><u>Life cycle of a butterfly</u> Learn about the life cycle of a butterfly using books e.g. ‘The Very Hungry Caterpillar’ and IWB. Use kit to observe the lifecycle of a butterfly in the classroom and see the changes from egg, caterpillar, chrysalis and finally, butterfly. Focus on the patterns on butterfly wings</p> <p><u>Circle time-Brainstorm enquiry question: ‘What happens in Spring?’ at the end of this half term to assess what knowledge and understanding the children have now</u></p> <p><u>-ICT focus- Home / school ICT</u> Discuss the technology used at home (e.g. mobile phone ) and Nursery (e.g. IWB)</p> <p><b>ONGOING:</b> <u>ICT-Mini Mash</u> Exploring different areas of Purple Mash.</p> <p><u>-Use of Alexa</u> to ask information and play music.</p> <p><u>-Use of I pads</u> to play age appropriate games.</p>	<p>Can talk about features of own immediate environment and how environments might vary from one another. Can make observations of animals, plants &amp; explain why some things occur, and talk about changes.</p> <p><b>Technology</b> Can operate ICT equipment with some confidence.</p> <p>Completes a simple program on a computer Uses ICT hardware to interact with age appropriate computer software They select and use technology for particular purposes e.g. cameras, microphones, use of ipads Recognise that a range of technology is used schools and homes</p>	
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<p>Spring, season, year, change, tree, cherry blossom, flowers, daffodils, crocus, snowdrop, grow, lifecycle, egg, leaf, caterpillar, cocoon, moth, chrysalis, butterfly, Chick, showers, rainbow  Mother's Day, mummy, mum, love, caring, kind, cuddles, special, card, present, flowers  Easter, Jesus, Last Supper, bread, wine, soldiers, cross, crucify, tomb, stone, angels, God, Heaven, eggs, decorate, Easter Bunny, basket, hunt, treats</p>		<p><u>-Science resources /equipment trolley use during investigating</u> for the above and child-initiated explorations in provision, including observation of Spring</p> <p><u>-Makerspace STEM Trolley Learning</u>  Investigating/problem solving to create simple circuits to light up a bulb plus buzzers and use of switches. Incorporate circuits into own ideas and models- alongside a KS 2 peer tutor once a week. Sharing of related electricity/circuit non- fiction booklets.</p> <p><u>Vegetable Planters-Joint F1 and 2 /Use of gardening equipment</u>  Weeding watering. Observing plant growth and comparing height, leaf type and talk about changes.</p> <p><u>Care and observation of the Early Years tortoise</u>  F1 and 2 care rota, preparing food and water, cleaning out and observing, explaining any changes.</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</p>		
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	<p>technology, ICT, home, mobile, phone, tablet, X-box, video games, remote control, Smart TV, stereo, Alexa, Nursery, Interactive White Board, CD player, Ipad,</p> <p>-</p>		<p>and defining the words to be recorded in class brown book.</p> <p><b>CHALLENGE</b>- To find out more about lifecycles of other animals using technology</p> <p><b>SEN/LAP/DISAD</b>— Talking partners with a HAP-for peer modelling and 1:1 support when investigating, adult modelling specific vocabulary use.</p>		
<p>F2</p> <p>I CAN MAKE OBSERVATIONS OF PLANTS AND MINI-BEASTS, EXPLAINING WHY SOME THINGS OCCUR, TALKING ABOUT CHANGES.</p>	<p>-I can name and classify a range of plants.</p> <p>-I can talk about similarities and differences between plants, mini-beasts and human beings.</p> <p>-I know that plants need water, light and soil to grow.</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Shows curiosity about objects, events and people</li> <li>-Using senses to explore the world around them-</li> <li>-Showing a can-do attitude</li> <li>-Shows particular interests</li> </ul> <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>-Takes a risk, engages in new experiences and learns by trial and error</li> <li>-Shows high levels of energy and fascination</li> <li>-Pays attention to details</li> </ul>	<p><u>Brainstorm enquiry question: 'What do living things need to grow?'</u></p> <p>To find out <b>prior</b> knowledge-teacher scribe then display on topic working wall.</p> <p><u>-Ourselves-What do humans need to grow?</u></p> <ul style="list-style-type: none"> <li>• Pass the bear around the circle and pupils contribute their ideas-discussing-healthy foods, sleep, water, love.</li> <li>• Talking partners in response to information texts and own experiences.</li> </ul>	SEE ABOVE	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Use my prior knowledge and make links</li> <li>-Observation skills</li> <li>-Sorting and Classifying</li> <li>-Measuring</li> <li>-Predicting, testing, deducting and concluding</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 'What do living things need</p>

	<p>-I know that seeds grow into shoots and then plants, some of which flower and the cycle begins again.</p> <p>-I know what decay is and I can explain the process.</p> <p>-I can explain changes in relation to plants, mini-beasts and human beings.</p> <p>-I can classify different types of plants.</p> <p>-I can keep a growth diary linked to my bean plant.</p>	<p>-Being proud of how they accomplished something not just the end result</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Making links and noticing patterns</p> <p>-Finding new ways to do things</p> <p>-Making links and noticing patterns in their experience</p> <p>-Making predictions</p> <p>-Testing their ideas</p> <p>-Developing ideas of grouping, sequences, cause and effect</p> <p>-Planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>-Checking how well their ideas are going</p> <p>-Changing strategy as needed</p> <p>-Reviewing how well the approach worked</p>	<ul style="list-style-type: none"> <li>• ‘How humans grow as they change’ power point and create poster.</li> </ul> <p><u>-Talk about Spring Season changes noticed</u></p> <ul style="list-style-type: none"> <li>• Types of plants growing and close observation with magnifying glass- of their features-similarities and differences. Explain why these shoots are coming up, naming plants and classifying.</li> <li>• Talk about any decay noticed and explain processes and changes.</li> </ul> <p><u>-Predict and test what will happen in cress growth experiment.</u></p> <p>Considering the effects of light on plant growth in the provision using a fair test (Enquiry question- Does light affect plant growth?):</p> <ul style="list-style-type: none"> <li>• Watered cress covered in the dark</li> <li>• Watered cress uncovered in the light</li> <li>• Creating a labelled diagram of both pots, considering equipment, method, results and conclusion- recording during the enquiry. Use of Victor Vocabulary board and</li> </ul>		<p>to grow?’ learning and child initiated learning.</p>
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	<p>-I can draw a diagram and label it.</p> <p>-I know that human beings grow and I can name what they need to help them grow.</p> <p>-I can name different vegetables and describe their features and tastes.</p> <p>-I can name and describe the features of several mini-beasts.</p> <p>-I can explain the butterfly and stick insect lifecycle.</p>		<p>Glossary for word meanings during investigation.</p> <p><u>-Following peer instructions on how to plant a bean (linked to 'Jack and the Beanstalk')</u></p> <ul style="list-style-type: none"> <li>• Plant own bean</li> <li>• Write own instructions on how to plant a bean then read them out for another pupil to follow whilst planting their bean.</li> </ul> <p><u>-Taking turns to plant vegetable seeds outdoors (as part of our Enterprise project to sell home made vegetable soup to parents)</u></p> <ul style="list-style-type: none"> <li>• Following verbal instructions to plant</li> <li>• Looking after the vegetable plants</li> </ul> <p><u>-Vegetable Planters-Joint F1 and 2 /Use of gardening equipment</u> Weeding watering. Observing plant growth and comparing height /measurements, leaf type and talk about changes.</p> <p><u>-Garden Centre role-play area</u> With seed packets, tools, boots and pots/plants with till and wheelbarrow. Pictures and labels. Development of role-play with friends, making links and applying vocabulary and knowledge.</p>		
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	<p>-I can name and sort a variety of mini-beasts.</p> <p>-I know about different special times which happen in Spring time.</p> <p>-I can describe how I celebrate Mother's Day and Easter with my family, talking about past and future events.</p> <p>-I can program a B-bot or other programmable toy to move where I want it to move e.g forwards, backwards, right/left turn.</p> <p>Plant, grow, Spring, season,</p>		<p><u>-Naming and Describing Minibeasts</u></p> <ul style="list-style-type: none"> <li>• Learning about minibeast names and habitats</li> <li>• Mini beast sorting</li> <li>• Mini beast hunt outdoors-creating a tally chart and explaining results and how different mini-beasts prefer different habitats</li> <li>• Create own mini-beast habitat</li> <li>• Create a non-fiction class book of minibeasts- labelled drawings and information writing after the above and further research from non-fiction sources.</li> </ul> <p><u>-Lifecycle of minibeasts</u></p> <ul style="list-style-type: none"> <li>• Looking after real caterpillars and talking about metamorphosis</li> <li>• Talking about stick insect life cycle changes</li> </ul> <p><u>-Science resources /equipment trolley use during investigating</u> for the above and child-initiated explorations in provision, including observation of Spring, weather changes, plant growth.</p>		
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	<p>water, soil, light, vegetables, vegetable names, shoots, similarities, differences, compare, decay, explain, changes, diagram, labels, weed, measurement, Mini-beast, hunt, sort, record, tally, habitat, transform, metamorphosis, pupa, cocoon, chrysalis, life cycle, human beings, water, food, sleep.</p> <p>Investigate, explore, circuit, complete, bulb, wires, battery, battery holder, lightbulb, buzzer, sound.</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> 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. <u>Other activities linked to UtW and PC:</u></p> <p><u>-Fair Trade Café</u> <b>(Global Learning)</b> Listen to a lesson about Fair Trade and afterwards take part in a whole school Fair trade Café event in the hall- eating and drinking Fair Trade products and looking at the globe/maps to locate where the cocoa beans have come from.</p> <p><u>-Mother's Day</u> <b>(British Values)</b> Talking about our Mums and why they are special-creating a Mother's Day card.</p>		
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<p><b>ICT</b>  <b>I CAN USE B-BOTS TO EXPLORE SIMPLE PROGRAMMING INSTRUCTIONS.</b></p>	<p>Fair trade, price, farmers, chocolate beans, map, globe, country, country names.</p> <p>Mum, mummy, love, special, qualities.</p> <p>Easter, crucifixion, cross, died, sacrifice, Christians, church service.</p> <p>B-Bots, program, control, forwards, backwards, turn, right, left, arrows.</p> <p>Purple Mash, log on, save, folder, Alexa, information, music, research, I –pads.</p>		<p><u>Easter Church visit</u>  <b>(British Values)</b>  Presenting a class Easter song at Church and learning about the Christian Easter story.</p> <p><u>ICT-Programming</u>  Exploring B-Bots and other programmable toys in order to program and control a series of actions/movements.</p> <p><b><u>ONGOING:</u></b>  <u>-ICT-Support/practise logging onto Mini Mash</u>  Exploring different areas of Purple Mash and with support learning to save learning.</p> <p><u>-Use of Alexa</u> to research living things; plants, humans, mini-beasts- growth plus own interests.</p> <p><u>-Use of I pads</u> to play age appropriate games.</p> <p><b><u>CULTURAL CAPITAL-</u></b> 1:1/ small group sharing of topic non-fiction books-adding words to the Victor Vocabulary board and defining the words to be recorded in class brown book.</p> <p><b><u>CHALLENGE-</u></b>Encouraging pupils to follow their own explorations and answer possibility questions-</p>		
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			<p>How did you...? I wonder what will happen if...? Tell me more.. More detailed recordings and explanations.</p> <p><b><u>SEN/LAP/DISAD</u></b>— Talking partners with a HAP-for peer modelling and 1:1 support and encouragement when investigating, adult modelling specific vocabulary use and pictorial/hands on opportunities.</p>		
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**Sticky Knowledge Observation** UTW activities for observation and assessment in terms of skills, knowledge and application.

**F1-** Observe the children taking part in discussions about the changing seasons and the life cycle of a butterfly to assess whether a child **CAN LOOK CLOSELY AT SIMILARITIES, DIFFERENCES, PATTERNS AND CHANGE.**

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

**F2- When observing and measuring plant/vegetable growth assess whether pupils can **MAKE OBSERVATIONS OF PLANTS AND MINI-BEASTS, EXPLAINING WHY SOME THINGS OCCUR, TALKING ABOUT CHANGES.****

**CC-Assessing any gaps in knowledge and spend time addressing these through extra research and non-fiction book sharing.**

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

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco

## EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



ENQUIRY QUESTION: F1- WHAT HAPPENS IN SPRING? F2 WHAT DO LIVING THINGS NEED TO GROW?

TERM: SPRING 2B

AREA OF LEARNING: EXPRESSIVE ARTS AND DESIGN

EYFS CLASS	<b>KNOWLEDGE AND SKILLS</b> (what do you want children to be able to know and do?)	<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	<b>SEQUENCE OF ACTIVITIES/PROGRESSION</b>	<b>LINKS TO DEVELOPMENT MATTERS</b> 22-36months 30-50months 40-60months ELG	<b>SKILLS and APPLICATION</b>
VOCABULARY (Use Victor Vocabulary and Glossary books)					

<p>F1</p> <p>I CAN CREATE SIMPLE REPRESENTATIONS OF EVENTS, PEOPLE AND OBJECTS</p> <p>Art</p> <p>I CAN EXPLORE MAN-MADE AND NATURAL FABRICS AND DESCRIBE HOW THEY FEEL</p>	<p>-I know how to dress up/ use resources to pretend to be other people</p> <p>-I can pretend to be at an event, such as a party , picnic or a wedding</p> <p>-I can talk about how different things feel e.g. rough, smooth, bumpy, soft etc.</p> <p>-I can use different construction toys to build with</p> <p>- I know how to make lines and piles of blocks, joining the pieces together to make things like houses and castles.</p> <p>Role play, pretend, dressing up, character, costumes, story,</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Using senses to explore the world around them-</li> <li>-Showing a can do attitude</li> <li>- Pretending objects are things from their experiences.</li> <li>-Taking a risk, engaging in new experiences and learning by trial and error.</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Paying attention to details</li> <li>-Enjoying meeting challenges</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> </ul>	<p>Art Focus- Textiles</p> <p>Gather natural found materials and assess how they feel e.g. smooth, spikey, furry</p> <ul style="list-style-type: none"> <li>- Talk about other natural things and how they looks and feel.</li> <li>- Explore man-made and natural fabrics and describe how they feel (close your eyes and feel it to enhance the feeling)</li> </ul> <p><u>Role play: Building Site-</u></p> <p>Dressing up, taking on role of a builder and playing imaginatively with peers</p> <ul style="list-style-type: none"> <li>- Use planning sheets on clipboards before using construction resources to build with</li> <li>-Role play : Home Corner Curiosity objects</li> </ul> <p><u>World Book Day</u> ( Global Learning)</p> <p>Take part in whole school World Book Day Dressing up event/ activities. (Children dress up and take on the role of a character from a book.)</p> <p><u>Spring trees and flowers-</u></p>	<p><b><u>Exploring and Using Media and Materials:</u></b></p> <p>Experiments with blocks, colours and marks.</p> <p>Begins to be interested in and describe the texture of things</p> <p>Uses various construction materials</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Joins construction pieces together to build and balance</p> <p>I can create simple representations of events, people and objects.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores colour and how colour can be changed.</p> <p>Explores what happens when they mix colours.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Sing songs, make music</p>	<p>-Exploring detail of the surface of a form</p> <ul style="list-style-type: none"> <li>- Developing vocab and starting to speak about objects and their appearance</li> <li>- Developing building technique by adding things together, creating new compositions and new shapes</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>-Using own experiences in play</li> </ul> <p><u>Application:</u> In context of ‘What happens in Spring?’ learning and child initiated learning</p>
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	<p>imagine, role, pretend, talking, group, co-operate, ideas, share,</p> <p>Textiles, material, feel, natural, man-made, smooth, rough, spiky, furry,</p> <p>Construction, building site, hard hat, kits, bricks, blocks, plan, idea, build, join, pieces, lines, piles,</p>		<p>Follow instructions to make Spring art work to put up on a seasonal Spring classroom display. ( Collage Spring cherry blossom trees/ painted flowers)</p> <p>Create Mothers' Day /Easter cards</p> <p><u>ONGOING:-</u></p> <p><u>-F1 and 2 Easels both in and outside-</u>Paints or dry mark making tools-chalks, crayons, pastels, charcoal.</p> <p><u>-F 1 and 2 Construction kits and blocks in and outdoors</u> Child initiated use of construction kits to create models.</p> <p>-Daily singing sessions (nursery rhymes and familiar songs) -Weekly music session with specialist music teacher</p> <p><u>-Ongoing F1 and F2 Helicopter Story acting out stage</u> After children have told their story, they act out in masking taped stage area along with peers. Video and evaluate.</p>	<p>and dance &amp; experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, shape and form.</p> <p><b><u>Being Imaginative:</u></b> Uses particular colours to use for a purpose. Creates simple representations of events, people and objects. Introduce a storyline or narrative into their play Plays cooperatively as part of a group to develop and act out a narrative. Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	
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			<p><u>-F1 and 2 Outdoor mats, ribbon sticks and wind chime</u>-with percussion instruments to encourage dance/expressive movements.</p> <p><u>-F1 and 2 Mud Kitchen and play house</u></p> <p><b>CC-</b> Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into pretending and role taking.</p> <p><b>CHALLENGE-</b> ‘Hot seating’ --Question a child who has dressed up and taken on an imaginative role as though they were the character. Ask them to justify their answer.</p> <p><b>SEN/LAP/DISAD-</b> Linked Spring topic books with 1:1 reading and vocabulary time-recorded on child’s grid</p>		
	-I can name a variety of materials, including textiles: cotton, fleece,	<p><u>Playing and Exploring</u> -Using senses to explore the world around them</p>	<p><u>-Art/Textiles</u></p> <ul style="list-style-type: none"> <li>• Look for and find materials which have different surface qualities.</li> </ul>	SEE ABOVE	<p><u>Skills</u> -Using senses and vocabulary to describe a range of materials, in</p>

<p><b>F2</b>  <b>-I CAN CHOOSE PARTICULAR COLOURS FOR A PARTICULAR PURPOSE.</b></p> <p><b>Art</b>  <b>I CAN BEGIN TO MAKE SIMPLE COMPOSITIONS USING FABRICS AND OTHER MATERIALS</b></p>	<p>wool, hessian, tissue paper, card.</p> <p>-I know how to layer materials in order to create objects and different effects.</p> <p>-I can choose colours appropriately to match different objects and compositions that I am working on.</p> <p>-I know how to combine materials and different media in my art work.</p> <p>-I can talk about a piece of Paul Klee's art work.</p> <p>-I can use ideas from Paul Klee's art and use them in my mini-beast/habitat art composition.</p>	<p>-Shows curiosity about objects, events and people          -Engages in open ended activities          -Shows particular interests          -Pretending objects are things from their experiences          -Taking a risk, engaging in new experiences and learning by trial and error</p> <p><u>Active Learning</u>          -Maintains focus on their activity for a period of time          -Paying attention to details          -Not easily distracted          -Enjoying meeting challenges          -Persists with activity when challenges occur          -Shows the belief that more effort or a different approach will pay off          -Being proud how they accomplished something not just the end result</p> <p><u>Creating and critical thinking</u>          -Thinking of ideas          -Finding new ways to do things          -Making links and noticing patterns in their experiences          -Tests their ideas          -Developing ideas of grouping and cause and effect</p>	<ul style="list-style-type: none"> <li>• Choose different materials to fit within a theme</li> <li>• Explore building/ layering with different materials e.g building a nest, create a 2d butterfly.</li> <li>• Developing use of colour choices e.g choosing yellow and white ribbon for an Easter basket.</li> <li>• Begin to make simple compositions using fabrics and other materials in combination with painting /drawing /sculpting/collage.</li> </ul> <p><u>-Paul Klee artist focus</u></p> <ul style="list-style-type: none"> <li>• Looking at the art work by Paul Klee, talking about his ideas and responses to his art.</li> <li>• Exploration of the use of shaped sponge printing to create similar</li> </ul>		<p>terms of it's feel/what it looks like/reminds you of          -Use of a needle and thread          -Running stitch          -Creating collages by cutting materials          -Use of appropriate colours for purposes          -Creating compositions using different media, sometimes combined</p> <p><u>Other skills:</u>          - Turn taking in conversation and building upon what is heard          -Using own experiences in play</p> <p><u>Application:</u> In context of 'What do living things need to grow?' adult focus learning and child initiated learning.</p>
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	<p>-I can print using different colours and sponge shapes, combining them with textiles.</p> <p>-I can sew using running stitch to create my Mother's Day card.</p> <p>-I can introduce and develop a narrative in and around the role-play/small world areas and mud kitchen.</p> <p>-I can sing a range of minibeast linked songs.</p> <p>-I can write in–role and develop some story ideas to write down.</p> <p>-I can use a variety of media to create</p>	<p>Planning and making decisions about how to approach a task, solve problems and reach a goal.</p> <p>-Check how well their activities are going.</p> <p>-Change strategy as needed.</p> <p>-Review how well the approach worked.</p>	<p>effects to Paul Klee's work, based upon mini beasts and habitats.</p> <p><u>-Mother's Day cards</u></p> <p>-Use simple running stitch to create a greeting card.</p> <p><u>-Indoor Role play area- Garden Centre</u></p> <p>With seed packets, tools, boots and pots/plants with till and wheelbarrow. Pictures and labels. Development of role-play with friends.</p> <p><u>-Indoor Small World-Super Hero</u></p> <p>With superhero/heroine figures, city backdrop and buildings with pictures/labels.</p> <p><u>-Outdoor Role play area- Super Hero Headquarters</u></p> <p><u>Role-play area</u></p> <ul style="list-style-type: none"> <li>• Writing frames, costumes, pictures and Evil Pea provocations (Linked to Literacy)</li> </ul>		
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	<p>different representations.</p> <p>-I can play a range of percussion instruments keeping the pulse of the music and developing different rhythms.</p> <p>-I can perform an Easter action song in front of a church audience.</p> <p>-I can create 3D models using construction kits and box modelling (attaching materials in different ways).</p> <p>-I can create my own verbal story and help to act it out with others.</p>		<p><u>-Develop a range of class songs to sing</u>  'There's a Tiny Caterpillar on a Leaf,' '5 Little Speckled Frogs,' 'Incy Wincy Spider,' 'Theres a worm at the bottom of my garden.'</p> <p><u>-F1 and 2 Easels both in and outside</u>-Paints or dry mark making tools-chalks, crayons, pastels, charcoal.</p> <p><u>-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> <li>• Practise Easter Church Reception class action song to perform</li> </ul> <p><u>Studio Space Exploration</u>  In provision, creating led by child interest, using</p>		
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	<p>-I can create my own dance or acting performances on the outdoor stage.</p> <p>Textiles, fabric, materials, cotton, wool, fleece, polyester, acrylic, soft, warm, shiny, bobbly, opaque, transparent, translucent, layer, effect, combine, combination, colour, shade of, primary colour names: red, yellow, blue. Secondary colours: Green, orange, purple. Tertiary colours: yellow-orange, red-orange, red-violet, blue-violet, blue-green, and yellow-green. Painting, drawing, sculpting, collage, Artist, response, printing, sew,</p>		<p>range of box modelling materials including 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 Outdoor mats/stage, ribbon sticks and wind chime-with percussion instruments and dressing up costumes to encourage dance/expressive movements.</u></p> <p><u>-F1 and 2 Mud Kitchen and play house-addition of</u></p>		
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	<p>running stitch, role-play, narrative, storyline, act out, character, goodie, baddie, villain, chalks, crayons, pastels, charcoal, box modelling, 3D, 2D, representation, scissors, glue, tape, attach, secure, construct, perform, expressive, costumes, recipe, ingredients, bake, serve, mix, stir, shake, mixture.</p>		<p>natural objects and herbs/plants.</p> <p><b>CC-</b> Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into pretending and role taking. 1:1 support with textile learning and composition skills.</p> <p><b>CHALLENGE-</b>Can you start to layer materials to create different effects in your composition.</p> <p><b>SEN/LAP/DISAD-</b> 1:1 modelling of scissor cutting skills and textile techniques.</p>		
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**Sticky Knowledge Observation** EAD activities for observation and assessment in terms of skills, knowledge and application.

**F1- Observe children engaging in role play to assess if a child CAN CREATE SIMPLE REPRESENTATIONS OF EVENTS, PEOPLE AND OBJECTS**

**CC: Small group pom pom making at Stay and Play club along with 1:1 recapping of material names and words to describe them.**

**F2-** Whilst pupils are engaged in EAD activities, observe and assess **CHOICES OF PARTICULAR COLOURS FOR PARTICULAR PURPOSES.**

**CC:** Small group sharing of Paul Klee and other artist's work plus use of wool to make pom poms at Stay and Play club.

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

Makerspace Parent /Carer after school project rota

Spring 2B F2 Home learning Grid

Playdough disco