



EYFS AREA OF LEARNING : COMMUNICATION AND LANGUAGE



AUT 1B

ENQUIRY QUESTION: F1-HOW DO WE CELEBRATE? F2-HOW DO OTHERS CELEBRATE?

Development matters links – CL

3-4 years Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts • Understand 'why' questions • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play

Reception child Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and forth exchanges with their teachers and peers.

ELG: Speaking

- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	KNOWLEDGE (what do you want children to be able to know and do?)	ACTIVITIES LINKED TO CL (Learning sequences)	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p> <p>I know how my family and I celebrate special occasions and I can talk about it using a wider range of vocabulary.</p> <p>I can understand a question or instruction that has two parts.</p> <p>I can understand 'why'</p>	<p><u>-Class brainstorm of prior knowledge</u> Children answer the enquiry question: How do we celebrate? Teacher scribe ideas and display on working wall.</p> <p><u>-Bonfire Night</u></p> <ul style="list-style-type: none">• Use a non-fiction book to learn about Guy Fawkes/the Gunpowder plot and why/how we celebrate Bonfire Night• Follow instructions on how to make a firework picture using black paper, chalk and glitter.• Follow instructions on how to make a junk material rocket <p>(British Values)</p> <p><u>-Remembrance Day</u></p> <ul style="list-style-type: none">• Why do we have Remembrance Sunday?• Use non-fiction books and the Smartboard to learn why we have Remembrance Day• Follow instructions on how to paint a poppy for a display <p>(British Values)</p> <p><u>-Anti-Bullying week activities</u> Linked to specific planning for the week's Anti-Bullying theme.</p> <p><u>-Weddings/ Christenings</u></p> <ul style="list-style-type: none">• Show and Tell- show a photograph of their own Christening/ a	<p>Bonfire Night, Remembrance Day, Wedding, Christmas Nativity</p>	<p><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 -showing high levels of energy, fascination -Not easily distracted -Pays attention to details</p>	<p><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</p> <p><u>Other skills:</u> - Observational skills -I pad skills and mouse control -Pencil</p>

	<p>questions. I can use longer sentences of 4 to 6 words.</p>	<p>Christening / wedding they have attended. Talk about the event shown in the photo, using appropriate vocabulary</p> <ul style="list-style-type: none"> • Role play a pretend christening/ wedding <p>(British Values)</p> <p><u>-Birthdays</u></p> <ul style="list-style-type: none"> • Circle time <p>Pass Listening Bear around the circle and talk about your favourite birthday extending vocabulary</p> <ul style="list-style-type: none"> • Listening Bear's 4th birthday party- make a card, sing happy birthday, help LB to blow 4 candles out, follow instructions on how to play party ring games (Hokey Cokey, Farmer's in his den, Ring a ring o roses) <p>(British Values)</p> <p><u>-Advent/ Christmas</u></p> <ul style="list-style-type: none"> • Advent calendar daily • Listen to 'The Christmas Story' from books and Smartboard video • Learn songs and perform our own Nativity • Visit Chatsworth Farmyard to experience the Nativity performance in the barn and follow instructions on how to make Christmas crafts. • Listen to Christmas themed stories/ learn Christmas songs and follow instructions on how to make a Christmas card/ calendar <p>(British Values)</p> <ul style="list-style-type: none"> • Victor Vocabulary word bank of new vocabulary <p>CULTURAL CAPITAL-1:1/ small group sharing of 'Celebrations' non-fiction books and curiosity items to describe.</p> <p>CHALLENGE- Describe family celebrations in more detail and answer 'how' and 'why' questions.</p> <p>SEN/LAP/DISAD— Peer buddy to support with vocabulary and engagement. Hands on linked resources in feely bag to investigate and develop engagement and vocabulary-Victor's Wonderful Words board</p>		<p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas -Making links and noticing patterns in their experience</p>	<p>control</p> <p><u>Application:</u> In context of 'How do we celebrate?' learning and child initiated learning</p>
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F2	<p>I know how to learn new vocabulary.</p> <p>I know how to use new vocabulary through the day.</p> <p>I know how to describe events in some detail, linked to different celebrations.</p> <p>I know how to retell a story, once I have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p><u>-Class brainstorm of prior knowledge</u> Children answer the enquiry question: How do others celebrate? Teacher scribe ideas and display on working wall.</p> <p><u>-Remembrance Day</u></p> <ul style="list-style-type: none"> Talking partners-information power point-what it is and why celebrated Children's experience of family in army, RAF? Parent/Carer visit in class to share their relatives war medals Create a class poem based upon new vocabulary <p>(British Values)</p> <p><u>-Anti-Bullying week activities</u> Linked to specific planning for the week's Anti-Bullying theme.</p> <p><u>-Hinduism/Diwali learning</u></p> <ul style="list-style-type: none"> Looking at Hinduism-introduce the religion-talking partners discuss and use Victor Vocabulary board to record new words. Listening to the story of Rama and Sita with answering and asking questions, recalling and re-telling of story plus acting it out. 'Let's Celebrate' video of 'I'm a Hindu celebrating Diwali.' Victor Vocabulary word bank of new vocabulary F2 children present Diwali learning to F1 children Diwali Community workshop for parents and carers to join in with children's range and culmination of learning. <p>(British Values and Global Learning)</p> <p><u>-Similarities and differences between Diwali and another known celebration</u> Using comparative language, to talk about the similarities, differences between the 2 celebrations e.g. in relation to the main celebration theme or story, special clothes, family gathering, special foods.</p> <p>(British Values)</p>	<p>Sacrifice, Hinduism, Diwali, Christian, tradition</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -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 <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Maintaining focus on their activity for a period of time -Showing high levels of energy, fascination -Not easily distracted -Pays attention to details <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Finding new ways to do things -Making links and noticing patterns in their experience -Developing ideas about sequences -Checking how well activities are going -Changing strategy as needed 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Active listening and responding using P4C strategies and actions to start to build on others' comments -Further develop explanation skills -Understand how and why questions and start to ask questions from what has been heard -Use my prior knowledge and make links <p><u>Other skills:</u></p> <ul style="list-style-type: none"> - Observational skills -I pad skills and mouse control -Pencil control
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		<p><u>-Christmas</u></p> <ul style="list-style-type: none"> • Advent calendar daily • Listen to 'The Nativity Story' from books and Smartboard video • Learn lines, songs and actions in order to perform our Nativity to school and then parents • Joint F1 and 2 Visit to Chatsworth Farmyard to experience the Nativity performance in the barn, follow instructions on how to make Christmas crafts and develop vocabulary when describing farm animals • Listen to Christmas themed stories/ learn Christmas songs and follow instructions on how to make a Christmas card/ calendar <p>(British Values)</p> <p><u>-Similarities and differences between Diwali and Christmas</u> Children compare the 2 celebrations in terms of religion, family gathering, special clothes, traditions, foods and dancing.</p> <p>(British Values)</p> <p><u>CULTURAL CAPITAL-</u> 1:1/ small group sharing of 'Rama and Sita' fiction book and non-fiction books relating to Diwali and Christmas.</p> <p>CHALLENGE- Talk about similarities and differences between Diwali, Birthdays and Christmas.</p> <p>SEN/LAP/DISAD— Victor Vocabulary-new words for the word bank and talking partners to develop sentence construction, interaction and vocabulary extension.</p>			<p><u>Application:</u> In context of 'How do others' celebrate?' adult focus learning and child initiated learning</p>
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Sticky Knowledge Observation Communication and language activities for observation and assessment in terms of skills, knowledge and application.

F1- Circle time discussion following visit to Chatsworth Farmyard. Observe children's response: language use/**vocabulary** and sentence construction when talking about Chatsworth and describe their favourite part of the visit.

CC post teach non-fiction book on celebrations (recorded on Concept/vocabulary charts in book area)

F2- During F2 peer tutoring/presentation of learning to F1 children-observe children's use of language **to organise, sequence and recall** knowledge of Diwali story and the celebration, also answering questions.

CC post teach non-fiction book on celebrations (recorded on Concept/vocabulary charts in book area)

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

-Parent drop ins

-Wow moments

-Autumn 1B Home learning grid with parents

-Nativity sing along performance

(BRITISH VALUES)

-F1 and 2 parents/carers accompany to Chatsworth

(BRITISH VALUES)

-Diwali Community parent/carers workshop

(GLOBAL LEARNING)

-F2 Nativity performance

(BRITISH VALUES)

-Christmas party and Santa visit



EYFS AREA OF LEARNING : PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT



AUT 1B

ENQUIRY QUESTION: F1-HOW DO WE CELEBRATE? F2-HOW DO OTHERS CELEBRATE?

See Whole school EYFS 1 Decision PSHE overview for EYFS and relevant lesson planning – specific linked lessons

Development matters links-PSED

3-4 years - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.

Reception child - See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately, even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

	KNOWLEDGE (what do you want children to be able to know and do?)	ACTIVITIES LINKED TO PSED (Learning sequences)	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I know how to select and use activities and resources, with help when needed. This helps me to achieve a goal that I have chosen, or one which is suggested to me.</p> <p>I know how to develop my sense of responsibility and membership of a community.</p> <p>I know how to show more confidence in new social situations.</p> <p>I know how to talk with</p>	<ul style="list-style-type: none"> ◆ Circle time- take turns to talk about how they celebrate Bonfire Night with their family. • Take turns to make a picture and share resources. • Take turns to make a rocket and share resources. • Use non-fiction books and the Smartboard to listen, learn and understand my own and the community's part to play in Remembrance Day. • Range of P4C class partner talking activities based on theme and Anti-Bullying Alliance activities-rights and responsibilities. • Use of 1 Decision animated stories and resources to learn more about Bullying/Anti-Bullying-talk about feelings and how to solve conflicts. 	<p>Take turns, share, listen, offer (P4 C strategies), bullying, show and tell, feelings</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -showing curiosity about objects, events and people -Using senses to explore the world around them -Showing particular interests -Representing their experiences in play -Taking on a role in their play -Acting out experiences with other people -Initiating activities. 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Speaking Skills -Start to develop language of emotions -Empathy for others -Use more complex sentences to link thoughts -Begin to understand how and why questions

	<p>others to solve conflicts.</p> <p>I know how to talk about my feelings using words like 'excited', 'upset,' 'angry.'</p>	<ul style="list-style-type: none"> • Show and Tell- show a photograph of their own Christening/ a Christening / wedding they have attended. Talk about the event shown in the photo. • Role play a pretend christening/ wedding <p><u>Advent/ Christmas</u></p> <ul style="list-style-type: none"> • Visit Chatsworth Farmyard to experience the Nativity performance in the barn. <p><u>-In child initiated play and provision- adults facilitating negotiation and sharing/turn taking by explicit modelling along with peers, using strategies such as using sand timer for turn taking, ..goes for you and next...goes for me, explicit praise when desired behaviours shown.</u></p> <p>CULTURAL CAPITAL- Music Interaction weekly sessions in small group, taking turns and sharing instruments for a range of activities.</p> <p>CHALLENGE- Answer questions: Why is it important to share?</p> <p>SEN/LAP/DISAD—</p> <ul style="list-style-type: none"> • Use of emotions picture fans and displays to support children's attempts at expressing feelings <p>Music Interaction and Monday lunch 'Stay and Play' wellbeing club-to work on modelling sharing and taking turns skills.</p>		<p>-seeking challenge -Showing a 'can do' attitude <u>Active Learning</u> -maintaining focus on their activity for a period of time -Pays attention to details -showing satisfaction in meeting their own goals <u>Creating and critical thinking</u> -Thinking of ideas -Finding new ways to do things -Making links and noticing patterns in their experience</p>	<p>-Use my prior knowledge and make links</p> <p><u>Other skills:</u></p> <p>-Pencil control</p> <p><u>Application:</u> In context of 'How do we celebrate?' learning and child initiated learning</p> <p>-</p>
F2	<p>I know how to build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>	<p><u>-Solving disagreements /Remembrance Day</u></p> <ul style="list-style-type: none"> • Class discussion about wars and what better ways there are to solve disagreements-children brainstorm ideas and explain why they are better ideas than fighting. • Role play scenarios using speech and thinking bubbles. • Friendship and solving conflict power point <p>(British Values)</p> <p><u>-Anti-Bullying week activities</u> Linked to specific planning for the week's Anti-Bullying theme.</p> <ul style="list-style-type: none"> • Range of P4C and class partner talking activities based 	<p>Fair, disagreement, conflict, resolve, anti-bullying, build on, I agree (P4C strategies), emotions</p>	<p><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</p>	<p><u>Skills:</u></p> <p>-Speaking Skills -Further develop language of emotions -Empathy for others -Use more complex sentences to</p>

<p>I know that I can 'use my words' to express my feelings.</p> <p>I know 1 strategy to support me when negotiating or solving problems with peers.</p> <p>I know that I can ask my adults and peers if I need support.</p> <p>I know what bullying is and what to do/who to tell if a friend or myself are ever bullied.</p> <p>I know what kind behaviour is and why it is important.</p>		<p>on theme and Anti-Bullying Alliance activities.</p> <ul style="list-style-type: none"> Use of 1 Decision consequences videos and resources to learn more about Bullying/Anti-Bullying. <p><u>-Regarding other people's feelings-Rama and Sita story</u></p> <ul style="list-style-type: none"> Listening to the story of Rama and Sita-talk about the feelings of the characters in different parts of story e.g when Sita was taken away how did she and Rama feel? Why? What did Rama do to solve the problem? <p>(British Values and Global Learning)</p> <p><u>-Taking turns and sharing resources on Joint F1 and 2 Visit to Chatsworth Farmyard</u>-children sharing resources and taking turns to view/handle the animals and share craft materials and tools whilst making the craft items.</p> <p>(British Values)</p> <p><u>-Listening to/watching a range of fiction and non-fiction books/video clips</u> relating to resolving conflict through talking. Negotiating, taking turns and sharing.</p> <p><u>-In child initiated play and provision- adults facilitating negotiation and sharing/turn taking</u> by explicit modelling along with peers, using strategies such as using sand timer for turn taking, ..goes for you and next...goes for me, explicit praise when desired behaviours shown.</p> <p><u>CULTURAL CAPITAL-</u> Music Interaction weekly sessions in small group, taking turns and sharing instruments for a range of activities.</p> <p><u>CHALLENGE</u> Peer tutor younger pupils and peers on how to take turns and share as part of being a 'good friend,' creating posters to show this.</p> <p><u>SEN/LAP/DISAD—</u></p> <ul style="list-style-type: none"> Use of emotions picture fans and displays to support children's attempts at expressing feelings 	<p>-Showing a 'can do' attitude</p> <p>-Acting out experiences with other people</p> <p>-Taking a risk and learning by trial and error</p> <p><u>Active Learning</u></p> <p>-Maintaining focus on their activity for a period of time</p> <p>-Showing high levels of energy, fascination</p> <p>-Not easily distracted</p> <p>-Pays attention to details</p> <p>-Bouncing back after difficulties</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Finding ways to solve problems</p> <p>-Making links and noticing patterns in their experience</p> <p>-Developing ideas about cause and effect</p> <p>-Checking how well activities are going</p> <p>-Changing strategy as needed</p> <p>-Review how well approach worked</p>	<p>link thoughts</p> <p>-Understand how and why questions</p> <p>-Use my prior knowledge and make links</p> <p><u>Other skills:</u></p> <p><u>Application:</u> In context of 'How do others' celebrate?' adult focus learning and child initiated learning</p>
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		Music Interaction and Monday lunch 'Stay and Play' wellbeing club-to work on modelling sharing and taking turns skills.			
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Sticky Knowledge Observation Personal, Social and Emotional Development activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe small groups of children playing games, such as the 'finding pairs' game, Noah's Ark balancing game, dominoes, etc. to see how well children share resources and take turns.

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 small groups of children in their child initiated play, interacting and watch how they co-operate with each other, negotiating/turn taking and sharing.

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

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

-Parent drop ins

-Wow moments

-Autumn 1B Home learning grid with parents

-Nativity sing along performance

(BRITISH VALUES)

-F1 and 2 parents/carers accompany to Chatsworth

(BRITISH VALUES)

-Diwali Community parent/carers workshop

(GLOBAL LEARNING)

-F2 Nativity performance
(BRITISH VALUES)
-Christmas party and Santa visit

EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1-HOW DO WE CELEBRATE? F2-HOW DO OTHERS CELEBRATE?



TERM: AUT 1B

AREA OF LEARNING: PHYSICAL DEVELOPMENT

Development Matters links-PD

3 and 4 years Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips

Reception child- Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes

ELG's

Gross motor skills

Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor skills-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

EYFS CLASS/ END POINT	KNOWLEDGE (What do you want children to know and understand?)	ACTIVITIES LINKED TO PD (Learning sequences)	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I can show a preference for a dominant hand.</p> <p>I can match my developing physical skills to tasks and activities in the setting. For example, decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>I know how to use one handed tools and equipment, such as pencils, pens, play dough tools, paint brushes, chalk, scissors more confidently.</p> <p>I know how to hold a pencil using a comfortable grip with good control.</p>	<p>-Funky Fingers activities E.g. using pegs and tweezers to transport pom-poms, Placing pegs in a peg board to make a pattern - Using Play dough tools -Name practise To copy name from card using a pencil and the tripod grip <u>Bonfire Night</u> Using chalks in order to improve fine motor skills to make a fireworks picture -Cutting using child scissors to make a junk model rocket <u>Remembrance Day</u> Practising using a paintbrush to paint a poppy <u>Weddings/ Christenings</u> Improving fine motor skills by using shape stampers to print patterns in order to make wrapping paper <u>Christmas</u> Calendars/ Christmas cards Writing names and messages using tripod grip <u>CC</u>-Ensure they help to make play dough regularly and 1:1 support to hold pencil correctly.</p> <p>CHALLENGE- Write name using correct pencil grip.</p> <p>SEN/LAP/DISAD-</p>	<p>Tweezers, tools, thin, thick, paintbrush, press, sprinkle</p>	<p><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. -seeking challenge -Showing a 'can do' attitude <u>Active Learning</u> -maintaining focus on their activity for a period of time -Pays attention to details -showing satisfaction in meeting their own goals <u>Creating and critical</u></p>	<p><u>Skills:</u> -fine motor skills -gross motor skills -Active listening to follow instructions -Using my prior knowledge and making links</p> <p><u>Other skills:</u> -co-ordination skills -Pencil control</p> <p><u>Application:</u> In context of</p>

		<p>-Multi-sensory drawing and letter shapes formed in glitter and using shoulders with ribbon sticks and chalks on floor/large paper. Lots of drawing and letter formation practise. Extra 1:1 scissor handling support and small group Funky Fingers group. Use a visual timetable for toilet use.</p>		<p><u>thinking</u> -Thinking of ideas -Finding new ways to do things -Making links and noticing patterns in their experience</p>	<p>'How do we celebrate?' learning and child initiated learning</p>
F2	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle</p>	<p>-Daily RWInc writing and handwriting session Recap anti clockwise letters and practise vertical letters.</p> <p><u>-Funky Fingers activities</u> E.g. Plasticine-rolling, using cutters, balancing balls on golf tees, play dough disco.</p> <p>-<u>Pencil use for name practise</u> To copy name from card using a pencil and the tripod grip.</p> <p>-<u>Vocabulary/ word writing as labels to drawings on Remembrance Day</u> Writing down new vocabulary applying anti- clockwise and vertical line practise.</p> <p>- <u>Writing sentences for Anti-Bullying week</u> To convey anti-bullying messages.</p> <p>-<u>Word and sentence writing about Diwali Story</u> Convey meaning about the Rama and Sita story sequence.</p> <p><u>Writing for audiences at Christmas</u></p>	<p>Roll, flatten, vertical, horizontal, formation, practise</p>	<p><u>Playing and Exploring</u> -Initiating activities -seeking challenge -Showing a 'can do' attitude -Pays attention to details <u>Active Learning</u> -maintaining focus on their activity for a period of time -Pays attention to details -showing satisfaction in meeting their own goals -Persists when challenges occur -Bouncing back after difficulties <u>Creating and critical thinking</u></p>	<p><u>Skills:</u> -Fine motor skills -Gross motor skills -Active listening to follow instructions -Using my prior knowledge and making links -Pencil grip and letter formation skills</p> <p><u>Other skills:</u> -Co-ordination skills</p>

<p>strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>I am starting to combine different movements with ease and fluency.</p> <p>I can create movements to music.</p> <p>I can practise movements and join them together to create a motif.</p> <p>I can practise and improve a dance sequence.</p> <p>I can work as a team to create a short dance.</p> <p>I can remember and perform a short dance.</p> <p>I can evaluate and improve a short dance.</p>		<ul style="list-style-type: none"> • Writing Christmas card messages and greetings • Writing a letter to Santa <p><u>-Weekly P.E sessions- Dance- Dinosaurs</u></p> <p>Getting undressed and dressed before P.E session.</p> <p>Dance focus:</p> <ul style="list-style-type: none"> ▪ Creative dance in response to percussion instruments and music ▪ Developing Diwali dance and routine to present to school and parents/carers at the Diwali Community workshop. ▪ <p><u>CC</u>-PD:MH: Letter formation 1:1 intervention.</p> <p><u>CHALLENGE</u>- To make sure that letters are developing in consistency of size and shape.</p> <p><u>SEN/LAP/DISAD</u></p> <p>-Multi-sensory letter formation in sand, glitter and using shoulders with ribbon sticks and chalks on floor/large paper. Lots of drawing and letter formation practise.</p> <p>- PD:MH 1:1 letter formation intervention.</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>-Pencil control</p> <p><u>Application:</u> In context of 'How do others celebrate?' adult focus learning and child-initiated learning.</p>
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Sticky Knowledge Observation

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

F1- Observe children using a pencil and assess their pencil grip and note which hand they are using.

CC- 1:1 support with pencil grip

F2- Observe children forming letters during writing activities and the effectiveness of their pencil grip/position and resting of wrist and pressure.

CC- 1:1 support with writing position in terms of need-grip, resting of wrist and pressure

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

- Parent drop ins
- Wow moments
- Autumn 1B Home learning grid with parents
- Nativity sing along performance

(BRITISH VALUES)

- F1 and 2 parents/carers accompany to Chatsworth

(BRITISH VALUES)

- Diwali Community parent/carers workshop

(GLOBAL LEARNING)

- F2 Nativity performance

(BRITISH VALUES)

- Christmas party and Santa visit

EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1-HOW DO WE CELEBRATE? F2-HOW DO OTHERS CELEBRATE?

TERM: AUT 1B

AREA OF LEARNING: LITERACY



Development Matters Links-Literacy

3 and 4 years

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom –

the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. •

Write some or all of their name. • Write some letters accurately.

Reception child: Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

ELG's:

Comprehension

• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word reading

• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

	KNOWLEDGE (What do you want children to know and understand?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes - count or clap syllables in a word.</p> <p>Understand key concepts about print: - print has meaning - print can have different purposes.</p>	<p><u>Bonfire Night</u> <u>Remembrance Day</u> Focus on non-fiction books about Guy Fawkes and Remembrance Day to understand that information can be relayed in the form of print</p> <p>Texts: The Bad Tempered Lady bird' 'The Very Busy Spider' 'The Very Quiet Cricket' 'Slowly , slowly, slowly, said the Sloth'</p>	<p>Information, print, predict, story, rhyme, poem</p>	<p><u>Playing and Exploring</u></p> <p>-Using senses to explore the world around them</p> <p>-engaging in open-ended activity</p>	<p><u>Skills:</u></p> <p>-Use my prior knowledge and make links</p> <p>-Active listening</p> <p>-Memory development</p> <p>-the ability to predict</p> <p>-thinking skills</p>

	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Recognise words with the same initial sound, such as money and mother.</p> <p>I know some nursery rhymes and songs.</p> <p>I can join in with rhymes.</p> <p>I know that stories have beginnings and endings.</p> <p>I know at least 2/3 'Poetry Basket' action poems off by heart.</p>	<p>'Draw me a Star'</p> <p>with a weekly <u>'BOOK OF THE WEEK' DISPLAY</u> linked to focus author: Eric Carle.</p> <p><u>Weddings/Birthdays</u> 'Milly's Wedding' by Kate Summers 'Little Miss Princess and the Very Special Wedding' 'Birthday Bear' by Georgina Russell 'My Presents' by Rod Campbell -Talk about the title page -picture-predict what this book could be about. How do you know? Point to author/name and the job they do. -Anticipate and join in with repeated refrains and predict at certain points in the above texts: "What might come next?". -Retell above texts with story props/small world toys/puppets - what happens next? Describe main story settings, events and main characters</p> <p>Form letters in name correctly using pens, paints and sand</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. <u>Non-fiction books</u> Linked to Celebrations, plus topics shown interest in by children.</p> <p><u>Poetry Texts-</u> 'Shout! Little Poems that Roar' by Brod Bagert -with linked role-play and drawing/writing responses.</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 off learnt/off by heart poems to recite and present.</p>		<p>-Showing particular interests</p> <p>-Initiating activities.</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>-Pays attention to details</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Making links</p> <p><u>Other skills:</u></p> <p>-Pencil control</p> <p><u>Application:</u> In context of 'How do we celebrate?' learning and child initiated learning</p>
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		<p><u>CC</u></p> <ul style="list-style-type: none"> 1:1/ small group sharing of story sacks and non-fiction books/curiosity items to describe, which are linked to aspects in the above fiction that the child is less familiar with. Concept/vocabulary grids 1:1 with adult in reading arch (logged on chart) <p><u>CHALLENGE</u>- Add more detail into pictures and drawings, using knowledge of books shared to create story ideas.</p> <p><u>SEN/LAP/DISAD</u>- Peer buddy to support with vocabulary and engagement plus visual prompts and encouragement to use puppets to act out parts of stories.</p>			
F2	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Write short sentences with words with known letter-sound correspondences.</p>	<p><u>Daily RWInc group sessions</u> with RWInc leaders-speed sounds, word time and handwriting sessions.</p> <p><u>-Class brainstorm</u>- Non fiction Teacher model writing children's responses to enquiry question: How do others celebrate?</p> <p><u>-Remembrance Day Class -Poetry writing</u> -Talking partners/Talk for writing-information power point-what it is and why remembered? Children's experience of family in army, RAF? -Parent/Carer visit in class to share their relatives war medals -Create a class vocabulary brainstorm and teacher scribed poem based upon new vocabulary.</p> <p><u>-Remembrance Day Class -Non fiction vocabulary writing</u> -Children exploring vocabulary Victor's Vocabulary board, using pictures and labels to create a decorated medal with vocabulary written down.</p> <p><u>-Anti-Bullying week writing activities Variable each year</u> -Writing linked to specific planning for the week's Anti-Bullying</p>	<p>Letter, word, sentence, plot, characters, capital letter, full stop, poetry, non-fiction, re-tell, drama</p>	<p><u>Playing and Exploring</u></p> <p>-Shows curiosity about objects, events and people</p> <p>-Showing particular interests</p> <p>-Initiating activities.</p> <p>-Showing a 'can do' attitude</p> <p>-Takes on a role in their play</p> <p><u>Active learning</u></p> <p>-Maintaining focus on their activity for a period of time</p> <p>-Pays attention to</p>	<p><u>Skills:</u></p> <p>-Use my prior knowledge and make links</p> <p>-Active listening</p> <p>-Memory development holding a sentence</p> <p>-The ability to predict</p> <p>-Thinking skills Hear and say initial letter sounds</p> <p>-Link phonemes to graphemes</p> <p>-Spell cvc words correctly</p> <p>-Record all dominant letters heard in words</p>

	<p>theme.</p> <p>FOCUS AUTHOR: OLIVER JEFFERS <u>'BOOKS OF THE WEEK' DISPLAY</u> linked to focus author: Oliver Jeffers. Voting to find out the class favourite that week.</p> <p><u>Texts:</u> The Way Back Home Stuck Up and Down</p> <p>Book talk, talking partners, and P4C discussions for each of stories. When discussing the books, referring to Victor Vocabulary, Rex Retriever, Igg Inference to aid reading skills/comprehension.</p> <p><u>The Way Back Home -Oliver Jeffers- List/Non fiction</u> -Hot seating drama techniques for the boy and alien characters. -Retell the story and write a list of things you would need to climb the mountain and rescue the alien.</p> <p><u>-Stuck-Oliver Jeffers Fiction</u> -Role-play using speech and thinking bubbles to reflect Floyd's language, feelings and thoughts at various points. -Write own part of the story, for example what else could Floyd throw up/write an alternative ending.</p> <p><u>Up and Down-Oliver Jeffers- Description</u> -Talk about favourite parts of story and explain why. -Write a description of what I would really like to learn to do and draw/label picture.</p> <p><u>Poetry Texts-</u> <u>Zim, Zam, Zoom-James Carter</u>-with linked role-play and drawing/writing responses.</p>		<p>details</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Making links</p> <p>-Review how well the approach worked</p>	<p><u>Other skills:</u></p> <p>-Pencil control</p> <p><u>Application:</u> In context of 'How do others celebrate?' adult focus learning and child initiated learning.</p>
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		<p><u>Indian kitchen role-play area-writing frames</u></p> <p><u>Re-telling of the Diwali story of Rama and Sita:</u> -Listening to the story and talking about beginning, middle and end. -Sequencing pictures and writing words and simple sentences about each picture.</p> <p><u>Chatsworth Farmyard visit Recount</u> -Writing a recount of the trip, using photographs and the experience as stimuli.</p> <p><u>Nativity Story</u> Listen to the story and base class Nativity on it- with setting, characters, plot culminating in school and parent presentation.</p> <p><u>Non-fiction topic books</u> Linked to Remembrance, Diwali and Christmas plus topics shown interest in by children during child initiated and fiction study.</p> <p><u>-Christmas writing</u> -Christmas card and Letter to Santa writing.</p> <p><u>Helicopter Stories- Fiction (ONGOING)</u> Children's stories Teacher scribed in front of child and acted out with class on the day created, contributing to child's Helicopter Story book.</p> <p><u>Child initiated writing in the outdoor and indoor provision. Fiction and Non-fiction (ONGOING)</u></p> <p><i>MODERATED WRITING AS EYFS TEAM (in Moderation writing folder)</i></p> <p><u>Poetry Basket</u></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>			
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		<p><u>CC</u></p> <ul style="list-style-type: none"> • Small group adult modelling of reading and writing linked to fiction books. • Concept/vocabulary grids 1:1 with adult in reading arch (logged on chart) <p><u>CHALLENGE</u>- Encourage children to read and spell tricky words and develop sentences using ‘and.’</p> <p><u>SEN/LAP/DISAD</u>-Help children to link what they have heard in stories to their own experiences.</p> <p>-‘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 off 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>			
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Sticky Knowledge Observation Literacy activities for observation and assessment in terms of skills, knowledge and application.

F1- Ask a child to talk about their weekly fiction library book and assess how they **DESCRIBE MAIN STORY SETTINGS, EVENTS AND PRINCIPAL CHARACTERS.**

CC 1:1 Recapping of settings, events and characters

F2- Play a verbal ‘Fred Talk’ CVC sound/word game and assess ability to segment and blend, then point to corresponding letters/write them.

CC 1:1 RWInc catch up pm and support

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

- Parent drop ins
- Wow moments
- Autumn 1B Home learning grid with parents
- Nativity sing along performance
- (BRITISH VALUES)**
- F1 and 2 parents/carers accompany to Chatsworth
- (BRITISH VALUES)**
- Diwali Community parent/carers workshop
- (GLOBAL LEARNING)**
- F2 Nativity performance
- (BRITISH VALUES)**
- Christmas party and Santa visit



EYFS AREA OF LEARNING : MATHEMATICS (NUMBER AND NUMERICAL PATTERNS)



AUT 1B

ENQUIRY QUESTION: F1-HOW DO WE CELEBRATE? F2-HOW DO OTHERS CELEBRATE?

Development Matters links to be addressed through Objective and Outdoor EYFS planning

Development matters links – Mathematics

0-3 years

Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall',

'heavy'. • Notice patterns and arrange things in patterns.

3-4 years Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • **Recite numbers past 5.** • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • **Show 'finger numbers' up to 5.** • **Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.** • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • **Compare quantities using language: 'more than', 'fewer than'.** • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • **Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.** • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Reception child: •count objects, actions and sounds. •subitise •link the number symbol with its cardinal number value •**count beyond 10** •compare numbers •**understand that one more than/one less than consecutive numbers** •**explore the composition of numbers to (2) 10** • **automatically recall numbers bonds (2) 0-5 and some to 10** •select rotate and manipulate shapes to develop spacial reasoning skills •compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can • continue copy and create repeating patterns •compare length weight and capacity

ELG: Number •have a deep understanding of number to 10 including the composition of each number

•Subitise up to 5

•automatically recall (without references to rhymes counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts.

Numerical patterns:

• Verbally count beyond 20 recognise the pattern of the counting system.

•Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantities

•explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.

	KNOWLEDGE (what do you want children to be able to know and do?)	ACTIVITIES LINKED TO MATHEMATICS (Learning sequences)	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<u>Number and Numerical Patterns (NCETM and Development Matters)</u> <u>Cardinality and counting</u> Take part in finger rhymes	-Regular subitising to 5-dice and plates -Reciting number names past 5 starting at different points - None the Number book by Oliver Jeffers Exploring the concept of none/zero Counting irregular sets 1-5 in the book	Number names to 5, count backwards, whole number, total, part/s, numeral, none, zero	Playing and Exploring -Shows curiosity about objects -Showing particular interests -Showing a 'can do'	Skills: -Use my prior knowledge and make links -Active listening -Working memory

	<p>with numbers.</p> <p>React to changes of amount in a group of up to three items.</p> <p>I can count and say number names past 5 in sequence, starting in different places.</p> <p>I can count out or give a number of things to 5, from a larger group and focus on the stopping number to give the cardinal number (Counting: knowing the last number counted gives the total so far).</p> <p>I can count backwards from 3 to 0 (Counting: saying number words in sequence).</p> <p>I can show 'finger numbers' up to 5.</p> <p>I can count things in irregular arrangements. E.g How many cars in the garage? (Counting: tagging each object with 1 number word)</p> <p>I can link numerals and</p>	<p>-Counting backwards Finger and number rhymes to zero -3 Speckled Frogs, 3 Currant Buns., 3 Little Ducks went swimming ...songs using children, objects and fingers at different times to represent in different ways. Children making predictions about the number now in the song. -Big abacus to be used when counting forwards and backwards</p> <p>-Exciting objects to count-counting out up to 5 objects from a larger set of objects-stopping at the number told and stretching a stem sentence to make the connection with the number being the cardinal value e.g 1,2,3,4...I have counted 4 jewels out of the pot.</p> <p>-Counting regular and irregular sets of objects up to 5 and tagging with the number names Throw a die (0-5) and get the corresponding number of objects from a larger set. Use of the sponge 5 frames and buttons.</p> <p>-Comparing 2 set circles of objects to show more than and fewer than</p> <p>-Conservation of number -all about 3 -e.g 3 piled up objects having the same total as 3 spread out objects-showing different arrangements with 3 remaining the whole number/total. Modelled and in provision.</p> <p>-4 ness of 4-Developing an interactive display including numerals, objects, sand formation tray, photographic pictures, birthday cards etc-items brought in from home and discussed. -Explore 4 on the 5 frames, in different arrangements. -Match numeral to quantity to 4.</p> <p>-Children and 2 parts hoops game-2 hoops and 3 children with a 0-3 die-a child rolls the die-use subitising to identify the value before moving the same number of children into the other hoop. Teacher modelling the 'whole,' 'total' and 'parts' vocabulary with use of bar</p>		<p>attitude <u>Active learning</u> -Maintaining focus on their activity for a period of time -Pays attention to details <u>Creating and critical thinking</u> -Thinking of ideas -Making links</p>	<p>-Thinking skills</p> <p><u>Other skills:</u> -Comparison skills</p> <p><u>Application:</u> Practise and apply understanding and knowledge in the provision</p>
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	<p>amounts: for example, showing the right number of objects to match the numeral, up to 4 (Numeral meanings).</p> <p>Comparing I can see that groups consist of equal numbers of things (Identifying groups with the same number of things).</p> <p>Compare quantities using language: 'more than', 'fewer than.'</p> <p>Composition I can subitise to 3</p> <p>I can explore the ways 3 can be and look (Conservation of number)</p> <p>I can see small numbers within a larger collection e.g 3 spots on ladybird- 0+3, 1+2, 2+1 .. (Part-whole: identifying smaller numbers within a number -conceptual subitizing-seeing groups and combining to a total).</p> <p>I can partition numbers to 5 into 2 groups and recognise that these</p>	<p>model.</p> <p>-Bunny Ears to 3 Teacher says then holds up numeral card then children use finger maths to show numbers 0-5 on 1 hand, practising accuracy and speed Say number then show numeral card -Bunny ears-2 hands on head to show number pairs to 5.</p> <p>-Ladybird mats to see smaller parts within a collection of counters to 3 -Exploring different ways finding 2 parts and the whole number. Represent learning on the five frame.</p> <p>-Explore partitioning of 3 cubes (whole number) into 3 then 2 parts to represent composition of 3 in different ways-making links with previous learning and representations. Understanding that the parts can be re-combined to make the same total.</p> <p>-Number Blocks episode 1,2, 3! linking numerals to amounts</p> <p>-Pattern box Children explore the pattern box with various objects inside that have different patterns e.g stripes, repeating colour patterns, symmetrical patterns, blobs....describe the pattern seen and a partner selects the object with that [pattern-take turns.</p>			
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	<p>groups recombine to make the same total (Inverse operations)</p> <p>Pattern I can talk about and identify the patterns around me. For example: stripes on clothes, designs on rugs and wallpaper, using informal language like pointy, spotty, blobs.</p>				
F2	<p>Number and Numerical Patterns (NCETM, Development Matters and White Rose)</p> <p>Cardinality and counting I can count/say number names to 10, then beyond in sequence, starting from different numbers. (Counting: saying number words in sequence)</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 6. (Numeral meanings).</p> <p>I can count out 5 from a larger set of objects (Cardinal value-the last number gives the total so</p>	<p>-Count/Recite number names in sequence to beyond 10 Starting at different numbers and given a run in by the teacher e.g teacher says 4,5,6 children say 7,8,9, teacher says 10,11,12, children say 13,14,15.... -Teacher choosing a number as shown on 100 square e.g 7 and children count on from 7 with modelling and support.</p> <p>-Matching numeral symbols to sets of objects/pictures to 6-games Recognising and matching numeral cards with corresponding sets and explaining choices using stem sentences.</p> <p>-Counting out up to 5 objects from a larger set (cardinal principle) Once the last object is counted, children use a stem sentence to explain that I have countedbears out of the pot.</p> <p>-Conservation of number activities Exploring sets of objects to 5: counting a set of objects then placing them in different arrangements-knowing that the number of objects remains the same-supporting the order-irrelevance principle too.</p> <p>Representing 1,2,3</p>	<p>Number names, different, amount, quantity, set, 1 more than, 1 less than, equal, matching 1:1, same, add, plus, total, altogether, error</p>	<p>Playing and Exploring -Seeking challenge -Showing a 'can do' attitude -Seeks challenge -Taking a risk and learning by trial and error</p> <p>Active Learning Persisting with activity when challenges occur -Pays attention to details -Shows high levels of energy and fascination -Shows satisfaction in achieving goals -Being proud of how they accomplished something not just</p>	<p>Skills: -Use my prior knowledge and make links. -Predicting -Exploring -Problem solving</p> <p>-Other skills: -Turn taking in conversation and building upon what is heard. -Questioning to find out more information. -Recalling learning Application: Practising and applying knowledge and understanding in the provision</p>

	<p>far).</p> <p>I can explore the ways 1-5 can be and look (Conservation of number).</p> <p>Comparing I can see changes of amount in a group up to 5 items.</p> <p>I can understand the one more than/one less than relationship between consecutive numbers (Comparison: Knowing the 1 more than/1 less than relationship between counting numbers).</p> <p>I can check that sets of objects are equal by matching 1:1 and by making suggestions if they are not equal (Identifying groups with the same number of things).</p> <p>Composition I can explore the composition of 2 and represent in different ways. I can explore the composition of 3 and represent in different ways</p>	<p>Children subitise, count and represent in different ways then record their learning. Hickory Dickory Dock rhyme up to 3 Read linked books e.g I'm Number One by Michael Rosen, One Bear at Bedtime by Mick Inkpen and other linked books e.g start of One thing by Lauren Child Plates with dots 1,2 or 3 in different arrangements-children order and match to numerals. 1,2,3 Number hunt-collecting representations of 1,2 and 3 e.g numerals, objects-subitise or count and create an interactive 1,2 and 3 table. Count sounds and actions to 3. Counting 1,2,3 from a larger group and stopping (cardinal value).</p> <p>Comparing 1,2,3 Showing sets of objects to 3 and children comment when objects have been added or taken away from the group. Which set has more/fewer? Which sets have same amount? Match 1:1 to check sets of objects are equal. Counting forwards and backwards, linking the 1 more/1 less pattern on the number line/100 square as children count. Represent the 1 more and 1 less pattern using multi-link cubes in steps. Sing When Goldilocks went to the House of the bears song Pink Tiara Cookies book for Three by Maria Dismondy Picture cards game showing different representations of 1,2,3- partners take turns to turn a card and compare the quantities using most/ more fewest/less/ least vocabulary.</p> <p>Composition of 2 and 3 Children partitioning 2 and 3 into different groups, representing with objects and fingers (concretely) Bunny Ears to make 2 and 3 in different ways The Three Billy Goats Gruff story Solving possibility problems-how many ways can 3 goats go in 2 fields (bridge in between). Billy Goats Gruff game-each player has a 1,2,3 multilink tower-1-3 die thrown and move that tower over the bridge. Winner-moved</p>		<p>the end result -Enjoys meeting challenges for their own sake not just external reward or praise</p>	
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	<p>(Part-whole: identifying smaller numbers within a number).</p> <p>I can recall number pairs to 2 then 3 (A number partitioned into different pairs of numbers and number bonds knowing which pairs make a given number).</p> <p>I can represent 4 and 5 in different ways.</p> <p><u>Pattern</u> I can create my own ABB and ABBC repeating patterns (Create own ABB and ABBC pattern).</p> <p>I can spot an error in an ABB pattern and correct it (Spot an error in ABB pattern).</p>	<p>all 3 towers over the bridge. Hidden objects game-Place 1-3 items on tray and cover-children show fingers to show how many items are covered. Predict-if I add 1 or take 1 away-how many then? Children show fingers and check. Drop pennies into a bucket-children count sounds-predict how many there will be if I take 1 out or add 1. Recall number pairs to 3.</p> <p>Represent 4 Children count on and back to 4. Subitise and count sets of objects to 4 and match the number names to numerals and quantities. Pete the Cat and his 4 Groovy Buttons book Mark making to represent. Witches Four Book by Marc Brown Conservation of 4-rearranging in different ways and still having 4. Arrange 4 on a five frame. Circle game: Count round the circle: 1,2,3,4 1,2,3,4 The person who says 4 sits down each time. Reverse, counting backwards: 4,3,2,1 4,3,2,1 Child sits down on 1. Number blocks episode 4</p> <p>Represent 5 Children count on and back to 5, using fingers to represent. Subitise and count sets of objects to 5 and match the number names to numerals and quantities. Link to childrens' 5th Birthday-stand up 4 year olds, 5 year olds Kipper's Birthday book by Mick Inkpen Sing 5 Little Men in a Flying Saucer Handfuls of objects-filling five frames. Play the outdoor bean bag, bucket and numeral game and fill numbered buckets with corresponding sets of objects. Exploring different shapes that can be made out of 5 multilink cubes. Number blocks episode 5 1 more and 1 less Use five frames to show sets of objects and predict how many with</p>			
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		<p>1 more or 1 less.</p> <p>Looking at a number line and connecting counting forwards with the 1 more pattern and counting back with the 1 less pattern-posit squares on the number line to 5-children say the covered number name and explain how they know e.g It is 1 more than...and 1 less than...it is in between...</p> <p>Play 'I'm thinking of a number between 1 and 5' game-children ask a question to assess it's position on the number line-is it higher than 2? Between 3 and 5? To deduct and say the number I am thinking of.</p> <p>Five Currant Buns song</p> <p>Earth to Stella book by Simon Puttock</p> <p>Create own ABB and ABBC patterns</p> <p>Using natural objects and saying what comes next at the end of the pattern unit and mid unit.</p> <p>Spot and correct an error in a teacher made ABB pattern using natural objects.</p> <p><u>5 Minute Daily Maths meetings</u></p> <p>Large abacus to model and demonstrate representation of numbers 0-4 and their composition.</p>	<p>Zero, number names, parts, whole number</p>		
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Sticky Knowledge Observation Maths activities for observation and assessment of skills, knowledge and application

F1 and 2-Observing children in the provision to assess their embedded knowledge and understanding as well as application of mathematical understanding, knowledge and skills to new contexts.

Practitioners being invited into childrens' play and using possibility questions to assess and extend childrens' understanding and next steps: I wonder what would happen if..... What would happen if someone else joined? Can you show/represent that in a different way? How could we record that to explain it to a younger friend?

During adult focus activities with children, assessing what the children know already in order to attune with the learning and wellbeing needs of the child during the adult focus activity.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

-Parent drop ins

-Wow moments

-Autumn 1B Home learning grid with parents

-Nativity sing along performance

(BRITISH VALUES)

-F1 and 2 parents/carers accompany to Chatsworth

(BRITISH VALUES)

-Diwali Community parent/carers workshop

(GLOBAL LEARNING)

-F2 Nativity performance

(BRITISH VALUES)

-Christmas party and Santa visit

EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING



ENQUIRY QUESTION: F1-HOW DO WE CELEBRATE? F2-HOW DO OTHERS CELEBRATE?

TERM: AUT 1B

AREA OF LEARNING: UNDERSTANDING THE WORLD

(Please also see separate R.E planning)

Development Matters Links-UtW

3 and 4 years

Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception child: Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.

ELG'S

Past and Present

Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes

in the natural world around them, including the seasons and changing states of matter.

	KNOWLEDGE (What do you want children to know and understand?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I can talk about what they see, using a wide vocabulary.</p> <p>I can begin to make sense of my own life-story and family's history.</p> <p>I am developing positive attitudes about the differences between people</p> <p>I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos.</p>	<p><u>-Class brainstorm of prior knowledge</u> Children answer the enquiry question: How do we celebrate? Teacher scribe ideas and display on working wall.</p> <p><u>-Bonfire Night (celebrations)</u></p> <ul style="list-style-type: none"> • Use a non-fiction book to learn about Guy Fawkes • Use Smartboard to find out about Bonfire Night and fireworks safety. • Circle time- share and discuss how we celebrate Bonfire Night with our family. <p>(British Values)</p> <p><u>-Remembrance Day</u></p> <ul style="list-style-type: none"> • Use non-fiction books and the Smartboard to listen, learn and understand why we have Remembrance Day <p><u>-Monarchy –The King (Historical concept of Power, Monarchy and National Figure Head)</u></p> <ul style="list-style-type: none"> • Watch the Remembrance service Cenotaph parade • Where the King lives and the capital city of London • Mr Ted dressed as a King, having gone back in time to the Cenotaph Remembrance service (a week after it happens)-Bear telling adventures and children helping him with their own knowledge. 	<p>Bonfire Night, Christmas</p> <p>Remembrance Day,</p> <p>King,</p>	<p><u>Playing and Exploring</u> -shows curiosity about objects , events and people -Using senses to explore the world around them -Showing particular interests -representing their experiences in play -taking on a role in their play -Initiating activities. -Showing a 'can do' attitude</p> <p><u>Active Learning</u> -maintaining focus on their activity for a period of time -Pays attention to details <u>Creating and</u></p>	<p><u>Skills:</u> -Use my prior knowledge and make links Active listening -Use more complex sentences to link thoughts -Begin to understand how and why questions -</p> <p><u>Other skills:</u> -Observational skills -I pad skills and mouse control -Pencil control</p>

	<p>-I can remember and talk about celebrating with my family.</p> <p>-I can recognise and describe special times or events for friends and family.</p> <p>I can choose a colour on a painting computer program.</p>	<p>(British Values)</p> <p><u>-Anti-Bullying week activities</u> Linked to specific planning for the week's Anti-Bullying theme.</p> <p><u>-Weddings/ Christenings</u></p> <ul style="list-style-type: none"> • Show and Tell- show a photograph of their own Christening/ a Christening / wedding they have attended. Talk about the event shown in the photo, using appropriate vocabulary • Role play a pretend christening/ wedding <p>(British Values)</p> <p><u>-Birthdays</u></p> <ul style="list-style-type: none"> • Circle time Pass Listening Bear around the circle and talk about your favourite birthday memories (presents/ party/ cake) • Listening Bear's 4th birthday party- make a card, sing happy birthday, help LB to blow 4 candles out, follow instructions on how to play party ring games (Hokey Cokey, Farmer's in his den, Ring a ring o roses) <p>(British Values)</p> <p><u>-Advent/ Christmas</u></p> <ul style="list-style-type: none"> • Advent calendar daily • Listen to 'The Christmas Story' from books and Smartboard video • Learn songs and perform our own Nativity • Visit Chatsworth Farmyard to experience the Nativity performance in the barn <p>(British Values)</p> <p>-ICT focus- drawing program Use a drawing program e.g. 2Simple or a creative app on a tablet to draw a simple Celebration picture, such as fireworks, a poppy, a Christmas tree or Santa.</p>	<p>Wedding/Christening</p> <p>Nativity</p>	<p><u>critical thinking</u> -Thinking of ideas -making links and noticing patterns in their experiences</p>	<p><u>Application:</u> In context of 'How do we celebrate?' learning and child initiated learning</p>
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		<p><u>Disciplinary knowledge</u>-Observations over time and observing patterns: General sensory observations of animals</p> <p><u>Disciplinary knowledge-Classification:</u> To know that there are plants, trees, birds and animals</p> <ul style="list-style-type: none"> • Joint F1 and 2 Visit to Chatsworth Farmyard to experience the Nativity performance in the barn, follow instructions on how to make Christmas crafts and develop vocabulary when describing farm animals • Joint F1 and 2 Visit to Chatsworth Farmyard – looking at human and physical features on the journey. <p><u>ONGOING:</u> ICT- Support/practise logging onto Mini Mash Exploring different areas of Purple Mash. <u>Use of Alexa</u> to ask information and play music <u>-Use of I pads</u> to play age appropriate games</p> <p><u>-Science trolley</u> Children explore range of equipment e.g magnifying glasses, prisms, mini-beast containers to use in the provision to investigate.</p> <p><u>Disciplinary knowledge-classification:</u> To know that there are animals</p> <p><u>-Care and observation of the Early Years stick insects and</u></p>			
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Power, battery

		<p><u>tortoise</u> F1 and 2 care rota, preparing food and water, cleaning out and observing, explaining any changes.</p> <p><u>Disciplinary knowledge-Asking relevant questions:</u> Looking at objects and discussing what they can see</p> <p><u>-Makerspace STEM Trolley Learning with peer tutoring</u> Investigating simple circuits to light up a bulb and incorporate into own models/interests- 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/ watering seeds</u></p> <p><u>CULTURAL CAPITAL</u>-1:1/ small group sharing of 'Celebrations' non-fiction books and curiosity items to describe.</p> <p><u>CHALLENGE</u>- Describe family celebrations in more detail and answer 'how' and 'why' questions.</p> <p><u>SEN/LAP/DISAD</u>— Peer buddy to support with vocabulary and engagement. Hands on linked resources in feely bag to investigate and develop engagement and vocabulary-Victor's Wonderful Words board.</p>			
F2	<p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I understand that some places are</p>	<p><u>Class brainstorm of prior knowledge</u> Children answer the enquiry question: How do others celebrate? Teacher scribe ideas and display on working wall.</p> <p><u>-Remembrance Day</u></p> <ul style="list-style-type: none"> • Talking partners-information power point-what it is and why celebrated • Children's experience of family in army, RAF? • Parent/Carer visit in class to share their relatives war medals 	Sacrifice, war/s	<p><u>Playing and Exploring</u> -Shows curiosity about objects ,events and people -Using senses to explore the world around them -Showing particular interests</p>	<p>Skills: -Use my prior knowledge and make links Active listening -Use more complex sentences to link thoughts -Understand</p>

	<p>special to members of their community.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I recognise some similarities and differences between life in this country and life in other countries.</p> <p>-I know that Remembrance Sunday is a British tradition that takes place each year to help us to remember the sacrifice that was and is made by soldiers and other people in war times.</p> <p>-I know that Hinduism is a religion with its own celebrations, traditions and culture.</p> <p>-I know that Diwali</p>	<ul style="list-style-type: none"> Create a class poem based upon new vocabulary <p><u>-Historical Story of Guy Fawkes and Gunpowder plot (Historical Concepts of Power and Monarchy)</u></p> <p>-add to the class timeline</p> <p>(British Values)</p> <p><u>Monarchy –The King (Historical concept of Figure Head and Power)</u></p> <ul style="list-style-type: none"> Watch the Remembrance service Cenotaph parade Where the King lives and the capital city of London Talk about other members of the Royal family History Bear dressed as a King, having gone back in time to the death of Queen Elizabeth/Prince Charles becoming King and then her becoming Queen after George VI died, then her Coronation Talk about King Charles 111's age, responsibilities and duties. <p>(British Values)</p> <p><u>3 objects (Now and then and long ago) on display table</u></p> <p>-Describe everyday items.</p> <p>-Refer to parts of the time line in everyday situations.</p> <p>-Consider similarities and differences.</p> <p>-Label with the year the object was made/originally used.</p> <p><u>-Anti-Bullying week activities</u></p> <p>Linked to specific planning for the week's Anti-Bullying theme.</p> <p><u>-Hinduism/Diwali learning</u></p> <ul style="list-style-type: none"> Looking at Hinduism-introduce the religion-talking partners discuss and use Victor Vocabulary board to record new words. India on map and learn about Hinduism linked to India and as a world religion. <p>(Global Learning)</p> <p>* To know that some places in the world are hot and some</p>	<p>Monarchy, King, power</p> <p>Monarch/y, Royal family, London, capital city, Coronation</p> <p>Similar/ities, different/differences, year, explore</p> <p>Hinduism, Diwali,</p>	<p>-Representing their experiences in play</p> <p>-Taking on a role in their play</p> <p>-Initiating activities.</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>-Pays attention to details</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Making links and noticing patterns in their experiences</p>	<p>how and why questions</p> <p>-Comparative skills</p> <p><u>Other skills:</u></p> <p>-Observational skills</p> <p>-I pad skills and mouse control</p> <p>-Pencil control</p> <p><u>Application:</u> In context of 'How do others celebrate?' adult focus learning and child initiated learning.</p>
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	<p>means 'Festival of Lights.'</p> <p>-I know the story of Rama and Sita and how it is the story that Diwali is based around.</p> <p>-I know the sequence of events in the Rama and Sita story.</p> <p>-I know that Christianity is a religion with its own traditions and celebrations.</p> <p>-I know about the Nativity story.</p> <p>-I know the kind of foods, clothes and other traditions that are part of the Diwali and Christmas festivals.</p> <p>-I know some of the similarities and differences between 2 celebrations for example Diwali and Christmas.</p>	<p>are cold</p> <ul style="list-style-type: none"> • Listening to the story of Rama and Sita with answering and asking questions, recalling and re-telling of story plus acting it out. • 'Let's Celebrate' video of 'I'm a Hindu celebrating Diwali.' • Victor Vocabulary word bank of new vocabulary • F2 children present Diwali learning to F1 children • Diwali Community workshop for parents and carers to join in with children's range and culmination of learning. <p>(British Values and Global Learning)</p> <p><u>-Similarities and differences between Diwali and another known celebration</u> Using comparative language, to talk about the similarities, differences between the 2 celebrations e.g. in relation to the main celebration theme or story, special clothes, family gathering, special foods.</p> <p>(British Values)</p> <p><u>-Christmas</u></p> <ul style="list-style-type: none"> • Advent calendar daily • Listen to 'The Nativity Story' from books and Smartboard video • Learn lines, songs and actions in order to perform our Nativity to school and then parents • Joint F1 and 2 Visit to Chatsworth Farmyard to experience the Nativity performance in the barn, follow instructions on how to make Christmas crafts and develop vocabulary when describing farm animals 	Christian, tradition		
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	<p>-I know how to type letters on the keyboard.</p> <p>-I know that I need to manipulate the mouse to effect changes on the computer.</p> <p>-I know the names of the bulb, wire, battery.</p> <p>-I know that a circuit needs to be complete to light up a bulb.</p>	<ul style="list-style-type: none"> • Joint F1 and 2 Visit to Chatsworth Farmyard-looking at human and physical features on the journey-compare Tankersley to Chatsworth (environments). • Listen to Christmas themed stories/ learn Christmas songs and follow instructions on how to make a Christmas card/ calendar <p>(British Values)</p> <p>-Similarities and differences between Diwali and Christmas Children compare the 2 celebrations in terms of religion, family gathering, special clothes, traditions, foods and dancing.</p> <p>(British Values)</p> <p><u>-ICT Learning</u> Word processing linked to the celebrations learning-Remembrance, Diwali, Christmas descriptions of traditions.</p> <p><u>ONGOING:</u> <u>-ICT-Support/practise logging onto Mini Mash</u> Exploring different areas of Purple Mash and with support learning to save learning.</p> <p>-<u>Use of Alexa</u> to ask information and play music</p> <p>-<u>Use of I pads</u> to play age appropriate games</p> <p><u>Disciplinary knowledge-Observations over time and observing patterns:</u> Compare different seasons -<u>Science resources /equipment trolley use during investigating</u> for the above and child initiated explorations in provision, including observation of Autumn/weather changes.</p> <p><u>Disciplinary knowledge-Asking relevant questions:</u> To ask curiosity questions about aspects of their world</p>			
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		<p><u>-Makerspace STEM Trolley Learning with peer tutoring</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, including a joint Christmas tree- 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 and watering. Observing the vegetable plants growth and explaining changes.</p> <p><u>CULTURAL CAPITAL- 1:1/ small group sharing of 'Rama and Sita'</u> fiction book and non-fiction books relating to Diwali and Christmas.</p> <p><u>CHALLENGE-</u> Talk about similarities and differences between Diwali, Birthdays and Christmas.</p> <p><u>SEN/LAP/DISAD—</u> Victor Vocabulary-new words for the word bank and talking partners to develop sentence construction, interaction and vocabulary extension.</p>	Problem solving. electricity		
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Sticky Knowledge Observation Understanding the World activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe children talking about how they celebrate birthdays with their family. Note the language a child uses during discussions.

CC-Use the above assessment to then focus on any gaps that a pupil may have and teach small group accordingly.

F2-Listen to and scribe children's responses when having a class discussion about the similarities and differences between the celebrations: Diwali and Christmas.

CC- Use the above assessment to then focus on any gaps that a pupil may have and teach small group accordingly.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

- Parent drop ins
- Wow moments
- Autumn 1B Home learning grid with parents
- Nativity sing along performance
- (BRITISH VALUES)**
- F1 and 2 parents/carers accompany to Chatsworth
- (BRITISH VALUES)**
- Diwali Community parent/carers workshop
- (GLOBAL LEARNING)**
- F2 Nativity performance
- (BRITISH VALUES)**
- Christmas party and Santa visit

EARLY YEARS CURRICULUM INTENT MEDIUM TERM PLANNING

ENQUIRY QUESTION: F1-HOW DO WE CELEBRATE? F2-HOW DO OTHERS CELEBRATE?

TERM: AUT 1B

AREA OF LEARNING: EXPRESSIVE ARTS AND DESIGN



Development Matters Links-EAD

3 and 4 years Take part in simple pretend play, using an object to represent something else even though they are not similar. • **Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.** • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • **Create closed shapes with continuous lines, and begin to use these shapes to represent objects.** • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-

mixing. • **Listen with increased attention to sounds.** • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Children in Reception- Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • **Listen attentively, move to and talk about music, expressing their feelings and responses.** • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

ELG's

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

Being imaginative and Expressive

• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	KNOWLEDGE (What do you want children to know and understand?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>I can listen with increased attention to sounds.</p>	<p><u>Advent/ Christmas</u></p> <ul style="list-style-type: none"> Listen to 'The Christmas Story' from books and Smartboard video. Re-tell Nativity story using small world figures Learn songs, dress up and perform our own Nativity Visit Chatsworth Farmyard to experience the Nativity performance in the barn and follow instructions on how to make Christmas crafts. Listen to Christmas themed stories/ learn Christmas songs and follow instructions on how to make a Christmas card/ calendar 	<p>Songs, dress up, join in, actions, explore, colour, mix</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -showing curiosity about objects , events and people -Using senses to explore the world around them -engaging in open ended activity -Showing particular 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Using prior knowledge and making links -Social and interaction skills, including

<p>Art</p> <p>I CAN EXPLORE COLOUR AND MIX COLOURS TO CHANGE THEM</p>	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I can join in with dancing and ring games.</p> <p>I know some familiar songs.</p> <p>I can explore colour and how colour can be changed using different mediums.</p> <p>I can pick out colours in a picture, identifying colours.</p> <p>I can transfer drawing skills, and paint simplified shapes to represent a tree or a present etc.</p>	<ul style="list-style-type: none"> Join in with Christmas party ring games <p>(British Values)</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> <ul style="list-style-type: none"> <u>-F1 and F2 Joint Outdoor Role play area-Car Wash/Petrol Station-using bikes and water /sponges/paintbrushes, till/money and pump tube, dressing up.</u> <u>F1 and F2 Joint Outdoor Role play area-Builders Yard</u> with tools, dressing up tabbards, blocks and visuals, telephone and writing frames. <p><u>-F1 and 2 Outdoor mats, ribbon sticks and wind chime-with percussion instruments to encourage dance/expressive movements.</u></p> <p><u>F1 and 2 Mud Kitchen and play house-addition of cauldron, wands, spooky spells.</u></p> <p><u>DESIGN TECHNOLOGY PROJECT WORK-DEPP SERVICES</u> How do we celebrate? Plan, make and evaluate a split pin Christmas character <i>Exploration</i></p> <p><u>CULTURAL CAPITAL-</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 pretending and role taking. 1:1 support with colour exploration.</p> <p><u>CHALLENGE</u>-Create a free choice painting, incorporating ideas, feelings and colour mixing investigative skills.</p> <p><u>SEN/LAP/DISAD-</u> 1:1 support to talk through creative activities and choices of colours and materials</p>	<p>Plan, make, evaluate, split pin, hole, card</p>	<p>interests</p> <ul style="list-style-type: none"> -Pretending objects are things from their experience -Representing their experiences in play -taking on a role in their play -acting out experiences with other people -Initiating activities <p>Seeking challenge</p> <ul style="list-style-type: none"> -Showing a 'can do' attitude -taking a risk , engaging in new experience, and learning from trial and error <p><u>Active learning</u></p> <ul style="list-style-type: none"> -maintaining focus on their activity for a period of time -Pays attention to details <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -finding new ways to do things -making links and noticing patterns in their experiences 	<p>entering play and maintaining it</p> <ul style="list-style-type: none"> -Active listening and following consecutive instructions -Using more complex sentences to link thoughts - <p>Understanding how and why questions</p> <ul style="list-style-type: none"> -Applying vocabulary knowledge in context - <p>Manipulating the mouse</p> <ul style="list-style-type: none"> -Expressive movement skills <p><u>Other skills:</u></p> <ul style="list-style-type: none"> - <p>Observational skills</p> <ul style="list-style-type: none"> -I pad skills
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		Music Interaction Intervention and 1:1 staff facilitating and modelling entry into role play and ways to maintain it.			and mouse control -Pencil control <u>Application:</u> In context of 'How do we celebrate?' learning and child-initiated learning
<p>F2</p> <p><u>Art</u> I CAN CONTINUE TO COLOUR MIX, DEVELOPING MEMORY OF WHAT HAPPENS WHEN WE ADD WHITE OR BROWN TO A COLOUR</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>I can listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can explore and engage in music making</p>	<p><u>Painting</u> -Whole body painting on large paper</p> <ul style="list-style-type: none"> Splatting using paint brushes Body parts to print Use of body parts to create movement and different directions <p>Natural exploration of colours mixing and talking about observations before colour mixing skill activities.</p> <p>-Colour mixing</p> <ul style="list-style-type: none"> Primary and secondary colours discussion Colour mix, developing memory of what happens when we add white or brown to a colour. Create colour charts to remind self of colour mixing findings. <p>- Capturing a feeling in art</p> <ul style="list-style-type: none"> Remembrance Sunday poppy field paintings, mixing own colours from ready mix paint and creating a red class handprint poppy. Exploring objects and materials to use instead of a paint brush. Why might we use a sponge to create a wall instead of a twig? Beginning to identify the qualities of the tool; spikey, makes lines, soft etc. 	<p><u>Painting, white, brown, colours, mixing, skill, details, primary, secondary colours, rehearsal, performance, Indian dancing</u></p>	<p><u>Playing and Exploring</u> -Showing curiosity about objects , events and people -Using senses to explore the world around them -engaging in open ended activity -Showing particular interests -Pretending objects are things from their experience -Representing their experiences in play -taking on a role in their play -acting out experiences with other people -Initiating activities Seeking challenge -Showing a 'can do'</p>	<p><u>Skills:</u> Painting Explore colour and how colours can be changed - Matching colours to themes and feelings - Colour mixing ability - Choosing different tools to paint with -Using prior knowledge and making links -Social and interaction</p>

<p>and dance, performing solo or in groups.</p> <p>I can develop storylines in their pretend play</p> <p>I can explore colour mixing and name different colours.</p> <p>-I know what happens when I add white to a colour.</p> <p>-I know what happens when I add brown to a colour.</p> <p>-I can capture a feeling in my painting by my choices and uses of paint colours.</p> <p>-I know that I can paint with other objects, apart from a paintbrush e.g fingers, sticks.</p> <p>-I can talk about the quality of a tool that I am using.</p> <p>-I know that different tools can be used for different purposes and</p>		<ul style="list-style-type: none"> Paint pictures based on own interests and ideas; making colour choices and mixing colours to convey feelings and explain this. Considering: <ul style="list-style-type: none"> - Matching the colour of something we have seen to the colour of paint. - Matching a feeling or something from the imagination to a colour of paint. E.g Christmas scene and partly painted Christmas card. (Exploration and expressions of colour with correlation to themes and concepts) <p><u>-Painting smaller details</u> using variety of found and human made brushes and utensils to create dots, lines, simple shapes.</p> <ul style="list-style-type: none"> Using black pen and small paintbrushes to create mehndi hand patterns on hand cut out shapes. Colouring in Rangoli patterns. <p><u>-Indoor Role play area</u></p> <ul style="list-style-type: none"> <u>Diwali kitchen</u> -using Indian sari's and tunics to dress up, take on roles and prepare special foods for Diwali celebrations. <u>Santas Grotto</u>-boxes and wrapping paper, Santa and Elves costumes to prepare for Christmas Day. <p><u>-Malleable materials</u>-including play dough and clay-to create a clay Diva lamp and decorate it.</p> <p><u>-Develop a range of class songs to sing</u> When Goldilocks went to the House, Frog Song and a range of Nativity songs and carols.</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"> Practise Nativity action songs and performance. 		<p>attitude</p> <ul style="list-style-type: none"> -taking a risk , engaging in new experience, and learning from trial and error <p><u>Active learning</u></p> <ul style="list-style-type: none"> -maintaining focus on their activity for a period of time -Pays attention to details -Enjoys meeting a challenge for own sake not just for external reward <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Finding new ways to do things -Making links and noticing patterns in their experiences -Test their ideas -Develops ideas of cause and effect -Planning and making decisions about how to approach a task, solve a problem and reach a goal -Check how well their activities are going -Change strategy as needed 	<p>skills, including entering play and maintaining it</p> <ul style="list-style-type: none"> -Active listening and following consecutive instructions -Using more complex sentences to link thoughts - Understanding how and why questions -Applying vocabulary knowledge in context - Manipulating the mouse and controlling marks on smart board -Expressive movement skills
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	<p>to create different effects.</p> <p>-I know what a mehndi hand pattern and Rangoli patterns are.</p> <p>-I know how to create a clay artefact and decorate it.</p> <p>-I know several songs and can sing them.</p> <p>-I can clap different rhythms.</p> <p>-I know that I can tell and act out stories.</p>	<ul style="list-style-type: none"> • Use song and rhyme booklet to accompany with percussion instruments. <p><u>Studio Space Exploration</u> In provision, creating led by child interest, using range of box modelling materials including cardboard boxes, rolls, tissue paper, string, tape, glue..., with tools-scissors, pencils...</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> <ul style="list-style-type: none"> • <u>-F1 and F2 Joint Outdoor Role play area-Car Wash/Petrol Station</u>-using bikes and water /sponges/paintbrushes, till/money and pump tube, dressing up. • <u>F1 and F2 Joint Outdoor Role play area-Builders Yard</u> with tools, dressing up tabards, blocks and visuals, telephone and writing frames. <p><u>-F1 and 2 Outdoor mats, ribbon sticks and wind chime</u>-with percussion instruments to encourage dance/expressive movements.</p> <p><u>-Diwali Indian Dancing</u> Learn set dance to perform to parents at the Diwali Community workshop.</p> <p><u>-F1 and 2 Mud Kitchen and play house</u>-addition of_cauldron, wands, spooky spells.</p> <p><u>Practise and Presentation of Reception Nativity</u> to school and parents/carers.</p> <p><u>Christmas Carole singing</u></p>		<p>-Review how well the approach worked</p>	<p><u>Other skills:</u></p> <p>-</p> <p>Observational skills</p> <p>-I pad skills and mouse control</p> <p>-Fine motor control</p> <p><u>Application:</u> In context of 'How do others celebrate?' adult focus learning and child-initiated learning.</p>
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		<p>At Church service.</p> <p><u>DESIGN TECHNOLOGY-HEPP SERVICES</u> <u>How do others celebrate?</u> Plan, make and evaluate a Divali story slider. <i>Imagination</i></p> <p>CC- Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into pretending and role taking. 1:1 support with colour mixing.</p> <p>CHALLENGE- Create a Diwali painting, incorporating ideas, feelings and colour mixing skills.</p> <p>SEN/LAP/DISAD- 1:1 modelling of colour mixing and talking about choice of colours as well as matching to what you can see. Music Interaction Intervention and 1:1 staff facilitating and modelling entry into role play and ways to maintain it.</p>	<p>Plan, design, make, label, evaluate, slider, slit, score, decorate</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- Challenge children to draw a family celebration picture in order to assess their ability to **FREELY EXPLORE AND ENGAGE IN A RANGE OF CREATIVE ACTIVITIES AND MEDIA.**

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

F2-Paint a picture of choice and adults assess the tools and techniques used along with the child's ability to evoke a feeling through colour choice/mixing.

CC- assess the above to see any gaps and teach in small group to address any gaps with support and modellin

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

-Parent drop ins

-Wow moments

-Autumn 1B Home learning grid with parents

-Nativity sing along performance

(BRITISH VALUES)

-F1 and 2 parents/carers accompany to Chatsworth

(BRITISH VALUES)

-Diwali Community parent/carer workshop

(GLOBAL LEARNING)

-F2 Nativity performance

(BRITISH VALUES)

-Christmas party and Santa visit

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