



## EYFS AREA OF LEARNING : COMMUNICATION AND LANGUAGE



### SPRING 2A

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

#### **Development matters links – CLL**

**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.

	<b>KNOWLEDGE</b> (what do you want children to be able to know and do?)	<b>ACTIVITIES LINKED TO CL (Learning sequences)</b>	<b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	<b>SKILLS and APPLICATION</b>
<b>F1</b>	<p><b>I can listen to longer stories and remember much of what happens</b></p> <p><b>I can use a wider range of vocabulary and use more complex sentences to link thoughts, e.g. using 'and' and 'because'.</b></p> <p><b>I can understand 'why' questions.</b></p>	<p>-<u>Brainstorm enquiry question</u>: 'What makes it winter?' To find out prior knowledge</p> <p>-<u>Circle time</u>-My favourite toy is....because-show Christmas toy in turn. Understand 'how' and 'why' questions, such as 'Why is this your favourite toy?' and 'How does it work?'</p> <p>-<u>Role play Toy Shop</u>-taking on shop keeper and customer roles.</p> <p>-<u>Visitor Grandparent</u>-bring in old toys played with when they were children-understanding questions plus recall of information.</p> <p><u>Focus on teddy bears</u>- 'Where's My Teddy?' 'It's the Bear!' by Jez Alborough 'We're Going on a Bear Hunt' Use prepositions when hunting for a teddy bear in our provision 'This is the Bear and the Picnic Lunch' by Sarah Hayes</p> <ul style="list-style-type: none"> <li>Indoor Teddy Bear's Picnic- follow instructions on how to make own sandwich</li> <li>P4C Discussion about family picnics</li> </ul> <p>-<u>Talking partners</u>-talking about Winter themed fiction books and explain favourite part. Use non-fiction books and technology (Smartboard/ Google/ Alexa) to find out more about the season of Winter. Use talk in circle time to recall information and talk about own experiences of winter</p> <p>-<u>Follow verbal instructions</u> To create a Winter snowflake. To create a Winter collage using a variety of materials, such as</p>	<p><b>Winter, cold, weather, snow, how, why, information, likes, dislike, on top, behind, next to, under, Christmas,</b></p>	<p><u>Playing and Exploring</u> -Using senses to explore the world around them- -Showing a can do attitude</p> <p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p>	<p><u>Skills</u>: -Use my prior knowledge and make links</p> <p>-<u>Other skills</u>: - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application</u>: In context of 'What makes it winter?' learning and child initiated learning</p>

		<p>cotton wool, card, textiles, and sequins. To create a Valentine's Day card</p> <p><u>Join F2 to celebrate Chinese New Year -</u></p> <ul style="list-style-type: none"> <li>Information presentation by F2 to F1 children before food tasting-explaining knowledge and understanding then asking each other questions during food tasting, linked to likes and dislikes.</li> </ul> <p><u>Chatterbox Home/School Project</u></p> <p>-Parent/Carer Workshop to wrap box before taking it home to fill with 5 items</p> <p>-Partner and class activities-children taking turns to open their box and choose an item to talk about/explain then ask/answer what, when, how and why questions from each other.</p> <p><u>CULTURAL CAPITAL-</u></p> <p>Linked Winter topic books with 1:1 reading and vocabulary time-recorded on child's grid and curiosity items to describe</p> <p><u>CHALLENGE-</u> To follow 2/3 consecutive instructions <u>SEN/LAP/DISAD—</u> To follow instructions one at a time with 1:1 support</p>			
F2	<p><b>Use new vocabulary in different contexts.</b></p> <p><b>Describe events in some detail.</b></p> <p><b>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</b></p>	<p>-<u>Brainstorm enquiry question: 'How does Winter weather affect us?'</u> To find out prior knowledge and display on working wall.</p> <p>-<u>What is Winter Weather?</u> Circle time and contribute to class ideas about what constitutes Winter weather.</p> <p>-<u>Predict and test how ice behaves in different places around school (in and outdoors)</u></p> <ul style="list-style-type: none"> <li>Ask questions that you want to investigate about the ice</li> <li>Record predictions and test results giving explanations on</li> </ul>	<p><b>Freeze, melt, materials, Chinese New Year, describe, predict, re-tell, instructions, wonder, ordinal</b></p>	<p><u>Playing and Exploring</u></p> <p>-Shows curiosity about objects</p> <p>-Showing particular interests</p> <p>-Initiating activities.</p> <p>-Showing a can-do attitude</p> <p>-Uses senses to explore</p> <p>-Takes on a role</p> <p>-Seeks challenge</p>	<p><u>Skills:</u></p> <p>-Use my prior knowledge and make links</p> <p>-Making sensible predictions</p> <p><u>-Other skills:</u></p> <p>- Turn taking in conversation and building</p>

<p><b>Engage in non-fiction books.</b></p> <p><b>Engage in story times.</b></p> <p><b>Listen carefully to rhymes and songs, paying attention to how they sound.</b></p> <p><b>Learn rhymes, poems and songs.</b></p> <p><b>I can listen to information with attention and show understanding of it.</b></p> <p><b>I can connect one idea or action to another using a range of connectives.</b></p> <p><b>I can make predictions.</b></p> <p><b>I can learn new vocabulary.</b></p>		<p>how and why these things happened.</p> <p><u>-Winter trees and birds-</u> Discussing/answering questions about how/why the trees have changed and the challenges for the birds-look at non-fiction books. Follow instructions to make bird fat balls.</p> <p><u>-Chinese New Year Celebration-</u></p> <ul style="list-style-type: none"> <li>• Listening to and re-telling 'The Great Race' story and ordinal number learning.</li> <li>• Talking partners-how and why questions in relation to traditions.</li> <li>• Information presentation to F1 children before food tasting- describing whilst using senses-answering the F1 children's how and why questions.</li> </ul> <p><u>-Winter Home role-play area</u> With hats, scarves, coats, boots and kitchen facilities plus pictures and labels. Development of role-play with friends.</p> <p><u>-Winter Clothes-Predict and test different materials for a winter coat</u> Record and talk about results-conclusion.</p> <p><u>Hibernation and Migration</u></p> <ul style="list-style-type: none"> <li>• Victor Vocabulary board use and big book to define the meaning of new words.</li> <li>• Use smart board video clips, non-fiction and Alexa as a basis for discussion/asking and answering how and why questions.</li> </ul> <p><b>Story Texts:</b> <u>Termly Author Focus books by Julia Donaldson:</u> Room on the Broom, The Smartest Giant in Town, Paper Dolls, A Squash and a Squeeze. <u>Book display</u> linked to focus author: Julia Donaldson (Please see Literacy planning for further details)</p>		<p><u>Active Learning</u> -Pays attention to details -Showing a belief that more effort or a different approach will pay off. -Shows high levels of energy and fascination</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Finding new ways to do things -Making links -Makes prediction -Tests ideas -Develops ideas of sequences and cause/effect -Reviews how well the approach worked</p>	<p>upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application:</u> In context of 'How does Winter Weather affect us?' adult focus learning and child initiated learning.</p>
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		<p><u>Chatterbox Home/School Project</u></p> <p>-Parent/Carer Workshop to wrap box before taking it home to fill with 5 items</p> <p>-Partner and class activities-children taking turns to open their box and choose an item to talk about/explain then ask/answer what, when, how and why questions from each other.</p> <p><b><u>CULTURAL CAPITAL</u></b></p> <p>Ice tray to explore ice and objects trapped inside, developing vocabulary plus asking and answering how and why questions whilst exploring with friends along with 1:1 adult modelling.</p> <p><b><u>CHALLENGE</u></b>-I wonder what would happen if? Can you record your ideas and explain?</p> <p><b><u>SEN/DISADVANTAGED</u></b>-1:1 adult and child following cultural capital book/theme/vocabulary chart-on Winter, Chinese New Year and Materials.</p>			
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**Sticky Knowledge Observation** Communication and language activities for observation and assessment in terms of skills, knowledge and application.

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

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

**Development matters outcomes**

**Around the age of 3**

- can the child shift from one task to another if you fully obtain their attention, for example, by using their name?
- **Around the age of 4**
- is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?
- Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.
- Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?
- Can the child answer simple ‘why’ questions?

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

- Parent drop in sessions
- Wow moments
- Spring 2A F2 home learning grids linked to the topic
- Parents' Evening
- Makerspace Parent /Carer after school project rota starts
- Maths Everywhere Open Afternoon
- Chatterbox Parent/carers workshop



## EYFS AREA OF LEARNING : PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

### SPRING 2A



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

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

### **Development matters links**

**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.

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.

	<b>KNOWLEDGE</b> (what do you want children to be able to know and do?)	<b>ACTIVITIES LINKED TO PSED (Learning sequences)</b>	<b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	<b>SKILLS and APPLICATION</b>
<b>F1</b>	<p><b>I know how to play with one or more other children, extending and elaborating play ideas</b></p> <p><b>I know how to find solutions to conflicts and</b></p>	<p>-<u>Circle time</u>-My favourite toy is....because-show Christmas toy in turn and talk about favourite Christmas presents-feelings of excitement.</p> <p>-<u>Role play Toy Shop</u>-taking on shop keeper and customer roles and interacting with other children-extending and elaborating play ideas. Adults modelling strategies to deal with conflicts and rivalries.</p>	<p><b>Role-play, shop keeper, customer, playing, show and tell, favourite, happy, sad, excited,</b></p>	<p><u>Playing and Exploring</u></p> <p>-Using senses to explore the world around them-</p> <p>-Showing a can do attitude</p>	<p><u>Skills:</u></p> <p>-Social interaction with peers</p> <p>-Use my prior knowledge and make links</p>

	<p>rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>To know how to talk about their feelings.</p> <p>I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.</p>	<p><u>Focus on teddy bears-</u> Show and Tell – our favourite bear/ cuddly toy, and then play with them in the provision-feelings</p> <ul style="list-style-type: none"> <li>• <u>Indoor</u> Teddy Bear’s Picnic</li> <li>• P4C Discussion about family picnics. Talk about where/ when it is a good time to have a picnic. Why do we not have outdoor picnics in winter?</li> </ul> <p>-<u>Talking partners</u>-talking and sharing thoughts about winter themed fiction books and explaining favourite part. Use smart board video clips, non-fiction and Alexa as a basis for discussion/explanations and asking/ answering linked questions of others.</p> <p><u>Join F2 to celebrate Chinese New Year -</u></p> <ul style="list-style-type: none"> <li>• Information presentation by F2 to F1 children before food tasting- linked to likes and dislikes.</li> </ul> <p><u>Chatterbox Home/School Project</u> In the provision-children showing each other objects from their chatterbox-managing conflict and sharing and elaborating on each other’s responses. <b><u>CHALLENGE</u></b>-To follow 2/3 consecutive instructions.</p> <p><b><u>SEN/DISADVANTAGED/ CULTURAL CAPITAL-</u></b> Linked topic books with 1:1 reading and vocabulary time-recorded on child’s grid,</p>	<p>picnic, friendly, partner, join in</p>	<p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p>	<p><u>-Other skills:</u> - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application:</u> In context of ‘What makes it winter?’ learning and child initiated learning</p>
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<p><b>F2</b></p>	<p><b>Show resilience and perseverance in the face of challenge.</b></p> <p><b>Identify and moderate their own feelings socially and emotionally.</b></p> <p><b>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.</b></p>	<p><u>-Winter trees and birds-</u> Explaining how the trees have changed and the challenges for the birds-resilience in Winter time and relate to own experiences.</p> <p><u>-Chinese New Year Celebration-</u></p> <ul style="list-style-type: none"> <li>Information presentation to F1 children before food tasting-explaining knowledge and understanding and Dragon Dance performance-moderating their feelings in the performing context.</li> </ul> <p><u>-Winter Home role-play area</u> Development of role-play with friends-appropriate responses in social contexts.</p> <p><u>-Hibernation and Migration</u> Nature's resilience and perseverance to challenges of the season-what do you need to persevere with?</p> <p><u>-Healthy Lifestyle</u> 1 Decision learning regarding healthy lifestyles e.g tooth brushing, road safety and screen time.</p> <p><u>Chatterbox Home/School Project</u> During partner and class activities plus in the provision-children showing each other objects from their chatterbox and explaining their ideas and experiences, asking questions of others. Applying conflict resolution strategies.</p> <p><b>CHALLENGE</b>-I wonder what would happen if? Linked to a range of scenarios in the provision? Can you explain your ideas? Sustained shared thinking through co-production of ideas and asking others questions, then building their answers upon these.</p> <p><b>SEN/DISADVANTAGED/CC</b>-1:1 adult and child following cultural capital book/theme/vocabulary chart-on Winter, Chinese New Year and Materials-adult encouraging explanations and modelling the extension of sentences when necessary.</p> <p>Mini quiz-ask questions about the topic and the children talk in pairs before giving and justifying their answers.</p>	<p><b>Challenge, emotions, perseverance, self-control, healthy, lifestyle, wellbeing, safe, explain, tradition, stretched sentence</b></p> <p><b>Tooth/teeth, brushing, clean, decay</b></p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Shows curiosity about objects and events</li> <li>-Using senses to explore the world around them-</li> <li>-Showing a can-do attitude</li> <li>-Shows particular interests</li> <li>Initiating activities</li> <li>-Seeking challenge</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Paying attention to details</li> <li>-Enjoying meeting challenges</li> <li>-Shows belief that more effort or a different approach will pay off</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Making links and noticing patterns</li> <li>-Makes predictions</li> <li>-Tests ideas</li> <li>-Develops ideas of cause and effect</li> <li>-Checking how well ideas are going</li> <li>-Review how well</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Explanation skills</li> <li>-Asking relevant questions</li> <li>-Social interaction with peers</li> <li>-Use my prior knowledge and make links</li> </ul> <p><u>-Other skills:</u></p> <ul style="list-style-type: none"> <li>- Turn taking in conversation and building upon what is heard</li> <li>-Questioning to find out more information</li> <li>-Using own experiences in play</li> <li>-Predicting and testing- Presenting information confidently and answering questions</li> </ul> <p><u>Application:</u> In context of 'What makes</p>
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				the approach worked.	it Winter?' learning and child initiated learning
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## Sticky Knowledge Observation

Personal, Social and Emotional Development activities for observation and assessment i of skills, knowledge and application.

F1-Observation of toy shop/ Home Corner role play interactions between the children to see if they can play

F2- Observation of snowy / icy play outdoors, checking if the child can explain own knowledge and understanding and ask appropriate questions of others

### Development matters outcomes

#### **Around the age of 3**

- Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?

#### **Around the age of 4**

- Does the child play alongside others or do they always want to play alone?
- Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)
- Does the child take part in other pretend play with different roles – being the Gruffalo, for example?
- Can the child generally negotiate solutions to conflicts in their play?

**Note:** watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to

*stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.*

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

- Parent drop in sessions
- Wow moments
- Spring 2A F2 home learning grids linked to the topic
- Parents' Evening
- Makerspace Parent /Carer after school project rota starts
- Maths Everywhere Open Afternoon
- Chatterbox Parent/carers workshop



## **EYFS AREA OF LEARNING : PHYSICAL DEVELOPMENT**

### **SPRING 2A**



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

### **Development matters links**

**3-4 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.

**4-5 years** - Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - 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: 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.

#### **ELG: 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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

	<b>KNOWLEDGE</b> (what do you want children to be able to know and do?)	<b>ACTIVITIES LINKED TO PD (Learning sequences)</b>	<b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	<b>SKILLS and APPLICATION</b>

<p><b>F1</b></p>	<p><b>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and <u>ball skills</u>.</b></p> <p><b>I can catch a large ball</b></p> <p><b>Use one-handed tools and equipment, for example, making snips in paper with scissors.</b></p> <p><b>Use a comfortable grip with good control when holding pens and pencils.</b></p> <p><b>Show a preference for a dominant hand.</b></p> <p><b>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</b></p> <p><b>I can put my own coat /apron/ dressing up costume on-I know how to zip up my coat when it is fastened for me at the bottom by an adult / I know how to put my</b></p>	<p><u>Funky Fingers activities</u> E.g. Range of zips to practise pulling up, threading cards, threading beads onto laces, pegs/ boards.</p> <p><u>Role-play</u></p> <ul style="list-style-type: none"> <li>Putting on and taking off different dressing up costumes.</li> <li>Dressing and undressing multi-cultural baby dolls.</li> </ul> <p><u>Mini aprons for RWInc</u> When using the apron, put it on independently and ask an adult to tie it up.</p> <p><u>Games focus:</u> Rotation of games activities including, aiming and throwing, throwing and catching a ball.</p> <p><u>Outdoor weaving of ribbons</u></p> <ul style="list-style-type: none"> <li>In and out of the fence in EYFS outdoor area</li> </ul> <p><u>Daily RWInc phonics/ writing session</u> Recap correct pencil grip in daily sessions</p> <p><u>-Pencil use for name practise</u> To copy name from card using a pencil and the tripod grip.</p> <p><u>- Cutting scissor practise-</u> using a range of materials.</p> <p><u>-Scooters, bikes, trikes and ball skills practise</u></p> <p><u>-Modelling self smart skills in dressing.</u></p> <p><u>CC-PD:HSC:</u> Lots of encouragement to be 'self- smart' using vocabulary to name items of clothing and actions.</p> <p><u>CHALLENGE-</u> Can you try to fasten your zip at the bottom yourself?</p> <p><u>SEN/LAP/DISAD</u> -Extra support with independence skills with encouragement to</p>	<p><b>Zips, threading, Dress, undress, self-smart, throw, catch, weave,</b></p>	<p><u>Playing and Exploring</u> -Using senses to explore the world around them- -Showing a can do attitude</p> <p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p>	<p><u>Skills:</u> -Use my prior knowledge and make links</p> <p><u>-Other skills:</u> -Using own experiences in play -Fine and gross motor skills, including pencil grip, correct letter formation, name writing, co-ordination. -Scissor control</p> <p><u>Application:</u> In context of 'What makes it Winter?' learning and child initiated learning</p>
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	<p>own wellies on.</p> <p>I know that being independent is a positive attribute</p> <p>I can copy some letters from my name.</p>	<p>practise regularly.</p> <p>-CIP visual timetable for toilet use.</p> <p>-1:1 support on Funky Fingers table in the provision</p> <p>.</p>			
F2	<p>I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including games.</p> <p>I can throw and catch a large ball using an underarm action.</p> <p>I can practise controlling a ball in a range of ways.</p> <p>I can practise throwing accurately at a target.</p> <p>I can practise throwing skills in a small sided game.</p> <p>I can use a bat or racket to move and control an</p>	<p><u>-Funky Fingers activities</u> E.g. Range of zips to practise attaching and then pulling up, lace tying cards, dolls clothes to practise fastening the buttons on e.g. a cardigan, play dough disco.</p> <p><b><u>-Weekly P.E sessions- Best of Balls</u></b></p> <p>-Getting changed before and after P.E</p> <p>-<u>Practise perfect handwriting position (RWInc)</u> including pencil grip, angle of paper, plus other hand to steady paper.</p> <p><u>-Daily RWInc writing and handwriting session</u> Recap anti clockwise letters and practise vertical letters plus work through the different letter formation families.</p> <p>-<u>Pencil use for name practise</u> To copy name from card using a pencil and the tripod grip.</p> <p>-<u>Word and sentence writing</u> linked to the Winter / Ice /trees and bird themes.</p> <p><u>Scissor control and cutting practise</u> on the Studio Space, using a range of materials.</p> <p><b>CC</b>-PD:HSC: Lots of encouragement during P.E dressing and undressing-using vocabulary to name clothing items and actions.</p>	<p><b>Fasten, unfasten, buttons, tie, attach, independent, pressure, formation, perfect handwriting position, kick, pass, bat, aim</b></p>	<p><u>Playing and Exploring</u> --Showing particular interests -Initiating activities. -Showing a can-do attitude -Taking a risk, engaging in new activities and learning by trial and error</p> <p><u>Active Learning</u> -Pays attention to details -Showing a belief that more effort or a different approach will pay off. -Maintains focus for a period of time -Persists with activity when challenges occur -Bouncing back after difficulties</p>	<p><u>Skills:</u> -Keep trying and practising to perfect a skill e.g fastening buttons, tying a bow. -Develop independence and self-smart skills</p> <p><u>-Other skills:</u> - Following consecutive instructions -Fine and gross motor skills, including pencil grip, correct letter formation, name writing, co-ordination. -Memory-of dance sequences</p>

	<p><b>object.</b></p> <p><b>I can practise catching and bouncing a ball.</b></p> <p><b>I can practise kicking a ball.</b></p> <p><b>I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</b></p> <p><b>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</b></p> <p><b>I can develop the foundations of a handwriting style which is fast, accurate and efficient.</b></p> <p><b>I can further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.</b></p>	<p><b><u>CHALLENGE</u></b>-Can you throw and catch a large ball with a partner?</p> <p><b><u>SEN/LAP/DISAD</u></b></p> <ul style="list-style-type: none"> <li>-Extra support dressing and undressing with encouragement to practise regularly.</li> <li>-CIP visual timetable for toilet use.</li> <li>-1:1 support on Funky Fingers table in the provision</li> <li>- PD:MH 1:1 letter formation intervention.</li> </ul>		<p><b><u>Creating and critical thinking</u></b></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Finding new ways to do things</li> <li>-Making links</li> <li>-Developing ideas about cause and effect</li> <li>-Checking how well their activities are going</li> <li>-Changing strategy as needed</li> <li>-Reviewing how well the approach worked</li> </ul>	<p>-Scissor control</p> <p><b><u>Application:</u></b> In context of 'How does Winter Weather affect us?' adult focus and child initiated learning.</p>
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	<p>I can develop my small motor skills so that I 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>I know that being independent is a positive attribute.</p> <p>I know how to zip up my coat.</p> <p>I know how to fasten and unfasten my buttons.</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's ability to dress themselves in a variety of contexts

F2-Observe children's ability to persevere and be more independent in fastening own clothing during cloakroom and getting ready/dressed for P.E sessions.

See linked statements in EYFS PE Val Sabin Curriculum



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

- Parent drop in sessions
- Wow moments
- Spring 2A F2 home learning grids linked to the topic
- Parents' Evening
- Makerspace Parent /Carer after school project rota starts
- Maths Everywhere Open Afternoon
- Chatterbox Parent/carers workshop



## EYFS AREA OF LEARNING : LITERACY

### SPRING 2A



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

### Development matters links - Literacy

#### 3-4 years

**Reading** - Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • 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

**Writing** - 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

**Reading** - 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

**Writing** - 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: Comprehension

- Demonstrate understanding of what has been read to them by re-telling 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.

### ELG: 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.

### ELG: 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 be able to know and do?)	ACTIVITIES LINKED TO LITERACY (Learning sequences)	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION

<b>F1</b>	<p><b>I know the key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes.</b></p> <p><b>I have phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word.</b></p> <p><b>I can engage in extended conversations about stories, learning new vocabulary.</b></p> <p><b>I can write some or all of my name.</b></p> <p><b>I can write some letters accurately.</b></p> <p><b>I know at least 1 book written by Allan Ahlberg and can say the title.</b></p> <p><b>I can start to say the sound that a letter makes</b></p> <p><b>I know what an author is.</b></p> <p><b>I can retell a familiar story.</b></p>	<p>Daily Read, Write, inc. sessions to start for N2 children. The sessions will focus on a letter each day from Set 1 Speed Sounds, so children can start to say the sound that a letter makes. N1 children will access a phonics session led by TA based on Phonics Phase One activities</p> <p><u>‘BOOK OF THE WEEK’ DISPLAY</u> linked to focus author: Allan Ahlberg.</p> <p><u>Termly Author Focus books by Allan Ahlberg</u></p> <ul style="list-style-type: none"> <li>• The Jolly Postman</li> <li>• Each, Peach, Pear Plum</li> <li>• Funny Bones</li> <li>• Peepo</li> <li>• The Baby Catalogue</li> </ul> <p>Book talk, talking partners, and P4C discussions for each story.</p> <p><u>Book Talk</u> Focus on the front cover and read the title, author’s name and illustrator’s name. When discussing the books, refer to Victor Vocabulary and Rex Retriever.</p> <p><u>Winter themed story books</u></p> <ul style="list-style-type: none"> <li>• ‘Ridiculous’ by Michael Coleman</li> </ul> <p>Read aloud the story-children join in with reading and repeated refrains.</p> <ul style="list-style-type: none"> <li>• Charlie Crow in the Snow’ by Paula Metcalfe</li> </ul> <p>Read aloud, predict events and talk about setting, characters and storyline. Talk about the rhyme and feelings of the characters</p>	<p><b>Meaning, page, spine, front cover, title page, sounds, vocabulary, name, letter/s, write, author, perform</b></p>	<p><u>Playing and Exploring</u> -Using senses to explore the world around them- -Showing a can do attitude</p> <p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns</p>	<p><u>Skills:</u> -Use my prior knowledge and make links</p> <p><u>-Other skills:</u> - Turn taking in conversation and building upon what is heard -Questioning to find out more information -Using own experiences in play</p> <p><u>Application:</u> In context of ‘What makes it Winter?’ learning and child initiated learning</p>
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	<p><b>I know what rhyme means.</b></p> <p><b>I can choose my favourite story book from a choice of 2.</b></p> <p><b>I can begin to tell my own story which will be acted out.</b></p> <p><b>I can recite at least 3 Poetry Basket poems off by heart.</b></p>	<ul style="list-style-type: none"> <li>• ‘The Snowman’ by Raymond Briggs</li> <li>• ‘Snow Friends’ by M Christina Butler</li> </ul> <p>Share stories and compare settings, characters and storylines</p> <p><u>Poetry Texts-</u></p> <p>‘The Usbourne Big Book of Nursery Rhymes’ by Felicity Brooks &amp; Sophia Toulaitou</p> <p>Role-play and drawing/ mark making about our favourite parts.</p> <p><u>Poetry basket-</u></p> <p>‘The Poetry Basket’ laminated Class book</p> <p>Children joining in with seasonal collection of rhyming action poems along with peers and staff, to develop a bank of learned/off by heart poems to recite and present.</p> <p><u>Non-fiction topic books</u></p> <p>Linked to Winter and topics shown interest in by children during child initiated and fiction study.</p> <p><u>Helicopter Stories-</u></p> <p>Children’s stories scribed and acted out with class on the day created, contributing to child’s Helicopter Story book along with any other child initiated linked writing.</p> <p><u>CC-</u></p> <ul style="list-style-type: none"> <li>• Small group extra sharing of stories at ‘Stay and Play’ wellbeing club.</li> <li>• Concept/vocabulary grids 1:1 with adult</li> </ul> <p><b><u>CHALLENGE-</u></b> Dig deeper into the re-telling of a story. Ask why do you think that happened? How do you think the characters are feeling? How would you like the story to end? Why?</p> <p><b><u>SEN/LAP/DISAD-</u></b> Visual supports and peer buddying/talking partners/1:1 support overlearning</p>			
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<p><b>F2</b></p>	<p><b>Read a few common exception words matched to the school's phonic programme.</b></p> <p><b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</b></p> <p><b>Form lower-case and capital letters correctly.</b></p> <p><b>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</b></p> <p><b>Re-read what they have written to check that it makes sense.</b></p> <p><b>I know at least 2 books written by Julia Donaldson and can say the titles.</b></p> <p><b>I know what an author/illustrator and blurb is.</b></p> <p><b>I can retell a story by Julia Donaldson.</b></p>	<p><u>Daily RWInc group sessions</u> with RWInc leaders-speed sounds, word time and handwriting sessions.</p> <p>-<u>Book Talk</u> Reading the title, author's name and illustrator's name. listen to the blurb for all books read. When discussing the books, referring to Victor</p> <p><u>Comprehension skills</u> Vocabulary, Rex Retriever, Igg Inference to aid reading skills/comprehension.</p> <p><b>Texts:</b> <u>Termly Author Focus books by Julia Donaldson:</u> Room on the Broom, The Smartest Giant in Town, Paper Dolls, A Squash and a Squeeze. <u>Book display</u> linked to focus author: Julia Donaldson.</p> <p><b>-‘Room on the Broom’</b></p> <ul style="list-style-type: none"> <li>• Reading aloud the story-children joining in with reading and repeated refrains/talk about rhyme/punctuation marks and sound/letter correspondence as well as tricky word use.</li> <li>• Cut up sentences to read and order correctly.</li> </ul> <p>Focus on the broom-if you were the witch, who would you have room for on your</p> <ul style="list-style-type: none"> <li>• broom? Can you make any of your names rhyme? Dog/frog, cat/bat...</li> <li>• (Provocation of broom, bow, wand in Mud Kitchen area)</li> <li>• Children draw and label then write sentences.</li> </ul> <p><b>-‘The Smartest Giant in Town</b></p> <ul style="list-style-type: none"> <li>• Read, predict events and talk about setting, characters and storyline.</li> <li>• Talk about the rhyme and feelings of the</li> </ul>	<p><b>Tricky word, Illustrator, re-read, re-tell, rhyming, recite, first sound, dominant sounds, spell, draw, label, speech bubble, thinking bubble, freeze frame</b></p>	<p><u>Playing and Exploring</u> -Showing particular interests -Initiating activities. -Showing a can-do attitude -Acting out experiences with other people</p> <p><u>Active Learning</u> -Pays attention to details -Showing a belief that more effort or a different approach will pay off. -Maintains focus for a period of time -Persists when difficulties arise</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Finding new ways to do things -Making links -Check how well activities are going</p>	<p><u>Skills:</u> -Use my prior knowledge and make links -Making sensible predictions -Hear and say initial letter sounds -Link phonemes to graphemes -Spell cvc words correctly -Record all dominant letters heard in words -Rehearse sentences aloud and write them using phonics and some common tricky words e.g I, the, to.</p> <p><u>-Other skills:</u> - Turn taking in conversation and building upon what is heard</p>
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<p><b>I know what rhyme means and can think of different rhyming words.</b></p> <p><b>I can point to a full stop and capital letter in a text.</b></p> <p><b>I can choose my favourite story book from a choice of 2/3 and explain why it is my favourite.</b></p> <p><b>I can tell my own story which will be acted out.</b></p> <p><b>I can recite at least 4 poetry basket poems off by heart</b></p> <p><b>I can record initial letters of words and spell cvc words correctly when writing.</b></p> <p><b>I can record all dominant letter sounds of words and write more than one sentence.</b></p> <p><b>I can read and spell 'I' 'the' and 'to' correctly.</b></p>		<p>characters/personality attributes-around the circle.</p> <ul style="list-style-type: none"> <li>• Drama-freeze frames to explore character's feelings/act out using speech and thinking bubbles.</li> <li>• Teacher modelling and pupils write a letter to the Giant, expressing their own feelings about the Giant's actions.</li> </ul> <p><u>Voting for favourite Julia Donaldson book</u> Giving reasons.</p> <p><b><u>'A Squash and a Squeeze'</u></b></p> <ul style="list-style-type: none"> <li>• Read aloud, leaving out rhyming words for the children to add-choral speaking.</li> <li>• Make a list of words that the authoress uses instead of the word 'small.' Shared reading and writing.</li> </ul> <p><b><u>Paper Dolls'</u></b></p> <ul style="list-style-type: none"> <li>• Discussing the story in circle identifying favourite part.</li> <li>• Writing a description of own paper doll strip and each character's name.</li> </ul> <p><b><u>Poetry Texts-</u></b> <b>Wriggle and Roar! Rhymes to Join in with-Julia Donaldson</b> Role-play and drawing/written responses about our favourite parts.</p> <p><b><u>Poetry basket-</u></b> 'The Poetry Basket' laminated Class book Children joining in with seasonal collection of rhyming action poems along with peers to develop a bank of learnt/off by heart poems to recite and present.</p> <p><b><u>Weekly phonetically decodable home and school reading books</u></b> linked to sounds that the children have been taught and tricky word/sight vocabulary packs.</p>			<p>-Questioning to find out more information -Using own experiences in play -Role play strategy use</p> <p><u>Application:</u> In context of 'What makes it Winter?' learning and child initiated learning</p>
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		<p><b><u>Group reciprocal reading</u></b> Group reading and discussions about characters, setting, plot, story structure, using Victor Vocabulary and our board, Rex Retriever and Inference Iggy to work on reading/comprehension skills.</p> <p><b><u>Non-fiction topic books</u></b> Linked to Winter, Weather, materials, Ice, migration and Hibernation and topics shown interest in by children during child initiated and fiction study.</p> <p><b><u>Reading and writing linked to Understanding the World activities:</u></b></p> <ul style="list-style-type: none"> <li>• Ice experiment predictions and testing, testing materials for a Winter coat, re-telling of the Great Race (Chinese New Year)-writing words and sentences.</li> </ul> <p><b><u>Helicopter Stories-</u></b> Children's stories scribed and acted out with class on the day created, contributing to child's Helicopter Story book along with any other child initiated linked writing.</p> <p><b><u>CC-</u></b></p> <ul style="list-style-type: none"> <li>• Small group extra sharing of Julia Donaldson's stories at 'Stay and Play' wellbeing club. Use of picture/letter mats whilst writing.</li> <li>• Concept/vocabulary grids 1:1 with adult in reading arch (logged on chart)</li> </ul> <p><b><u>CHALLENGE-</u></b> Encourage extension of written sentences using and/but/because and stamina to write at greater length.</p> <p><b><u>SEN/LAP/DISAD-</u></b> Visual supports and peer buddying/talking partners/1:1 support overlearning and RWInc catch up.</p>			
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**Sticky Knowledge Observation** Literacy activities for observation and assessment in terms of skills, knowledge and application.

**F1-** During and after RWInc sessions assess if a child can start to say the sound that a letter makes. – Set 1 sounds

**F2-** During 1:1 reading with a child and during RWInc weekly/termly checks, assess if the child can begin to read words and simple sentences

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

- Parent drop in sessions
- Wow moments
- Spring 2A F2 home learning grids linked to the topic
- Parents' Evening
- Makerspace Parent /Carer after school project rota starts
- Maths Everywhere Open Afternoon
- Chatterbox Parent/carers workshop



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

### **SPRING 2A**

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

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



## Development matters links – Mathematics

**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...'

**4-5 years:** •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 10 • automatically recall numbers bonds 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 (10) 20 and 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.

	<b>KNOWLEDGE</b> (what do you want children to be able to know and do?)	<b>ACTIVITIES LINKED TO MATHEMATICS (Learning sequences)</b>	<b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	<b>SKILLS and APPLICATION</b>
<b>F1</b>	<p><b><u>Number and Numerical Patterns (NCETM and Development Matters)</u></b></p> <p><b><u>Cardinality and counting</u></b></p> <p><b>I can recite numbers past 10, in sequence.</b></p> <p><b>I can link numerals and amounts: for example,</b></p>	<p><b>-Reciting numbers to 10 and beyond-verbally</b>-pausing before 10 and crossing the decade boundary. I can talk about the counting number system/pattern.</p> <p><b>-Rocket countdown activity from 5</b>-as children come to the carpet and in a range of contexts including songs and in play ideas. Starting from different numbers. Sing Alice the camel song Sing 5 Little Monkeys swinging in a tree</p> <p><b>-Little Quack Counts Book by Lauren Thompson</b> Exploring 1-5 unmovable objects and corresponding numerals.</p>	<p><b>Number names, more than, fewer than, equal, five frame, split up</b></p>	<p><u>Playing and Exploring</u> -Showing a can-do attitude -Acting out experiences with other people</p> <p><u>Active Learning</u> -Pays attention to details -Showing a belief</p>	<p><u>Skills:</u> -Use my prior knowledge and make links -Attaching concepts to words</p> <p><u>-Other skills:</u> - Turn taking in conversation and building</p>

	<p>showing the right number of objects to match the numeral, up to 5.</p> <p>I can experiment with their own symbols and marks as well as numerals.</p> <p>I can count backwards from 5 to 0. (Counting: saying number words in sequence)</p> <p>I can count things that cannot be seen. (Counting: tagging each object with one number word).</p> <p><b>Comparing</b> I can compare quantities using language: 'more than', 'fewer than.'</p> <p>I can check that groups are equal by matching objects on a 1:1 basis (Identifying groups with the same number of things).</p> <p><b>Composition</b> I can see smaller numbers within a larger collection to 5 (Part-whole:identifying smaller numbers within a number -conceptual</p>	<p>Sing 1 Elephant went out to play on IWB</p> <p>-<b>Action and sound counting</b>-Children counting instrument sounds behind a screen, representing with the same number of fingers and numeral fans.</p> <p>-<b>Numeral to quantity to 5 and vice versa matching activity</b>-subitising or counting a set of objects then matching the corresponding numeral and using circles with numerals and counting out objects to correspond.</p> <p>-<b>5 ness of 5</b>-Developing an interactive display including numerals, objects, sand formation tray, photographic pictures, birthday cards etc-items brought in from home and discussed. -Explore 5 on the 5 frames, in different arrangements. <b>The Ugly Five story by Julia Donaldson</b></p> <p>-<b>Mark making linked to provision activities</b>-white boards, pens, chalks, paints to explore children's mathematical understanding and ideas.</p> <p>-<b>'More than' and 'Fewer than' labelling sets of objects</b>-children comparing 2 sets of objects to describe and use the labelling cards-more than and fewer than. -Practise using these labelling cards in the provision.</p> <p>-<b>Check that sets of objects have equal numbers by matching the objects in both sets 1:1</b>-explain when the sets are and are not equal and use stem sentences to explain how they know.</p> <p>-<b>Ladybird mats to see smaller parts within a collection of up to 5 counters</b> -exploring different ways finding 2 parts and the whole number. Represent learning on the five frame.</p> <p>-<b>Explore partitioning of 5 cubes (whole number) into 5,4,3 then 2 parts to represent composition of 5 in different ways</b>-making links with previous learning and representations. Understanding that the parts can be re-combined to make the same total.</p>		<p>that more effort or a different approach will pay off.</p> <p>-Maintains focus for a period of time</p> <p>-Persists when difficulties arise</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do things</p> <p>-Making links</p> <p>-Check how well activities are going</p>	<p>upon what is heard</p> <p>-Questioning to find out more information</p> <p><u>Application:</u> Practise and application in provision</p>
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	<p>subitising-seeing groups and combining to a total).</p> <p>I can partition numbers to 5 into 2 groups and recognise that these groups recombine to make the same total (Inverse operations)</p> <p><b>Pattern</b></p> <p>I can extend and copy ABAB patterns – stick, leaf, stick, leaf (Extend and copy ABAB patterns).</p>	<p>-Number Blocks episodes 4 and 5-linking numerals to amounts.</p> <p>-Extend and copy ABAB patterns using natural objects and bead strings plus peg boards and pegs</p>			
F2	<p><b>Number and Numerical Patterns (NCETM, Development Matters and White Rose)</b></p> <p><b>Cardinality and counting</b></p> <p>I can count/say number names backwards from 9 then 10 (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 7 (Numeral meanings).</p> <p>I can count out 6 or 7</p>	<p><b>-Counting backwards from 9 then 10 to 0-blast off</b> Children doing this with and without the number line to look at.</p> <p><b>-Counting out up to 7 objects from a larger set (cardinal principle)</b> Once the last object is counted, children use a stem sentence to explain that I have counted....bears out of the pot.</p> <p><b>-Six Dinner Sid story by Inga Moore</b> Children make 6 doors for Sid's street -number and order the doors. If we added another how many?</p> <p><b>-Number line activities</b> Exploring where zero is in relation to the numerals 1-7-ordering sets of object cards and numeral cards on washing line. Using 1 more than and 1 less than maths vocabulary. Watch Number blocks Zero episode <b>Room on the Broom story by Julia Donaldson</b> Sing 10 in the bed and the little one said...</p> <p><b>-Numerosity set challenges</b> Comparing sets of objects to 7 -more small things and fewer large</p>	<p><b>Recall, represent, partition, zero, number line, number names, smaller, larger, more, fewer, total, take away, subtraction, minus</b></p>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>-Taking a risk and learning by trial and error</li> <li>-Seeking challenge</li> <li>-Uses senses to explore the world around</li> <li>-Showing a 'can do' attitude</li> <li>-Seeks challenge</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>-Pays attention to details</li> <li>-Shows high levels of energy and fascination</li> <li>-Persisting with activity when</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Use my prior knowledge and make links.</li> <li>-Predicting</li> <li>-Exploring</li> <li>-Problem solving</li> </ul> <p><b>-Other skills:</b></p> <ul style="list-style-type: none"> <li>-Turn taking in conversation and building upon what is heard.</li> <li>-Questioning to find out more information.</li> <li>-Recalling</li> </ul>

	<p><b>objects from a larger group</b> (Counting: knowing the last number counted gives the total so far).</p> <p><b>Comparing</b> I can understand the concept of zero in relation to numbers 1-5 on the number line. (Knowing the 1 more/1 less than relationship between counting numbers).</p> <p>I can compare collections of objects to 7, with more small things and fewer large things (More than/Less than and Numerosity).</p> <p>I can represent 6, 7 on a tens frame, using 5-wise patterns.</p> <p>I can represent 6, 7 on a tens frame, using pair wise patterns.</p> <p><b>Composition</b> I can explore the composition of number 4 by partitioning into different pairs of numbers.</p> <p>I can partition 4 into more than 2 numbers</p>	<p>things plus mixed sets for children to see the number in the set and not be distracted by sizes.</p> <p><b>-Matching numeral symbols to sets of objects/pictures to 7-games</b> Recognising and matching numeral cards with corresponding sets and explaining choices using stem sentences.</p> <p><b>-Kipper's Toybox story by Mick Inkpen</b></p> <p><b>-Exploring representing 6, 7 on a tens frame</b> Children show 5 wise patterns and pair wise pattern. Then 6 spots on a ladybird between 2 wings. Create a 6, 7 interactive display with objects and numerals.</p> <p><b>Watch The Whole of Me Numberblocks episode (Composition of 4 and 5)</b></p> <p><b>-Partitioning 4, 5, 6, 7 into pairs of numbers (2 groups) then exploring linked subtraction facts (for 4, 5, 6, 7)</b> Using multi-link cubes, bunny ears and representing using part, part, whole and bar models. <b>Quack and Count book by Keith Baker (number pairs of 7)</b> Play the Yes and No game-4 children-Is your favourite sweet Haribo's? Children move to one of hoops-recall number pair and repeat. 5 Speckled Frogs song with a log and pool-show frogs between the log and pool and represent with part, part, whole model and bar models. Explore smaller numicon pieces that make 4 or 5.</p> <p><b>-Tray cover activity for sets of 4,5,6 and 7 objects</b> E.g 6 ducks, cover 3 up with blue sheet (pool). How many ducks in the pool.</p> <p><b>-Explore possibilities of number bonds</b> Pebble and feely bag game and Hidden Bonds game (White Rose activities)</p> <p><b>-Finding the linked subtraction facts for number pairs for numbers 4,5,6,7 and represent</b></p>		<p>challenges occur -Shows satisfaction in achieving goals -Being proud of how they accomplished something not just the end result -Enjoys meeting challenges for their own sake not just external reward or praise</p>	<p>learning <u>Application:</u> Practising and applying knowledge and understanding in the provision</p>
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	<p>(Partitioning into more than 2 numbers).</p> <p>I can explore the composition of numbers 5, 6 and 7 by partitioning into different pairs of numbers that make the total.</p> <p>(A number can be partitioned into different pairs of numbers).</p> <p>I can explore and recall subtraction facts for numbers 4 , 5, 6 + 7 linked to the number bonds.</p> <p>I can partition 4, 5, 6, + 7 into more than 2 numbers (Partitioning into more than 2 numbers).</p> <p><b><u>Pattern</u></b></p> <p>I can start to represent, record and symbolise my repeating patterns. (Symbolising the unit structure)</p> <p>I can create the same pattern rule but with different objects, in a different context (Generalisation)</p> <p>I can verbally count beyond 10 and recognise the pattern of the</p>	<p>Explore the composition of numbers 4, 5, 6 and 7, splitting them into more than 2 groups</p> <p>Follow the same pattern rule of AB,ABB or ABBC but in a different context and using different resources (Generalise) Start to create symbols to represent own patterns and explain recordings using stem sentence.</p> <p><b><u>5 Minute Daily Maths meetings</u></b> Large abacus to model and demonstrate number facts/patterns starting with 0 and 0 is 0, 0 add 1 is 1, 0+2 is 2.....</p>	<p>Number facts, add, is, equals, number names</p>		
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	counting system.				
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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 in sessions

-Wow moments

- Spring 2A F2 home learning grids linked to the topic

-Parents' Evening

-Makerspace Parent /Carer after school project rota starts

-Maths Everywhere Open Afternoon: activities based upon the fiction book 'One Thing' by Lauren Child

-Chatterbox Parent/carers workshop



## **EYFS AREA OF LEARNING : UNDERSTANDING THE WORLD**

### **SPRING 2A**

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

#### **Development matters links – Understanding of the World**

**3-4 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: 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.

#### **ELG: 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.

#### ELG: 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 be able to know and do?)	ACTIVITIES LINKED TO UtW (Learning sequences)	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p><b>I am developing positive attitudes about the differences between people.</b></p> <p><b>I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos.</b></p> <p><b>I can use all my senses in hands-on exploration of natural materials.</b></p>	<p><u>Brainstorm enquiry question: 'What makes it Winter?'</u> To find out <b>prior</b> knowledge</p> <p><b><u>Disciplinary knowledge-Observations over time and observing patterns:</u></b> <b>Observations of changes linked to the seasons</b> Go on a local walk to observe the seasonal changes in the natural world, particularly focusing on the trees * To be introduced to the 4 seasons as appropriate throughout the year.</p> <p>-<u>Circle time</u>- contribute to the feedback about the observations made during the local walk. Ask questions about what they have observed.</p>	<p><b>Winter, seasons, cold, weather, changes, snow, snowman, changes, bare, trees, snowflake, country, different, world, materials, decay</b></p>	<p><u>Playing and Exploring</u> -Using senses to explore the world around them- -Showing a can do attitude</p> <p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u> -Thinking of ideas</p>	<p><u>Skills:</u> -Using my prior knowledge and making links</p> <p><u>-Other skills:</u> -ICT - Turn taking in conversation and building upon what is heard -Questioning to find out</p>



	<p><b>I can explore collections of materials with similar and/or different properties.</b></p> <p><b>I can talk about what they see, using a wide vocabulary.</b></p> <p><b>I know about different types of Winter weather.</b></p> <p><b>I can make comments about the seasonal changes in the natural world.</b></p> <p><b>I can ask questions about seasonal changes in the natural world.</b></p> <p><b>I know about decay and seasonal changes over time.</b></p> <p><b>I know that I can ask Alexa questions to find out information.</b></p> <p><b>I know how to take a photograph on the I pad.</b></p>	<p><b><u>Disciplinary knowledge-Research using secondary resources:</u></b>  <b>To use picture books and images to ask and answer questions</b></p> <p>Use non- fiction Winter books, Alexa and the IWB to find out answers to circle time questions</p> <p>Focus on IWB PowerPoint  Signs of Winter Power Point  EYFS All About Winter PowerPoint (Twinkl)  Create a Winter snowman collage using cotton wool, paper, scraps of materials, googly eyes and snowflake sequins</p> <p>Create a Winter snowflake using lollipop sticks, glue, silver glitter and ice crystals</p> <p>Create a bare Winter tree painting</p> <p><u>Circle time-Brainstorm enquiry question: ‘What makes it Winter?’ at the <b>end</b> of this half term to assess what knowledge and understanding the children have now</u></p> <p><u>Join F2 to celebrate Chinese New Year –</u>  <b>(Global learning)</b>  *To know that there are different countries in the world</p> <p>Information presentation by F2 to F1 children before food tasting- explaining knowledge and understanding then asking each other questions during food tasting, linked to likes and dislikes.</p> <p>-<u>Talking partners</u>-talking about Winter themed fiction books and explain favourite part and what they like / dislike about Winter</p> <p><b><u>ONGOING:</u></b>  -<u>ICT focus</u>- Use of <b>Alexa</b> to ask information and play music  -<u>Support/practise logging onto Mini Mash</u></p>	<p>Wire</p>	<p>-Making links and noticing patterns</p>	<p>more information  -Using own experiences in play</p> <p><u>Application:</u> In context of ‘What makes it Winter?’ learning and child initiated learning</p>
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	<p><b>I can name the wire.</b></p>	<p>Exploring different areas of Purple Mash.</p> <p>-<u>Use of I pads</u> to play age appropriate games.</p> <p>-<u>Science resources /equipment trolley use during investigating</u> for the above and child-initiated explorations in provision, including observation of Winter</p> <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- alongside a KS 2 peer tutor once a week. Sharing of related electricity/circuit non- fiction booklets.</p> <p><b><u>CULTURAL CAPITAL-</u></b> 1:1/ small group sharing of topic non-fiction books-adding words to the Victor's Wonderful Words board and defining the words to be recorded in class brown book.</p> <p><b><u>CHALLENGE-</u></b> To follow 2/3 consecutive instructions.</p> <p><b><u>SEN/LAP/DISAD—</u></b> Talking partners with a HAP-for peer modelling and 1:1 support and encouragement when investigating, adult modelling specific vocabulary use.</p>			
F2	<p><b>I can explore the natural world around them.</b></p> <p><b>I can describe what they see, hear and feel whilst outside.</b></p> <p><b>I can recognise some environments that are different to the one in which they live.</b></p>	<p>-<u>Brainstorm enquiry question: 'How does Winter weather affect us?'</u> To find out prior knowledge/Teacher scribe then display on topic working wall.</p> <p><b><u>Disciplinary knowledge-Observations over time and observing patterns:</u></b> <b>Compare different seasons</b></p> <p>-<u>Ice play in tuff spot tray</u></p> <ul style="list-style-type: none"> <li>• Ice cubes and using scrapers to reveal objects inside ice blocks.</li> <li>• How does the ice feel now? Later? Why is that?</li> </ul>	<p><b>Freeze, melt, materials, Chinese New Year, because, experiment, predict, materials, warm, waterproof, Arctic, hibernation, migration, environment</b></p>	<p><u>Playing and Exploring</u> -Showing particular interests -Initiating activities -Showing a can -do attitude -Uses senses to explore -Takes part in open ended activity -Taking a risk, learning by trial and error and</p>	<p><u>Skills:</u> -Use my prior knowledge and make links -Making sensible predictions -Observe patterns and change -Explanation skills  -<u>Other skills:</u></p>

	<p><b>I understand the effect of changing seasons on the natural world around me.</b></p> <p><b>I can carefully observe changes to ice and explain what has happened.</b></p> <p><b>I know that ice melts when temperature gets warmer.</b></p> <p><b>I can talk about the different types of Winter weather and changes.</b></p> <p><b>I can use 'because' to explain my experiment results.</b></p> <p><b>I can name and talk about the qualities of different materials.</b></p> <p><b>I know which materials are warm and or waterproof.</b></p> <p><b>I can talk about different materials in relation to suitability for a warm and waterproof Winter</b></p>	<p><b><u>Disciplinary knowledge-Fair testing:</u></b>  <b>Pupils begin to understand fairness in an investigation</b></p> <p><u>-Predict and test how ice behaves</u></p> <ul style="list-style-type: none"> <li>• In different places around school (in and outdoors)- recording predictions and testing, then conclude.</li> <li>• Non-fiction books about ice and snow.</li> <li>•</li> </ul> <p><b><u>Disciplinary knowledge-Drawing conclusions-</u></b>  <b>To use a stem sentence to explain thinking</b></p> <p><u>-Predict and test different materials for a suitable winter coat</u></p> <ul style="list-style-type: none"> <li>• Record ideas and talk about/record results-conclusion.</li> <li>• Non-fiction books about materials.</li> </ul> <p><b><u>Disciplinary knowledge-Classification:</u></b>  <b>To use the names of plants, trees, birds and animals</b></p> <p><b><u>Disciplinary knowledge-Measuring and recording:</u></b>  <b><u>Draw and label pictures</u></b></p> <p><b><u>Disciplinary knowledge-Research using secondary sources:</u></b>  <b>To use non-fiction books and ICT to answer questions</b></p> <p><u>-Arctic weather and environment plus animals</u></p> <ul style="list-style-type: none"> <li>• Location in the world</li> <li>• Weather conditions</li> <li>• Animals and adaptations-drawing and labelling</li> <li>• To compare the arctic regions with the UK</li> <li>• To talk about the similarities and differences between their immediate environment and contrasting environments.</li> </ul> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> <li>• Recap Guy Fawkes story and timeline</li> <li>• Timeline-Matthew Henson's adventures to the Arctic placed on time line.</li> <li>• Tell the story of his adventures and re-tell the story.</li> </ul> <p><u>-Chinese New Year Celebration-</u></p>	<p><b>Arctic, voyage, past, explore, discover, long ago</b></p>	<p>engaging in new experiences</p> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Pays attention to details</li> <li>-Showing a belief that more effort or a different approach will pay off.</li> <li>-Shows high levels of fascination</li> <li>-</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Finding new ways to do things</li> <li>-Making links</li> <li>-Enjoys meeting challenges for their own sake not just for external praise and reward</li> </ul>	<p>-Writing skills</p> <ul style="list-style-type: none"> <li>- Turn taking in conversation and building upon what is heard</li> <li>-Questioning to find out more information</li> <li>-Using own experiences in play and exploration</li> </ul> <p><u>Application:</u> In context of 'How does Winter Weather affect us?' adult focus learning and child-initiated learning.</p>
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	<p>coat.</p> <p>-I can say how Winter weather affects me e.g makes me cold, need to wear warm clothes.</p> <p>-I know about 'The Great Race' story which is central to Chinese New Year.</p> <p>I know some similarities and differences between Diwali and Chinese New Year.</p> <p>I know that China is a different country to England.</p> <p>I know some of the Chinese traditions at Chinese New Year time</p> <p>I know how to take a photograph and video clip on the I pad.</p> <p>I know the name of the battery holder and that a circuit needs to be</p>	<ul style="list-style-type: none"> <li>Looking at information power points about Chinese cultural traditions, locating China on world map.</li> </ul> <p><b>(Global learning)</b></p> <ul style="list-style-type: none"> <li>Re-telling 'The Great Race' story.</li> <li>Creating Chinese 'character' writing and learning a Mandarin 'Happy New Year' song.</li> <li>Presenting a Chinese New Year presentation to F1 children, created by F2 pupils, before the joint food tasting and Dragon Dance performance.</li> </ul> <p><b>(British Values)</b></p> <p><u>-Similarities and differences between Chinese New Year and Diwali</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>(British Values)</b></p> <p><b><u>Disciplinary knowledge-Research using secondary sources:</u></b></p> <p><b>To use non-fiction books and ICT to answer questions</b></p> <p><u>-Hibernation and Migration</u></p> <ul style="list-style-type: none"> <li>Using Victor Vocabulary board to learn about the above word meanings.</li> <li>Using non-fiction books, power points, video clips and Alexa to learn more.</li> </ul> <p><u>ICT -I-Pad photographs and videos</u></p> <p>Using the I pad to take photographs and video clips to reflect the Winter Weather and record/evaluate learning.</p> <p><b><u>ONGOING:</u></b></p> <p><u>-ICT-Support/practise logging onto Mini Mash</u></p> <p>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>Battery holder, complete the circuit</p>		
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	<p>complete to light up a bulb or make a buzzing sound.</p> <p>-<u>Use of I pads</u> to play age appropriate games.</p> <p>-<u>Science resources /equipment trolley use</u> during investigating for the above and child-initiated explorations in provision, including observation of Winter/weather changes.</p> <p>-<u>Care and observation of the Early Years stick insects and tortoise</u> F1 and 2 care rota, preparing food and water, cleaning out and observing, explaining any changes.</p> <p><b>Disciplinary knowledge:Evaluating:</b>  <b>To begin to peer assess to say what went well and what can be improved for next time</b></p> <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- alongside a KS 2 peer tutor once a week. Sharing of related electricity/circuit non- fiction booklets.</p> <p><b><u>CULTURAL CAPITAL-</u></b> 1:1/ small group sharing of topic non-fiction books-adding words to the Victor Vocabulary board and defining the words to be recorded in class brown book.</p> <p><b><u>CHALLENGE</u></b>-Encouraging pupils to follow their own explorations and answer possibility questions-How did you...? I wonder what will happen if...? Tell me more..</p> <p><b><u>SEN/LAP/DISAD</u></b>—  Talking partners with a HAP-for peer modelling and 1:1 support and encouragement when investigating, adult modelling specific vocabulary use.</p>			
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**Sticky Knowledge Observation** Understanding the World activities for observation and assessment of skills, knowledge and application.

**F1-** Observe and note what children say during circle time when we brainstorm our enquiry question ‘What makes it Winter?’ at the end of the half term to

assess if a child can comment about changes in the natural world.

**F2**-Observe children exploring as they explain how and why changes and patterns occur in winter.

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

- Parent drop in sessions
- Wow moments
- Spring 2A F2 home learning grids linked to the topic
- Parents' Evening
- Makerspace Parent /Carer after school project rota starts
- Maths Everywhere Open Afternoon
- Chatterbox Parent/carer workshop



## EYFS AREA OF LEARNING : EXPRESSIVE ARTS AND DESIGN



### SPRING 2A

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

#### **Development matters links - Expressive Arts and Design**

**3-4 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, 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.

**Reception child:** - 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: 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.

### ELG: 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.

	<b>KNOWLEDGE</b> (What do you want children to know and understand?)	<b>ACTIVITIES LINKED TO EAD (Learning sequences)</b>	<b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	<b>SKILLS and APPLICATION</b>
<b>F1</b>	<p><b>I can join different materials and explore different textures.</b></p> <p><b>I can explore different materials freely, develop their ideas about how to use them and what to make.</b></p> <p><b>I can develop my own ideas and then decide which materials to use to express them.</b></p> <p><b>I can listen with increased attention to sounds.</b></p> <p><b>I can take part in simple</b></p>	<p><u>Art Focus-Sculpture</u></p> <ul style="list-style-type: none"> <li>- Start by building with existing shapes e.g. wooden blocks to build different shapes (can be really abstract so make a person and make a building using blocks to look at shape and not detail.)</li> <li>- Building with new materials using additive sculpture techniques (building as oppose to carving) e.g. using small balls of clay to build one big ball of clay, using balls of cotton wool to build cloud.</li> <li>- Experiment making different simple shapes in same technique</li> <li>- Using something real for inspiration, a cloud, a snowman etc.</li> </ul> <p>-Work in a group to make white play dough and then use the additive sculpture techniques e.g. using small balls of play dough to build one big ball of play dough to make snowballs/ a snowman.</p> <p>Create a Winter snowman artwork using cotton wool, paper, scraps of materials, googly eyes and snowflake sequins</p>	<p><b>Join, materials, textures, ideas, pretend, shapes, lines, objects, sculpture, clay, draw</b></p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Using senses to explore the world around them-</li> <li>-Showing a can do attitude</li> <li>- Pretending objects are things from their experiences.</li> <li>-Taking a risk, engaging in new experiences and learning by trial and error.</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Paying attention</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-3D and Sculpture</li> <li>- hand eye coordination skills</li> <li>-Manipulation of materials to achieve a planned effect</li> <li>-Developing composition (building )</li> <li>- Seeing how art is connected to real world, but not always exactly the same</li> <li>- Building in</li> </ul>



	<p><b>pretend play, using an object to represent something else even though they are not similar.</b></p> <p><b>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</b></p> <p><b>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</b></p> <p><b>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</b></p> <p><b>I can build with different malleable materials using additive sculpture technique (e.g. clay, playdough, plasticine etc.)</b></p>	<p>Create a Winter snowflake using lollipop sticks, glue, silver glitter and ice crystals</p> <p>Create a bare Winter tree painting</p> <p><u>ONGOING:-</u></p> <p>-<u>Role play: Toy Shop</u>-taking on shop keeper and customer roles and playing imaginatively with their peers</p> <p>-Role play : Home Corner</p> <p>-<u>F1 and 2 Easels both in and outside</u>-Paints or dry mark making tools-chalks, crayons, pastels, charcoal.</p> <p>-<u>F 1 and 2 Construction kits and blocks in and outdoors</u></p> <p>Child initiated use of construction kits to create models.</p> <p>-Daily singing sessions (nursery rhymes and familiar songs)</p> <p>Weekly music session with specialist music teacher</p> <p>-<u>Ongoing F1 and F2 Helicopter Story acting out stage</u></p> <p>After children have told their story, they act out in masking taped stage area along with peers. Video and evaluate.</p> <p>-<u>F1 and 2 Outdoor mats, ribbon sticks and wind chime</u>-with percussion instruments to encourage dance/expressive movements.</p> <p>-<u>F1 and 2 Mud Kitchen and play house</u></p> <p><u>CC-</u> Encourage child to experience all creative areas of the provision, with modelling and peer tutoring.</p> <p>Adult immersing themselves/modelling in role play context to draw child into pretending and role taking.</p> <p><u>CHALLENGE-</u> To follow 2/3 consecutive instructions.</p> <p><u>SEN/LAP/DISAD-</u></p> <p>Linked Winter topic books with 1:1 reading and vocabulary time-recorded on child's grid</p>		<p>to details</p> <p>-Enjoying meeting challenges</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Making links and noticing patterns</p>	<p>3D- learning how a shape is made</p> <p>- Developing observation skills-</p> <p>-<u>Other skills:</u></p> <p>- Turn taking in conversation and building upon what is heard</p> <p>-Using own experiences in play</p> <p><u>Application:</u> In context of 'What Makes it Winter?' learning and child initiated learning</p>
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<p><b>F2</b></p>	<p><b>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</b></p> <p><b>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</b></p> <p><b>I can sing in a group or on their own, increasingly matching the pitch and following the melody.</b></p> <p><b>I can explore and engage in music making and dance, performing solo or in groups.</b></p> <p><b>I can co-operate with others, within a role play context.</b></p> <p><b>I can explore a variety of media and materials to create different representations.</b></p> <p><b>I can use additive sculpture techniques and add smaller details using tools by poking, pinching,</b></p>	<p><u>Art-Sculpture</u></p> <ul style="list-style-type: none"> <li>Additive sculpture: Explore variety of materials to see which works best.</li> <li>Building with chosen materials (playdough, clay, blocks, cotton wool etc).</li> <li>Create something that resembles an observed object E.G heart, sun, hat etc.-2 and 3D.</li> <li>Add colour to the object, observe the object and add detail to it.</li> <li>Explore building on different scales: building a large shape and adding smaller detail to it.</li> <li>Create from the imagination as well as from observation and their understanding of real objects-exploration of adding smaller details. E.g Use tools to add details: poke holes in the clay, pinch bits back off: exploring how a shape can be added to and taken from.</li> </ul> <p><u>-Indoor Role play area</u></p> <ul style="list-style-type: none"> <li><u>Winter home role play area</u> with hats, scarves, wellies and picture/word posters to support.</li> </ul> <p><u>-Outdoor Role play area</u></p> <ul style="list-style-type: none"> <li>Arctic animals small world and ice tray, with writing frames/Arctic book themed area.</li> </ul> <p><u>-Develop a range of class songs to sing</u>  Our God is a Great Big God  My Lighthouse  BINGO  If You're Happy and You Know It..</p> <p><u>-F1 and 2 Easels both in and outside</u>-Paints or dry mark making tools-chalks, crayons, pastels, charcoal.</p> <p><u>Create Valentines cards</u>  Using range of card and papers.</p> <p><u>-Weekly music session with specialist music teacher (also including</u></p>	<p><b>Refine, additive sculpture, scale, resembles, imagine/imagination, co-operate, represent, pitch, pulse, poke, pinch, etch, percussion, rhythmically</b></p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Using senses to explore the world around them-</li> <li>-Showing a can do attitude</li> <li>-Pretending objects are things from their experiences.</li> <li>-Taking a risk, engaging in new experiences and learning by trial and error.</li> </ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Paying attention to details</li> <li>-Enjoying meeting challenges</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Making links and noticing patterns</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-3D and Sculpture</li> <li>-Manipulate materials to achieve a planned effect</li> <li>-Observation skills</li> <li>-Hand/eye co-ordination</li> <li>-Use my prior knowledge and make links</li> <li>-Taking on a role and acting/speaking in role</li> </ul> <p><u>-Other skills:</u></p> <ul style="list-style-type: none"> <li>-Description of model's qualities</li> <li>- Turn taking in conversation and building upon what is heard</li> <li>-Questioning to find out more information</li> <li>-Using own experiences in play</li> </ul> <p><u>Application: In</u></p>
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	<p><b>etching.</b></p> <p><b>I can play percussion instruments rhythmically.</b></p>	<p>the below)</p> <ul style="list-style-type: none"> <li>• Action songs and rhythm and pulse learning, plus dynamics.</li> <li>• Use song and rhyme booklet in class to accompany with percussion instruments.</li> </ul> <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> <p><u>-F1 and 2 Outdoor mats/stage, ribbon sticks and wind chime-with</u> percussion instruments to encourage dance/expressive movements.</p> <p><u>-F1 and 2 Mud Kitchen and play house-addition of Ice cubes and</u> use of available herbs/plants.</p> <p><u>CC-</u> Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into pretending and role taking. 1:1 support with art/sculpture skills.</p> <p><u>CHALLENGE</u>-Help a friend to join the role play group and take on a role (peer tutoring).</p> <p><u>SEN/LAP/DISAD</u>- 1:1 modelling of expressing self through sculpture and role-play-encouraging interactions with a buddy to play with during explorations.</p>			<p>context of 'How does Winter Weather affect us?' adult focus learning and child initiated learning.</p>
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**Sticky Knowledge Observation** Expressive Arts and Design activities for observation and assessment of skills, knowledge and application

**F1**-Observation of groups of children in the Home Corner or role play area to assess if a child can engage in imaginative role play

**F2**- Observation of groups of children in small world and role play areas of provision to assess whether they can start to play cooperatively as part of a group to develop and act out a narrative

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