



## **EYFS AREA OF LEARNING: COMMUNICATION AND LANGUAGE**

### **SUMMER 3A**



**ENQUIRY QUESTION:** F1- WHERE DO DIFFERENT ANIMALS LIVE?      F2-HOW ARE PLACES DIFFERENT?

Development Matters links to CL

**3 and 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, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • 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, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • 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: “Let’s go on a bus... you sit there... I’ll be the driver.”

**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’s**

##### **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 teacher and peers.

##### **Speaking**

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

	KNOWLEDGE (what do you want children to be able to know and do?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>-I understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>-I know many rhymes and can talk about familiar books, and be able to tell a long story.</p> <p>I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>I can develop my pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic</p>	<p><u>Brainstorm enquiry question: ‘Where do different animals live?’</u> To find out prior knowledge</p> <p><u>PETS</u> -Talk about pet animals living in our homes with people. Contribute to a list of pet animals. Use Google to search for ‘pet animals’ to see if there are any the children have missed to add to the list of words. -P4C discussion about what pets need ( shelter/ home, care/ vet, exercise/ attention, food/ drink) -Role play- Vets Surgery Adults model role play, using appropriate words to extend vocabulary and to give 2 part instructions. -<u>Show and Tell</u> Show photos of pets, talk about them and answer simple questions. -<u>PET CLUB</u> Invite different pets into nursery. A child can introduce their pet to their peers, talk about their pet, extending their vocabulary and answer questions posed by their peers. Use different tenses correctly and use plurals when talking about more than 1 animal. The pet animal can be stroked appropriately afterwards, following a hygiene discussion about the need to wash our hands thoroughly.</p>	<p><u>Pet, farm, jungle, ocean, talk, new, words, questions, what, who</u></p>	<p><u>Playing and Exploring</u> -showing curiosity about objects, events and people -Using senses to explore the world around them -Showing particular interests -Initiating activities. -Showing a ‘can do’ attitude <u>Active Learning</u> -maintaining focus on their activity for a period of time -showing high levels of energy, fascination -Not easily distracted -Pays attention to details <u>Creating and</u></p>	<p><u>Skills:</u> Active listening -Use more complex sentences to link thoughts -Begin to understand how and why questions -Use my prior knowledge and make links  <u>Other skills:</u> -Observational skills -I pad skills and mouse control -Pencil control  <u>Application: In</u></p>

	<p>words such as 'pterodactyl', 'planetarium' or 'hippopotamus.'</p> <p>I can express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.</p> <p>I can understand where questions.</p>	<p>-Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p>-Clapping syllable rhythms for multi-syllabic words.</p> <p><u>FARM ANIMALS</u></p> <p>-Talk about animals which live on a farm.</p> <p>-Contribute to a list of farm animals on the board. Use Google to search for 'farm animals' to see if there are any the children have missed to add to the list of words.</p> <p>-Use fiction and non-fiction books to learn more about farm animals and enhance the children's vocabulary</p> <p>- Sing farm themed songs, such as 'Old McDonald Had a Farm,' ' 5 Little Ducks' and ' Baa Baa Black sheep' to encourage children to join in -Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p><u>WILD / ZOO ANIMALS</u></p> <p>-Talk about animals living in the wild and in zoos. Partner debate about animals best suited to living in the wild or in zoos.</p> <p>-Contribute to a list of wild animals on the board. Use Google to search for 'wild animals' to see if there are any the children have missed to add to the list of words.</p> <p>-Use fiction and non-fiction books to learn more about wild animals and enhance the children's vocabulary</p> <p><b>-ZOLAB workshop</b></p> <p>Children learn and extend their vocabulary about rainforest animals by listening to a presentation by 'ZOLAB.' They enjoy a 'hands on' experience with the animals and enhance their communication and language skills by asking questions about the animals they have been introduced to.</p> <p>-Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p><u>UNDER THE SEA</u></p> <p>Talk about animals living under the sea.</p> <p>-Contribute to a list of under the sea animals on the board. Use</p>		<p><u>critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Making links and noticing patterns in their experience</p>	<p>context of 'Where do different animals live?' learning and child initiated learning</p>
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		<p>Google to search for 'sea animals' to see if there are any the children have missed to add to the list of words.</p> <p>-Commotion in the Ocean-discussing rhymes and singing nursery rhymes plus Poetry basket rhymes.</p> <p>-Use fiction and non-fiction books to learn more about sea animals and enhance the children's vocabulary</p> <p>-Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p><u>HELICOPTER STORIES</u> Creating own verbal story telling and acting out.</p> <p><u>CULTURAL CAPITAL-</u> Linked animal topic books with 1:1 reading and new vocabulary time-recorded on child's grid</p> <p><u>CHALLENGE-</u> Can you explain the meaning of a new word you have learnt to your 'talk partner?'</p> <p><u>SEN/LAP/DISAD</u>—'Peer buddy' to support with vocabulary and engagement.</p>			
F2	<p><b>I understand how to listen carefully and why listening is important.</b></p> <p><b>I know how to ask questions to find out more and to check I understand what has been said to me.</b></p> <p><b>I am developing social phrases.</b></p> <p><b>I can use new vocabulary in different contexts.</b></p>	<p>-Brainstorm enquiry question: 'How are places different?'</p> <p>Class brainstorm-to find out prior knowledge and display on working wall, to help decide upon the different directions of the learning.</p> <p>-<u>Our Locality</u></p> <ul style="list-style-type: none"> <li>School's location-address and talking partners about where the school is on a map of England / UK /looking at local maps.</li> <li>Locality trail looking at houses and other features of the local environment (people within), using social phrases.</li> <li>My home in relation to school, including my address and my route from home to school. Careful listening to each others' ideas about their homes and recalling the information that their partner has told them.</li> </ul>	<p><b>Locality, Rainforest, habitat, world, compare, vocabulary, concentrate, discussions, research</b></p>	<p><u>Playing and Exploring</u></p> <p>-Showing curiosity about objects, events and people</p> <p>-Using senses to explore the world around them</p> <p>-Showing particular interests</p> <p>-Initiating activities</p> <p>-Showing a 'can do' attitude</p> <p><u>Active Learning</u></p> <p>-Maintaining focus</p>	<p><u>Skills:</u></p> <p>-Active listening</p> <p>-Use more complex sentences to link thoughts.</p> <p>-Ability to explain and connect ideas.</p> <p>-Use my prior knowledge</p> <p>-Develop narratives and co-construct</p>

	<p><b>I can listen carefully to rhymes and songs, paying attention to how they sound.</b></p> <p><b>I can engage in non-fiction books.</b></p> <p><b>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b></p> <p><b>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</b></p> <p><b>I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</b></p> <p><b>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and</b></p>	<ul style="list-style-type: none"> <li>• Using new vocabulary to explain ideas.</li> <li>• Animals and wildlife seen in our locality.</li> <li>• Looking at things human beings do to maintain their area.</li> </ul> <p><u>-Our holidays</u></p> <ul style="list-style-type: none"> <li>• Travel Research role play area with brochures, non-fiction books about places and transport. With suitcases, signs, till-developing narratives and explanations-sustained shared thinking.</li> <li>• Children talk about places they have visited in UK and abroad</li> <li>• Finding holiday destinations in brochures and on maps and the globe. <b>(Global learning)</b></li> </ul> <p><u>-Rainforests study focus (Global Learning)</u></p> <ul style="list-style-type: none"> <li>• Rainforest role-play adventurer area with magnifying glasses, binoculars, vegetation, picture/word mats and writing frames-developing narratives and explanations in groups-sustained shared thinking.</li> <li>• Looking at pictures and information power points of the Rainforests-what do you notice? Talking partners.</li> <li>• Using adjectives to describe the forests.</li> <li>• Creating own collage Rainforests explaining what different parts represent.</li> <li>• Animals of the Rainforest-habitats-Zoolab Creature visitors to handle and describe. Asking questions to find out more information from the animal handler and to check own understanding.</li> <li>• Rumble In the Jungle rhyming book-listen to and join in / discuss.</li> <li>• Create own rhyming poems based upon a Jungle animal.</li> </ul> <p>Use of Victor Vocabulary board and Glossary for word meanings in the above activities.</p> <p><u>-Comparing our locality to the Rainforest</u></p>		<p>on their activity for a period of time</p> <ul style="list-style-type: none"> <li>-Showing high levels of energy, fascination</li> <li>-Not easily distracted</li> <li>-Pays attention to details</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Making links and noticing patterns in their experience</li> </ul>	<p>ideas.</p> <ul style="list-style-type: none"> <li>-Globe and map reading</li> <li>-Use of comparative language</li> </ul> <p><u>Other skills:</u></p> <ul style="list-style-type: none"> <li>-Observational skills</li> <li>-Writing skills</li> </ul> <p><u>Application:</u> In context of 'How are places different?' learning and child initiated learning</p>
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	<p>poems when appropriate.</p> <ul style="list-style-type: none"> <li>• Discussing similarities and differences and offering explanations why.</li> <li>• Class, group and partner talking opportunities to explain and apply new vocabulary.</li> </ul> <p><u>Other CL opportunities:</u></p> <ul style="list-style-type: none"> <li>• Focus author- Eileen Browne:</li> <li>• Responding to and asking questions about stories heard in class.</li> <li>• Different contexts to use new vocabulary recently learnt from stories, non-fiction and poetry.</li> <li>•</li> </ul> <p><u>Handa's Surprise</u></p> <ul style="list-style-type: none"> <li>• Book talk, new vocabulary, describing the animals and fruits, re-telling the story/acting out the narrative.</li> </ul> <p><u>Handa's Hen</u></p> <ul style="list-style-type: none"> <li>• Predicting events and book review giving opinions and explaining ideas.</li> </ul> <p><u>Through My Window and Wait and See</u></p> <ul style="list-style-type: none"> <li>• Drama strategies including use of speech bubble and thinking bubble plus hot seating to explore characters and events.</li> </ul> <p><u>POETRY BASKET</u></p> <ul style="list-style-type: none"> <li>• Learning action poems off by heart.</li> </ul> <p><u>Poem: My Village: Rhymes from around the World-Danielle Wright</u></p> <ul style="list-style-type: none"> <li>• Extend vocabulary and explore the rhymes and poems-meanings/how they make you feel, paying attention to the sounds..</li> <li>• <u>CULTURAL CAPITAL-</u> Looking at non-fiction books on different places and 1:1 focus on maps/globe.</li> </ul>			
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		<p><b><u>CHALLENGE</u></b>-Can you create a poster to advertise a different place-it's features-to make someone want to visit? Use of adjectives and persuasive language.</p> <p><b><u>SEN/DISADVANTAGED</u></b>-Picture/word topic mats and 1:1 support to develop verbal ideas and recordings.</p>			
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**Sticky Knowledge Observation** Communication and Language activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe children discussing the Zoolab Rainforest animals experience after the event to see if a child can **EXTEND VOCABULARY BY GROUPING AND NAMING , EXPLORING THE MEANING OF NEW WORDS**

**CC:** Observe any gaps from the above and provide resources and specific teaching to address those gaps.

F2- Whilst in the provision and during adult focus activities observe and assess how they **DEVELOP THEIR OWN NARRATIVES AND EXPLANATIONS BY CONNECTING IDEAS OR EVENTS.**

**CC:** Observe any gaps from the above and provide resources and specific teaching to address those gaps.

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

**Zoolab creature visitors**

**Makerspace parent/carers after school workshop**

**F2 Summer 3a Home learning grid**

**Wow moments**

**Parent drop in sessions**



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



## SUMMER 3A

### ENQUIRY QUESTION: F1- WHERE DO DIFFERENT ANIMALS LIVE? F2-HOW ARE PLACES DIFFERENT?

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

Development matters links to PSED

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

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

#### **ELG: Self-Regulation**

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

#### **ELG: Managing Self**

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



**ELG: Building Relationships**

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

	<b>KNOWLEDGE</b> (What do you want children to know and understand?)	<b>SEQUENCE OF ACTIVITIES/PROGRESSION</b>	<b>VOCABULARY</b> (Use Victor Vocabulary and Glossary books)	<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	<b>SKILLS and APPLICATION</b>
F1	<p><b>I can select and use activities and resources, with help when needed. This helps me to achieve a goal that I have chosen, or one which is suggested to me.</b></p> <p><b>I can develop my sense of responsibility and membership of a community.</b></p> <p><b>I am becoming more outgoing with unfamiliar people, in the safe context of my setting.</b></p> <p><b>I can show more confidence in new social situations.</b></p> <p><b>I can find solutions to</b></p>	<p><u>Children remembering and making new rules</u> -Why do we need rules? Role play scenarios showing with and without rules. <u>Role Play Areas</u> Vets Surgery and Home Corner -Take turns/ share resources in the provision to achieve my goal and play with other children and form good relationships whilst role playing-finding solutions to any conflicts by developing strategies. -In child initiated play and provision- adults facilitating negotiation/sharing/turn taking/ finding a compromise by explicit modelling along with peers, using strategies such as using sand timer for turn taking and explicit praise when desired behaviours shown. -Expressing and talking about our feelings as they arise and how to deal with them-cross, angry, jealous.</p> <p><u>INDEPENDENT SNACK STATION AND CIRCLE TIMES</u> -Discussing healthy choices, including fruits, vegetables, sleep and activity. <u>PETS</u> <b>'Max and Bird'</b> Written &amp; illustrated by <a href="#">Ed Vere</a> Max, a kitten, and Bird, a very young bird, want to be friends but Max also wants to eat Bird, so they strike a deal.</p>	<p><b>Rules, behaviour, choices, fair, unfair, feel, cross, angry, jealous</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> -Social interaction with peers -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</p>

	<p><b>conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas.</b></p> <p><b>I can increasingly follow rules, understanding why they are important.</b></p> <p><b>I can remember rules without needing an adult to remind me.</b></p> <p><b>I can develop appropriate ways of being assertive.</b></p> <p><b>I understand gradually how others might be feeling.</b></p> <p><b>I can make healthy choices about food, drink and activity.</b></p> <p><b>I see myself as a valuable individual.</b></p> <p><b>I can build constructive and respectful relationships.</b></p> <p><b>I can express my feelings and consider the feelings of others.</b></p>	<p>-P4C Discussion about resolving conflict and solving a problem without using aggression. Talk about what better ways there are to solve problems-children brainstorm ideas and explain why they are better ideas than hurting others.</p> <p>PET CLUB -Children talk confidently about their pets and answer questions asked by their peers, talking about being responsible and share a sense of community-bringing pets and family members into Nursery e.g Show and tell own pets and veterinary nurse/parent coming in to talk and show equipment.</p> <p>FARM ANIMALS Watch a 'Peppa Pig' episode</p> <p>'The Quarrel,' in which Peppa and Suzy Sheep fall out when they are playing a game of Snap! - Afterwards, have a P4C discussion about how it is a good idea to negotiate/talk and solve a problem before it leads to hurting a friend.</p> <p>ZOOLAB Children join in with a new learning experience, being confident with an unfamiliar adult (Zoolab presenter) and ask appropriate questions to find out more about the rainforest animals/displaying confidence.</p> <p>WILD ANIMALS 'The Lion Who Wanted to Love' by Giles Andreae</p> <p>Listen to the story about the lion cub who has a problem with the other lions in his pride. Rather than wanting to hunt and kill his prey, Leo wants to be friends with all the other animals and spend his days playing. Discuss how Leo's kindness brings happiness to the jungle. -Use talk partners to discuss whether it is better to be kind and friendly</p>			<p>'Where do different animals live?' learning and child initiated learning</p>
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		<p>or to be aggressive and hurt others</p> <p>-<u>Listening to/watching a range of fiction and non-fiction books/video clips</u> relating to resolving conflict though talking, negotiating, taking turns and sharing.</p> <p><b><u>CULTURAL CAPITAL-</u></b>  Music Interaction weekly sessions in small group, taking turns and sharing musical instruments in a range of activities.</p> <p><b><u>CHALLENGE</u></b>  Peer tutor younger pupils and peers on how to take turns and share as part of being a 'good friend.'</p> <p><b><u>SEN/LAP/DISAD—</u></b>  Music Interaction and Monday lunch 'Stay and Play' wellbeing club-to work on modelling sharing, taking turns/ negotiating skills.</p>			
F2	<p><b>I see myself as a valuable individual.</b></p> <p><b>I can build constructive and respectful relationships.</b></p> <p><b>I show resilience and perseverance in the face of challenge.</b></p> <p><b>I can identify and moderate my own feelings socially and emotionally.</b></p> <p><b>I can manage my own needs - personal hygiene.</b></p>	<p><u>-Our emotions</u></p> <ul style="list-style-type: none"> <li>Looking at the emotions fan faces and egg faces, extending emotional literacy vocabulary e.g. worried, surprised, excited, frightened-add to Victor Vocabular board.</li> <li>Read range of emotions books-Rainbow feelings book and I'm Sorry friendship book-Talking partners respond to How is he/she feelings? When have you felt like that? Tell me more. What can we do to help us if that happens again? How do you show feelings?</li> <li>Read 'Not Fair, Won't Share' by Sue Graves and Desideria Guicciardini-talk about not sharing/sharing and it's consequences-talking about building constructive relationships. What strategies can we use? E.g timer, "You have 3 goes and then I will have 3 goes."</li> <li>Showing resilience and perseverance when faced with a challenge-circle time and talking about own experiences plus role play.</li> </ul> <p><u>PERSONAL HYGIENE</u></p> <ul style="list-style-type: none"> <li>Children use P4C strategies to add their own ideas and</li> </ul>	<p><b>Worried, surprised, excited, express, conflict, negotiate, consequences, resolve, hygiene</b></p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> <li>-Shows curiosity about objects, events and people</li> <li>-Using senses to explore the world around them</li> <li>-Showing a can-do attitude</li> <li>-Pretending objects are things from their experiences</li> <li>-Representing their experiences in play</li> <li>-Taking on a role in their play</li> <li>-Acting out experiences with others</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Social interaction with peers</li> <li>-Use my prior knowledge and make links</li> <li>-</li> <li>-<u>Other skills:</u></li> <li>- Turn taking in conversation and building upon what is heard</li> <li>-Questioning to find out more information</li> </ul>

	<p><b>I can show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.</b></p> <p><b>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b></p> <p><b>I form positive attachments to adults and friendships with peers.</b></p>	<p>respond to what came before, using offering gesture, build on and I agree gestures. Talk together about keeping clean and ways we can do this. Why we do this? Bring in perspectives of others.</p> <ul style="list-style-type: none"> <li>Read 'Germs' non-fiction book.</li> </ul> <p><u>ZOOLAB</u></p> <ul style="list-style-type: none"> <li>Taking a risk and handling new animals and adapting behaviours in a new situation with a new animal handler.</li> </ul> <p><u>CIRCLE TIME ABOUT MODERATING BEHAVIOURS ACCORDING TO SITUATION</u></p> <ul style="list-style-type: none"> <li>Talking about adjusting our own behaviours according to place e.g party and the Church.</li> </ul> <p><u>Other linked learning relating to feelings and behaviour</u></p> <ul style="list-style-type: none"> <li>Whilst on our Locality trail, look at things human beings do to positively maintain their area e.g gardening, fixing fences. Talk about less positive behaviours e.g litter dropping and the effects that has on wild life and our ability to re-cycle.</li> <li>Create EYFS re-cycling centre for F1 and F2 children to use.</li> </ul> <p><u>CULTURAL CAPITAL</u>- Small group attendance at the wellbeing Monday lunch time club to share feelings and behaviour resources and books.</p> <p><u>CHALLENGE</u>- Can you create a poster to remind the Nursery children about the positive behaviours we expect?</p> <p><u>SEN/DISADVANTAGED</u>-Small group interventions e.g Music Interaction and Time to Talk-with themes around sharing, taking turns.</p>		<p><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>-Paying attention to details</li> <li>-Enjoying meeting challenges</li> <li>-Bouncing back after difficulties</li> <li>-Being proud how they accomplished something not just the end result</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Making links and noticing patterns</li> <li>-Finding new ways to do things</li> <li>-Finding ways to solve problems</li> <li>-Developing ideas of cause and effect</li> <li>-Planning and making decisions on how to solve a problem</li> <li>-Changing strategy as needed</li> <li>-Reviewing how well an approach worked</li> </ul>	<p>-Using own experiences in play</p> <p><u>Application:</u> In context of 'How are places different?' adult focus learning and child initiated learning.</p>
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**Sticky Knowledge Observation** Personal, Social and Emotional Development activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe small groups of children in their child initiated play interacting and watch how they co-operate with each other, negotiate/turn take and share resources to assess if a child is beginning **TO BE ABLE TO NEGOTIATE AND SOLVE PROBLEMS WITHOUT AGGRESSION.**

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

**F2-** During class discussions scribe children's ideas and responses to assess how **children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences and know that some behaviour is unacceptable.**

**CC:** Any gaps needing to be addressed will be through small group interventions and 1:1 support in the provision, modelling and facilitating managing feelings and behaviour strategies.

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

**Zoolab creature visitors**

**Makerspace parent/carers after school workshop**

**F2 Summer 3a Home learning grid**

**Wow moments**

**Parent drop in sessions**



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



## SUMMER 3A

ENQUIRY QUESTION: F1- WHERE DO DIFFERENT ANIMALS LIVE? F2-HOW ARE PLACES DIFFERENT?

Development Matters links to PD

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

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

**ELG's**

**Gross motor skills**

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

**Fine motor skills**

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

	KNOWLEDGE (What do you want children	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
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	to know and understand?)		Vocabulary and Glossary books)		
F1	<p><b>I can go up steps and stairs, or climb up apparatus, using alternate feet.</b></p> <p><b>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</b></p> <p><b>I know how to use large-muscle movements to wave flags and streamers, paint and make marks.</b></p> <p><b>I am starting to take part in some group activities which I make up for themselves, or in teams.</b></p> <p><b>I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</b></p> <p><b>I can choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole I dig with a trowel.</b></p> <p><b>I can collaborate with others to manage large items, such</b></p>	<p><u>Funky Fingers activities</u></p> <p>E.g. Range of activities to promote fine motor skills using one handed equipment such as pegs, tongs and scissors, threading cards etc. -Regular play dough discos</p> <p><u>Vets Surgery role-play</u></p> <p>Use vets instruments and equipment, such as syringes, bandages, a stethoscope, medicine bottles to enhance fine motor skills.</p> <p>Animal Collage- use scissors to cut paper and other resources in order to create animal themed collages</p> <p>Use kitchen equipment, such as knives, safely during weekly baking sessions and daily lunchtime/snack time</p> <p><u>Move like animals outdoors</u> -Play 'Follow the Leader', moving like different sorts of animals (e.g. wiggle arms and legs around like they are the tentacles of an octopus, move like a crab, stretch up tall like a giraffe, stomp like an elephant, flap arms and fly like a bird, slither like a snake etc.)</p> <p>-Practitioners show children how to balance on one foot, like a flamingo, and see if they can copy</p> <p>- Children manage risk appropriately during Zoolab Workshop. They handle animals safely and carefully</p> <p>Draw circles and lines using water/ paint brushes on wall in the outdoor art area, inspired by our F1 focus artist, Wassily Kandinsky.</p> <p>-Manage risk outdoors appropriately and use large construction blocks/ rods, wooden planks, guttering, pipes, tyres and crates to construct with on a large scale safely.</p>	<p><b>Squeeze, safely, knife, balance, moving, climbing</b></p>	<p><u>Playing and Exploring</u></p> <p>--Showing particular interests</p> <p>-Initiating activities.</p> <p>-Showing a can-do attitude</p> <p>-Taking a risk, engaging in new activities and learning by trial and error</p> <p><u>Active Learning</u></p> <p>-Pays attention to details</p> <p>-Showing a belief that more effort or a different approach will pay off.</p> <p>-Maintains focus for a period of time</p> <p>-Persists with activity when challenges occur</p> <p>-Bouncing back after difficulties</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do things</p> <p>-Making links</p> <p>-Developing ideas about cause and effect</p>	<p><u>Skills:</u></p> <p>-Use my prior knowledge and make links</p> <p>-Develop independence and self-smart skills</p> <p><u>-Other skills:</u></p> <p>- Following consecutive instructions</p> <p>-Fine and gross motor skills, including pencil grip, correct letter formation, name writing, co-ordination.</p> <p>-Scissor control</p> <p><u>Application:</u> In context of 'Where do different animals come from?' learning and child initiated learning</p>



	<p>as moving a long plank safely, carrying large hollow blocks.</p> <p>I can revise and refine the fundamental movement skills I have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing.</p>	<p>Stepping up and down the climbing wall and step ladders in the provision.</p> <p>School trail, up and down steps.</p> <p>Ribbon sticks and mark making area-large scale rolling, painting and mark making.</p> <p>Gardening shed tools and mud kitchen tools.</p> <p>Playing follow the leader who jumps, skips, hops and others follow.</p> <p>Obstacle trail collaboration between F2 and F1.</p> <p><b>CC-</b> 1:1 support with developing scissor cutting skills and handling equipment during baking sessions</p> <p><b>CHALLENGE-</b> Ask children to create a challenging obstacle course using many large resources outdoors. Increase the challenge by asking them to move through the course in different ways, such as slithering, crawling, hopping, sliding, skipping and jumping</p> <p><b>SEN/LAP/DISAD-</b>1:1 support on Funky Fingers table in the provision.</p>		<p>-Checking how well their activities are going</p> <p>-Changing strategy as needed</p>	
F2	<p>I can revise and refine the fundamental movement skills I have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing.</p> <p>I can combine different movements with ease and fluency.</p> <p>I can jump in a range of ways from one space to another.</p>	<p><b>ONGOING:</b></p> <p><u>WEEKLY P.E SESSION-</u> <b>Gymnastics - Jumping Jacks</b></p> <p>-Getting changed before and after P.E</p> <p><u>OBSTACLE COURSE</u></p> <p>Children creating a collaborative obstacle course to follow and adapt.</p> <p><u>BASKET BALL NETS AND BALL TROLLEY</u></p> <p>Stilts, bats and balls</p> <p>Skittles, bean bags, developing team games, involving catching, throwing, kicking, aiming.</p> <p><u>ALIEN SPACECRAFT GAME</u></p>	<p><b>Sequence, space, actions, movements, starting, finishing position</b></p>	<p><u>Playing and Exploring</u></p> <p>-Seeking challenge</p> <p>-Showing a ‘can do’ attitude</p> <p><u>Active Learning</u></p> <p>-Maintaining focus on their activity for a period of time</p> <p>-Pays attention to details</p> <p>-showing satisfaction in meeting their own goals</p> <p>-Persists when challenges occur</p>	<p><u>Skills:</u></p> <p>-Grouping</p> <p>-Active listening to follow instructions</p> <p>-Using my prior knowledge and making links</p> <p><u>Other skills:</u></p> <p>-Co-ordination skills</p>



<p><b>I can control my body when jumping and balancing.</b></p> <p><b>I can create a sequence using a jump and a balance.</b></p> <p><b>I can roll in a range of ways and control my body when rolling in different ways.</b></p> <p><b>I can perform a sequence with confidence and control.</b></p> <p><b>I can develop overall body-strength, balance, co-ordination and agility.</b></p> <p><b>I can negotiate space and obstacles safely, with consideration for myself and others.</b></p> <p><b>I can demonstrate strength, balance and coordination when playing.</b></p> <p><b>I can progress towards a more fluent style of moving, with developing control and grace.</b></p> <p><b>I can move energetically, such as running, jumping, hopping, skipping and climbing.</b></p> <p><b>I can develop the overall</b></p>	<p>Using hoops around waist to explore outdoor area -use space-without bumping into others.</p> <p><u>OUTDOOR MARK MAKING HUT</u> Exploring mark making tools, using gross and fine motor movements.</p> <p><u>PARACHUTE GAMES</u> -Daily RWInc writing and handwriting session</p> <ul style="list-style-type: none"> <li>• Getting into the perfect handwriting position.</li> <li>• Practising perfect pencil grip</li> <li>• Recap correct starting and finishing position when forming different groups of letters.</li> </ul> <p>-Funky Fingers activities E.g. Golf ball balancing on tees and attaching loom bands on pine cones, play dough disco.</p> <p><u>A range of cross curricular linked writing activities using tripod grip</u>, based on our locality, holidays, Rainforests and Eileen Browne stories.</p> <p><u>CULTURAL CAPITAL</u>- 1:1 support reading non fiction books on Knights and castles plus castle small world play.</p> <p><u>CHALLENGE</u>- Can you give examples of foods in the different food groups? Carbohydrates, proteins, fruits, vegetables.</p> <p><u>SEN/DISADVANTAGED</u>- Non fiction books on safety and fruits, vegetables-discuss and develop vocabulary to go on Victor Vocabulary board.</p>	<p>-Bouncing back after difficulties <u>Creating and critical thinking</u> -Thinking of ideas -Finding new ways to do things -Making links and noticing patterns in their experience -Checking how well their activities are going -Changing strategy when needed -Reviewing how well the approach worked</p>	<p>-Pencil control skills -Fine motor skills -Gross motor skills -Pencil grip and correct letter formation skills</p> <p><u>Application</u>: In the context of 'How are places different?' adult focus learning and child-initiated learning.</p>
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	<p>body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</p> <p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>I can use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>I am beginning to show accuracy and care when drawing.</p>				
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### Sticky Knowledge Observation

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

F1- Observe small groups of children constructing with large equipment, such as construction blocks/ rods, crates, wooden planks, guttering, tyres e to assess if a child **SHOWS UNDERSTANDING OF NEED FOR SAFETY WHEN TACKLING NEW CHALLENGES AND CONSIDERS/ MANAGES SOME RISK**

**CC:** Address any gaps identified and provide specific teaching and interventions.

F2-Assess the children's knowledge during class discussions and activities in relation to the **importance of good health and how physical exercise and a healthy diet contribute to this, talking about ways to keep healthy and safe.**

**CC:** Address any gaps identified and provide specific teaching and interventions.

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

**Zoolab creature visitors**

**Makerspace parent/carer after school workshop**

**F2 Summer 3a Home learning grid**

**Wow moments**

**Parent drop in sessions**



## **EYFS AREA OF LEARNING: LITERACY** **SUMMER 3A**



**ENQUIRY QUESTION:** F1- WHERE DO DIFFERENT ANIMALS LIVE? F2-HOW ARE PLACES DIFFERENT?

Development Matters links to Literacy

**3 and 4 year olds-** Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.

**Reception child-** Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known lettersound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's

phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

#### ELG's

#### Comprehension

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

#### Word Reading

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

#### Writing

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

	KNOWLEDGE AND SKILLS (what do you want children to be able to know and understand?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p> <p>I can engage in extended conversations about</p>	<p>Read, Write, Inc. sessions continue on a daily basis for N2 children. The sessions continue to focus on a letter each day from Set 1 'Speed Sounds', so children can link sounds to letters more confidently.</p> <p>Children use 'Fred talk' to segment the sounds in simple CVC words and blend them together.</p> <p>Children use 'air writing' to form a letter correctly in the air before practising writing the letter on paper using the correct pencil grip.</p> <p>N1 children will continue to access a phonics session led by the TA based on Phonics Phase One speaking and listening activities</p> <p>'BOOK OF THE WEEK' DISPLAY linked to focus author: Giles Andreae.</p>	<p>Blend, non-fiction, 'Fred Talk,' spell</p>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> <li>-Showing a can-do attitude</li> <li>-Seeking challenge</li> <li>-Shows particular interests</li> </ul> <p>Active Learning</p> <ul style="list-style-type: none"> <li>-Maintaining focus on their activity for a period of time</li> <li>-Paying attention to details</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>-Use my prior knowledge and make links</li> </ul> <p>-Other 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</li> </ul>

	<p>stories, learning new vocabulary.</p> <p>I use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>I can read individual letters by saying the sounds for them.</p> <p>I can blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p>	<p><u>Termly Author Focus books by Giles Andreae</u>  Farmyard Hullabaloo  Rumble in the Jungle  The Lion Who Roared  Be Brave, Little Penguin  Giraffes Can't Dance Commotion in the Ocean</p> <p>Book talk, talking partners, and P4C discussions for each story.  <u>Book Talk</u>  Focus on the front cover and read the title, author's name and illustrator's name. When discussing the books, refer to Victor Vocabulary and Rex Retriever.  Point to the words as they are being read to show that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>- 'Farmyard Hullabaloo'  'Rumble in the Jungle'  'Commotion in the Ocean'</p> <p>-</p> <ul style="list-style-type: none"> <li>• Read the rhymes and pause to anticipate children joining in with the rhyming words.</li> <li>• Use 'talk partners' to discuss favourite rhymes and the reasons why</li> <li>•</li> </ul> <p>- 'The Lion who Roared'  'Be Brave Little Penguin'  'Giraffes Can't Dance'</p> <ul style="list-style-type: none"> <li>• Read, predict events and talk about setting, characters and storyline.</li> <li>• Finding rhyming words in the story book</li> <li>• Pause at a CVC in the story. 'Fredtalk' the sounds and encourage the children to blend the sounds together</li> <li>• Talking partners expressing ideas and opinions.</li> <li>• Build Victor Vocabulary board-define words in glossary.</li> </ul>		<p>-Not easily distracted  -Enjoying meeting challenges  -Shows high levels of energy and fascination</p> <p><u>Creating and critical thinking</u>  -Thinking of ideas  -Making links and noticing patterns  -Making predictions  -Developing ideas of sequences</p>	<p>more information  -Using own experiences in play</p> <p><u>Application:</u> In context of 'Where do different animals live?' learning and child initiated learning</p>
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		<p><u>Poetry Texts-</u> ABC Animal Rhymes for you and me By Giles Andreae</p> <p><u>Poetry basket-</u> 'The Poetry Basket' laminated Class book Children joining in with seasonal collection of rhyming action poems along with peers and staff, to develop a bank of Learnt 'off by heart' poems to recite and present.</p> <p><u>Non-fiction topic books</u> Linked to animals and topics shown interest in by children during child initiated and fiction study.</p> <p><u>Helicopter Stories-</u> Children's stories scribed and acted out with class on the day created, contributing to child's Helicopter Story book along with any other child initiated linked writing.</p> <p><u>CC-</u> Sing lots of nursery rhymes in the provision to build up a bank of familiar rhymes</p> <p><b><u>CHALLENGE-</u></b> Use phonics skills to begin to read and write simple words</p> <p><b><u>SEN/LAP/DISAD-</u></b> Visual supports and peer buddying/talking partners/1:1 support overlearning</p>			
F2	<p><b>I can read some letter groups that each represent one sound and say sounds for them.</b></p> <p><b>I can re-read books to build up my confidence in word reading, fluency and my understanding and enjoyment.</b></p>	<p><u>-Daily RWInc group sessions</u> with RWInc leaders-speed sounds, word time and handwriting sessions.</p> <p><b>Texts:</b> <u>Termly Author Focus books by Eileen Browne:</u></p> <p><u>-Book Talk</u> Reading the title, author/ess' name and illustrator's name. listen to the blurb for all books read. Discuss setting and</p>	<b>Act out, narrative, vote, finger spaces, full stops, book review, description, rehearse</b>	<p><u>Playing and Exploring</u> -Seeking challenge -Showing a 'can do' attitude <u>Active Learning</u> -Maintaining focus on their activity for a period of time</p>	<p><u>Skills:</u> -Use my prior knowledge and make links. -Oral rehearsal of sentences -Linking phonemes to graphemes.</p>

	<p><b>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</b></p> <p><b>I can anticipate (where appropriate) key events in stories.</b></p> <p><b>I can say a sound for each letter in the alphabet and at least 10 digraphs.</b></p> <p><b>I can read words consistent with my phonic knowledge by sound-blending.</b></p> <p><b>I can write recognisable letters, most of which are correctly formed.</b></p> <p><b>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p> <p><b>I can write simple phrases and sentences that can be read by others.</b></p>	<p>characters as well as plot. When discussing the books, referring to Victor Vocabulary, Rex Retriever, Iggy Inference to aid reading skills/comprehension.</p> <p><b><u>Handa's Surprise</u></b></p> <ul style="list-style-type: none"> <li>Learning about new vocabulary in the book, describing the animals and fruits, re-telling the story verbally acting out the narrative and writing/re-telling the story.</li> </ul> <p><b><u>Handa's Hen</u></b></p> <ul style="list-style-type: none"> <li>Predicting events and writing a book review giving opinions and explaining ideas.</li> <li>Reading each other's book reviews to inform which book they will choose next.</li> </ul> <p><b><u>Through My Window and Wait and See</u></b></p> <ul style="list-style-type: none"> <li>Drama strategies including use of speech bubble and thinking bubble plus hot seating to explore characters and events.</li> <li>Write a description of what can be seen from their own bedroom window-using capital letters, finger spaces and full stops.</li> </ul> <p><b><u>-Voting for favourite Eileen Browne book</u></b> Giving reasons.</p> <p><b><u>-‘BOOKS OF THE WEEK’ DISPLAY</u></b> linked to focus author: Eileen Browne.</p> <p>Use of Victor Vocabulary board and Glossary for word meanings in the above activities.</p> <p><b><u>Reading and/or writing linked to Understanding the World activities:</u></b></p> <ul style="list-style-type: none"> <li>Our Locality</li> <li>Holidays</li> </ul>		<p>-Pays attention to details</p> <p>-showing satisfaction in meeting their own goals</p> <p>-Persists when challenges occur</p> <p>-Bouncing back after difficulties</p> <p><b><u>Creating and critical thinking</u></b></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do things</p> <p>-Making links and noticing patterns in their experience</p> <p>-Checking how well their activities are going</p> <p>-Changing strategy when needed</p> <p>-Reviewing how well the approach worked</p>	<p>-Sight vocabulary skills.</p> <p>-Using phonic knowledge to decode words and those with more than one syllable.</p> <p>-Read and write simple sentences</p> <p><b><u>-Other skills:</u></b></p> <p>-Turn taking in conversation and building upon what is heard.</p> <p>-Questioning to find out more information.</p> <p>-Using own experiences in play.</p> <p><b><u>Application:</u></b> In context of 'How are places different?' adult focus and child initiated learning.</p>
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- Rainforest

### **Poetry focus book**

#### **My Village: Rhymes from around the World-Danielle Wright**

- Extend vocabulary and explore the poems meanings/how they make you feel.

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

### **Poetry basket-**

'The Poetry Basket' laminated Class book

Children joining in with seasonal collection of rhyming action poems along with peers and staff, to develop a bank of learnt/off by heart poems to recite and present.

### **- Travel Agents and airport role-play area**

with brochures, suitcases, signs, till and writing frames-developing narratives and explanations-sustained shared thinking.

### **- Rainforest role-play adventurer area**

with magnifying glasses, binoculars, vegetation, picture/word mats and writing frames-developing narratives and explanations in groups-sustained shared thinking.

Weekly home and school reading books linked to sounds that the children have been taught and tricky word/sight vocabulary packs.

### **Guided Reading groups**

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.

### **Non-fiction topic books**

Linked to places, holidays, Rainforest plus topics shown interest in by children during child initiated and fiction study.

### **Helicopter Stories-**

Children's stories scribed and acted out with class on the day



		<p>created, contributing to child's Helicopter Story book along with any other child initiated linked writing.</p> <p><b>CC-</b></p> <ul style="list-style-type: none"> <li>• Small group extra sharing of Eileen Browne'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>CHALLENGE-</b> Encourage extension of punctuation use e.g capital letters, full stops and question marks.</p> <p><b>SEN/LAP/DISAD-</b> Visual supports and peer buddying/talking partners/1:1 support overlearning and RWInc catch up.</p>			
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### **Sticky Knowledge Observation**

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

F1- Use 1:1 time looking at a book with a child. Ask them to read a CVC word to assess if they **CAN SEGMENT THE SOUNDS IN SIMPLE WORDS AND BLEND THEM TOGETHER**

**CC:** Address any gaps through 1:1 intervention and support, including RWInc catch up sessions.

**F2-** During literacy activities, assess children's **phonic knowledge to decode regular words and read them aloud accurately and write simple sentences that can be read by selves and others.**

**CC:** Address any gaps through 1:1 intervention and support, including RWInc catch up sessions.

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

**Zoolab creature visitors**

**Makerspace parent/carer after school workshop**

**F2 Summer 3a Home learning grid**

**Wow moments**

**Parent drop in sessions**



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



### **SUMMER 3A**

**ENQUIRY QUESTION:** F1- WHERE DO DIFFERENT ANIMALS LIVE? F2- HOW ARE PLACES DIFFERENT?

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...'** • **III**

**4-5 years:** • **Count objects, actions and sounds.** • subitise • link the number symbol with its cardinal number value • **count beyond 10** • **compare numbers** • **understand one more than/one less**

than consecutive numbers •explore the composition of numbers to (3) 10 • automatically recall numbers bonds 0-5 and some to 10 •select rotate and manipulate shapes to develop spatial 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 numbers to 10 including the composition of each number

•Subitise up to 5

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

**Numerical patterns:**

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

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

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

	KNOWLEDGE	ACTIVITIES LINKED TO MATHEMATICS (Learning sequences)	VOCABULARY	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
<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 to 10 and beyond in sequence, starting from different numbers</b> (Counting: saying number words in sequence).</p> <p><b>I can count things that cannot be moved</b> (Counting: tagging each object with one number word).</p> <p><b>I can link numerals and amounts: for example, showing the right number of objects to match the</b></p>	<p><b>-Oral reciting activities-starting from different points, counting up to and beyond 10.</b></p> <p><b>-I can count regular pictures or objects that cannot be moved</b> E.g pictures on posters, smart board images. Tagging each object with 1 number word.</p> <p><b>-1,2,3 to the Zoo Counting Book by Eric Carle</b> Counting unmovable animals and linking to the cardinal value numeral.</p> <p><b>-My Granny went to Market book by Stella Blackstone</b></p> <p><b>-Big paper and felt pens, water and paintbrushes plus chalks</b> Children recording their own fascinations and interests in mathematical ideas.</p> <p><b>- Numeral and object matching to 5 then 10</b> Playing numeral object game using objects to match to numeral Playing numeral, picture game using picture cards to match to numeral. Watch Once Upon a Time Number blocks episode Watch Now we are 6 to 10 Number Blocks episode</p> <p><b>Estimating, Counting and matching to numerals-interactive</b></p>	<p><b>Number names 0-10, numeral, object/s, record, careful guess(estimate) 1 more, 1 less</b></p>	<p><u>Playing and Exploring</u></p> <p>-Seeking challenge</p> <p>-Showing a 'can do' attitude</p> <p><u>Active Learning</u></p> <p>-Maintaining focus on their activity for a period of time</p> <p>-Pays attention to details</p> <p>-Showing satisfaction in meeting their own goals</p> <p>-Persists when challenges occur</p> <p>-Bouncing back after difficulties</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do things</p>	<p><u>Skills:</u></p> <p>-Use my prior knowledge and make links.</p> <p>-Fine motor and mark making skills</p> <p>-Estimating, counting and matching</p> <p><u>-Other skills:</u></p> <p>-Turn taking in conversation and building upon what is heard.</p> <p>-Questioning to find out more information.</p> <p>-Peer tutoring</p> <p><u>Application:</u></p> <p>Practising and applying knowledge and understanding in the provision.</p>

	<p>numeral, up to 5 then 10.</p> <p>I can experiment with my own symbols and marks as well as numerals</p> <p>I can count objects, actions and sounds.</p> <p><b>Comparing</b></p> <p>I can compare numbers.</p> <p>I understand the one more than/one less than relationship between consecutive numbers in relation to objects e.g if I add 1 I get the next number and if I take 1 away I will have the previous number (Knowing the 1 more than/1 less than' relationship between counting numbers).</p> <p><b>Composition</b></p> <p>I know that a number can be partitioned into more than 2 groups (A number can be partitioned into more than 2 numbers).</p> <p>I can explore the composition of numbers to 3 then 5 (Number bonds: knowing</p>	<p><b>table</b></p> <p>Children making good guesses about how many objects they can see in a set then test by counting, linking to numeral cards.</p> <p><b>Peer tutoring caterpillar track games to 5 (with 0-3 die)</b></p> <p>Reception child teaching Nursery child the game to play-rolling a die and placing that many counters on the caterpillar. The winner is the first person to fill their caterpillar counters to 5, making sure that the last die rolls exact. Throughout-talk about the composition of 5 e.g I have 3 counters and I need 2 to win.</p> <p><b>-Fruit snack time 1 more and 1 less with number line</b></p> <p>Making connection for the children between the physical action and quantity change with the movement on the numeral line.</p> <p><b>-Partitioning multilink tower cubes into 2 or 3 sets understanding the parts and whole number</b></p> <p><b>-Bunny Ears to 3 then to 5 using 2 hands to show the pairs</b></p> <p><b>-White Rose I pad app for addition calculations to 5</b></p> <p><b>-IWB games to play</b></p> <p><b>-Laminated number rhyme cards and props</b></p> <p>E.g 5 Speckled Frogs, 5 little men in a flying story, 5 little ducks.</p> <p><b>-Spotting the 'Unit of repeat' when extending and creating AB patterns</b></p> <p>Using a stem sentence to explain the unit of repeat.</p> <p><b>-Using first and then to describe real and fictional events</b></p> <p>Talking about weekend news and sequencing the events using first and then with adult modelling.</p> <p><b>The Very Hungry Caterpillar book by Eric Carle</b></p> <p>Sequencing the story with visual aids.</p>		<p>-Making links and noticing patterns in their experience</p> <p>-Checking how well their activities are going</p> <p>-Changing strategy when needed</p> <p>-Reviewing how well the approach worked</p>	
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	<p>which pairs make a given number).</p> <p><b><u>Pattern</u></b>  I can spot the 'unit of repeat' when I extend and create ABAB repeating patterns  (Spot the 'unit of repeat' in a pattern).</p> <p>I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>				
F2	<p><b><u>Number and Numerical Patterns (NCETM, Development Matters and White Rose)</u></b></p> <p><b><u>Cardinality and counting</u></b>  I can subitise regular and irregular sets (8 to 10)  (Subitising: recognising small quantities without needing to count them all).</p> <p>I can count up to 20 and backwards from 20 starting from different numbers, spotting the 1-9/9-1 pattern</p> <p>I know that the numbers 1-9 repeat after every full</p>	<p><b>-Regular and irregular subitising to 10</b>  Using die and subitising plates plus handfuls to subitise.</p> <p><b>-Counting on and back from 0/20, starting from different numbers and exploring counting patterns</b>  Spotting the 1-9 and 9-1 pattern and talking about it.  Using the 100 square to show this.  Counting games: I Count/You Count:456 (T), 7,8,9 (Child), 10,11,12 (T)..  Towers to 20-missong tower? How do you know? Can you make the missing tower?  Ordering birthday cards on a washing line 1-20</p> <p><b>-Building and identifying numbers to 20</b>  Talk about the sequential pattern-1 more/1 less than between consecutive numbers when building using 10 frames, numicon shapes, bead strings-showing that larger numbers are composed of full 10's and part of the next ten e.g 1 full ten and 1, 1 full ten and 2....  Watch series 3 Number block episodes  <b>Jack the Builder book by Stuart J Murphy</b>  Play the Race to 20 number track game-if roll 1-5 they collect that many counters to put on the track, if roll 6 miss a turn.</p>	<p><b>Irregular, number names, estimate, add/ing, altogether, total, take away, subtract, quantity, amount, repeat, double</b></p>	<p><b><u>Playing and Exploring</u></b>  -Seeking challenge  -Showing a 'can do' attitude  <b><u>Active Learning</u></b>  -Maintaining focus on their activity for a period of time  -Pays attention to details  -Showing satisfaction in meeting their own goals  -Persists when challenges occur  -Bouncing back after difficulties  <b><u>Creating and critical thinking</u></b>  -Thinking of ideas  -Finding new ways</p>	<p><b><u>Skills:</u></b>  -Use my prior knowledge and make links.  -Predicting  -Exploring  -Problem solving</p> <p><b><u>-Other skills:</u></b>  -Turn taking in conversation and building upon what is heard.  -Questioning to find out more information.  -Recalling learning  <b><u>Application:</u></b>  Practising and applying knowledge and understanding in the provision</p>

	<p><b>10.</b> <b>(Counting: saying number words in sequence).</b></p> <p><b>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 15 (Numeral meanings).</b></p> <p><b><u>Comparing</u></b> <b>I can build and identify numbers to 20, to see and generalise the 1 more than/1 less than relationship between sequential numbers 11-20 (Knowing the 1 more than/1 less than relationship between counting numbers).</b></p> <p><b>I can estimate sets of objects up to 10 and count to find out how many objects there are.</b></p> <p><b>I can talk about how close my estimate is and apply my more/fewer/same knowledge to explain what I found.</b></p> <p><b><u>Composition</u></b> <b>I can recall number pairs to 5 (Number bonds: knowing</b></p>	<p>Bingo game with pictorial and numeral cards.</p> <p><b>-Linking numerals to amount and amount to numerals to 20</b> Using quantities and numeral cards and pictorial representations of sets of objects. <b>One Moose, 20 Mice book by Stella Blackstone</b> Travel, pair, share-children with numicon cards and numeral cards-have to match with a partner-quantity and numeral.</p> <p><b>-Estimation Station activities</b> Children estimate different sets of objects to 10 and record their estimate then count and test, recording the actual number. Using stem sentences, talk about how close their estimate was and apply more/fewer/same knowledge and vocabulary.</p> <p><b>-Recalling number bond facts to 5 then 10</b> Children developing automacity when recalling number bonds. Play bat and ball e.g Teacher bats and says 4 and children say 2, teacher says 6 and children say 0 for number bonds to 6 tennis.</p> <p><b>-Recalling number bond subtraction facts to 5</b> With use of bunny ears and concrete resources to prompt if needed.</p> <p><b>-Addition activities</b> Creating mathematical stories by using the First, Then and Now structure e.g First there are..then...now there are.... At first children recount all objects to find how many altogether, moving on to counting on from the first set to find the total. Represent the number stories using 10 frames, number tracks and fingers. Bus and passenger game-addition number stories practically. <b>Mr Gumpy's Outing book by John Burningham</b> Adding more small world characters to a boat and explore representations. Tray game-children see 6 cubes and cover. Teacher adds more cubes-uncover-children work out how many cubes I added.</p>		<p>to do things</p> <ul style="list-style-type: none"> <li>-Making links and noticing patterns in their experience</li> <li>-Checking how well their activities are going</li> <li>-Changing strategy when needed</li> <li>-Reviewing how well the approach worked.</li> </ul>	
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	<p>which pairs make a given number).</p> <p>I can automatically recall (without references to rhymes counting or other aids) number subtraction facts to 5.</p> <p>I understand that the quantity of a group can be changed by adding more and taking away from it.</p> <p>I can add 2 quantities together to 10 and start to count on.</p> <p>I can take away an amount from a set up to 10 and say how many items are left.</p> <p>I have a deep understanding of numbers to 10 including the composition of each number (Part-whole: identifying smaller numbers within a number).</p> <p>I can represent and record my learning.</p> <p><b>Pattern</b></p>	<p>Using + and = symbols in recordings.</p> <p><b>-Subtraction activities</b>  Re-enact 10 Green bottles song, 10 in a bed  Concrete opportunities to take away objects from a set using the First, Then and Now structure.  Play the Pass it On game: each child has 6 cubes-roll a 1-3 die and pass the corresponding number of counters to person on the left. Winner has given all their cubes away.  Tray game-children see how many cubes at start- cover, teacher takes some cubes out-children work out how many cubes are removed.  Use – and = symbols in recordings.  <b>Elevator Magic book by Stuart J Murphy</b>  Showing subtraction on a vertical number track  Large number track on floor-roll die and jump back that many places.  Race to Zero game: Each child has 20 items-arranged to fill 2 tens frames -roll die and remove that many counters-must reach exactly zero to win.</p> <p><b>-Playing the Bus Stop game to apply addition and subtraction knowledge</b></p> <p><b>-Creating patterns around a border using fixed number of spaces</b>  Is it continuous? Can you make it continuous?</p> <p><b>-Explore doubling and represent in different ways</b>  Understanding that doubling means ‘twice as many.’  <b>Two of everything book by Lilly Hong</b>  See doubles by building pair wise patterns on tens frames. E.g 2, then on another 10’s frame 4...  Mirror and barrier games to explore doubles-child shows a quantity quickly and the partner has to match it-stem sentence Double...is....  Use dominoes to sort into doubles and Not doubles.  Build doubles using different equipment.</p>			
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	<p><b>I can create a pattern around a border with fixed number of spaces (Pattern making around a border with fixed number of spaces).</b></p> <p><b>I can verbally count beyond 20 and recognise the pattern of the counting system.</b></p> <p><b>I know that double means 'twice as many.'</b></p> <p><b>I can explore and represent patterns within numbers up to 10 including doubling facts</b></p> <p><b>I can automatically recall (without references to rhymes counting or other aids), doubling facts.</b></p> <p><b>I can explore 100 and organise 100 using tens frames.</b></p>	<p>Play the Doubles dice game: Partners take turns to roll 2 dice, score a point each time they roll a double. First to reach 3 points wins the game. Watch Double Trouble Number Blocks episode Start to recall doubling facts.</p> <p><b>-Explore 100 and organise 100 objects using tens frames</b> Make links and talk about the pattern noticed when filling the tens frames. Make 100 paper chains-building in tens, changing the colour after each ten so easier to count. Play snakes and ladders game.</p> <p><b><u>5 Minute Daily Maths meetings</u></b> Odd and even whisper/shout pattern whilst counting abacus balls. Counting beyond 20 and recognising the number pattern within it. Large abacus to model and demonstrate counting to 100 and talk about the patterns within e.g 1-9, the odd and even pattern, the two's, fives and tens-practise counting in 2's, 5's and 10's with abacus beads to demonstrate.</p>	<p><b>Odd, even, pattern, number names to 100, twos, fives and tens</b></p>		
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### **Sticky Knowledge Observation**

Maths activities for observation and assessment of skills, knowledge and application.

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

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

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



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

Zoolab creature visitors

Makerspace parent/carers after school workshop

F2 Summer 3a Home learning grid

Wow moments

Parent drop in sessions



## EYFS AREA OF LEARNING: UNDERSTANDING THE WORLD SUMMER 3A



ENQUIRY QUESTION: F1- WHERE DO DIFFERENT ANIMALS LIVE? F2-HOW ARE PLACES DIFFERENT?

Development Matters links to Understanding 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. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effects of changing seasons.

#### 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.

EYFS CLASS END POINT	KNOWLEDGE AND SKILLS (what do you want children to be able to know and do?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I can use all my senses in hands-on exploration of natural materials.</p> <p>I can show interest in different occupations.</p>	<p>Brainstorm enquiry question: 'Where do different animals live?'</p> <p>To find out prior knowledge</p> <p><u>Disciplinary knowledge-Classification:</u></p> <p>To know that there are animals</p> <p><u>Disciplinary knowledge-Asking relevant questions:</u></p>	<p>Pet, animal, farm, jungle, ocean, shelter, vets, farm, clean, veterinary nurse, wild, zoo, growth</p>	<p>Playing and Exploring</p> <p>-Using senses to explore the world around them-</p> <p>-Showing a can do attitude</p>	<p><u>Skills:</u></p> <p>Active listening</p> <p>-Use more complex sentences to link thoughts</p>

	<p><b>I can explore how things work.</b></p> <p><b>I can plant seeds and care for growing plants.</b></p> <p><b>I know the key features of the life cycle of a plant and an animal.</b></p> <p><b>I am beginning to understand the need to respect and care for the natural environment and all living things.</b></p> <p><b>I can explore and talk about different forces that I can feel.</b></p> <p><b>I can talk about the differences between materials and changes they notice.</b></p> <p><b>I can recognise some environments that are different to the one in which I live.</b></p>	<p><b>Looking at objects and pictures discussing what they can see</b>  <u>PETS</u>          -Talk about pet animals living in our homes with people.          -P4C discussion about what pets need ( shelter/ home, care/ vet, exercise/ attention, food/ drink)          -Role play- Vets Surgery          Home Corner          Adults model role play, using appropriate words to extend vocabulary          -Veterinary Nurse to visit and talk about her occupation and that of the vet.  <u>-Show and Tell</u>          Show photos of pets, talk about them and answer simple questions.</p> <p><u>-PET CLUB</u>          Invite different pets into nursery. A child can introduce their pet to their peers, talk about their pet, extending their vocabulary and answer questions posed by their peers. The pet animal can be stroked (using all senses) appropriately afterwards, following a hygiene discussion about the need to wash our hands thoroughly. Talk about respect, care and responsibility for pets.          -Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p><b><u>Disciplinary knowledge-classification:</u></b>  <b>To know that there are different animals</b>  <u>PLANT GROWTH AND ANIMAL LIFECYCLES</u>          -Baby animals and their names plus pets and their lifecycle.  <u>FARM ANIMALS</u>          -Talk about animals which live on a farm.          -Contribute to a list of farm animals on the board. Use Google to search for 'farm animals' to see if there are any the children have missed to add to the list of words.          -Farmers occupation and chain of supply e.g from cow to shop.</p> <p><b><u>Disciplinary knowledge-Research using secondary sources:</u></b>  <b>Using picture books to ask and answer questions</b></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>-Begin to understand how and why questions          -Use my prior knowledge and make links</p> <p><u>Other skills:</u>          -basic word processing          -Observational skills          -Pencil control</p> <p><u>Application:</u> In context of 'Where do different animals live?' learning and child initiated learning</p>
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		<p>-Use fiction and non-fiction books to learn more about farm animals and enhance the children's vocabulary</p> <p>-Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p><b><u>Disciplinary knowledge-Classification:</u></b>  <b>To know that there are animals</b></p> <p><b><u>Disciplinary knowledge-Asking relevant questions:</u></b>  <b>Looking at objects and pictures discussing what they can see</b></p> <p><u>WILD / ZOO ANIMALS</u></p> <p>-Hands on exploration of the Rainforest creatures, showing respect and care for living things.</p> <p>-Talk about animals living in the wild and in zoos.</p> <p>-Contribute to a list of wild animals on the board. Use Google to search for 'wild animals' to see if there are any the children have missed to add to the list of words.</p> <p>-Use fiction and non-fiction books to learn more about wild animals and enhance the children's vocabulary</p> <p>Use the IWB and a globe to learn about the countries where different animals live.</p> <p><u>DIFFERENT HABITATS FOR DIFFERENT ANIMALS</u></p> <p>Pets and wild animal habitat differences.</p> <p><b><u>Disciplinary knowledge-Asking relevant questions:</u></b>  <b>Looking at animals and discussing what they can see</b></p> <p><b>-ZOO LAB workshop</b></p> <p>Children learn about rainforest animals by listening to a presentation by 'ZOO LAB.' They enjoy a 'hands on' experience with the animals and enhance their knowledge and understanding of the world by asking questions about the animals they have been introduced to.</p> <p>-Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p>			
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		<p><b><u>Disciplinary knowledge-Classification:</u></b>  <b>To know that there are different types of animals</b>  <u>UNDER THE SEA</u>  *Know that there is land and water on a globe.</p> <p>Talk about animals living under the sea. Look at seas on the globe.  -Contribute to a list of under the sea animals on the board. Use Google to search for 'sea animals' to see if there are any the children have missed to add to the list of words.  -Use fiction/ non-fiction books and IWB to learn more about sea animals and enhance the children's vocabulary  -Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p><b><u>-ICT focus- Word processing</u></b>  Use a painting program, such as 2Simple, to draw a favourite animal. Begin to use the keyboard to write phonetically plausible labels and own name on work</p> <p><b><u>ONGOING:</u></b>  - <u>Mini Mash</u>  Exploring different areas of Purple Mash.</p> <p>-<u>Use of Alexa</u> to ask information and play music.</p> <p>-<u>Use of I pads</u> to play age appropriate games.</p> <p>-<u>Science resources /shed use during investigating</u> for the above and child-initiated explorations in provision.  Exploring magnets and outdoor forces in environment. Similarities and differences between materials.</p> <p>-<u>Makerspace STEM Trolley Learning with peer tutoring</u>  Investigating/problem solving how things work 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>Battery holder</b>  <b>Circuit</b></p>		
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		<p><u>Vegetable Planters-Joint F1 and 2 /Use of gardening equipment</u> Weeding and watering</p> <p><b>CC-</b> 1:1 support with animal small world play. Enhance experience by sharing non- fiction books on different animals and their habitats</p> <p><b>CHALLENGE-</b> Develop ICT word processing skills by using the keyboard to write a list of phonetically plausible animal words</p> <p><b>SEN/LAP/DISAD-</b> Talking partners with a HAP-for peer modelling and 1:1 support and encouragement when typing own name using the keyboard, adult modelling specific animal habitat vocabulary use.</p>			
F2	<p><b>I can talk about members of my immediate family and community.</b></p> <p><b>I can name and describe people who are familiar to me.</b></p> <p><b>I can comment on images of familiar situations in the past.</b></p> <p><b>I can compare and contrast characters from stories, including figures from the past.</b></p> <p><b>I can draw information from a simple map.</b></p> <p><b>I know that some places are special to members of the</b></p>	<p>-Brainstorm enquiry question: ‘How are places different?’ Class brainstorm-to find out prior knowledge, past experiences and display on working wall, to help decide upon the different directions of the learning.</p> <p><b>Disciplinary knowledge-Observations over time and observing patterns:</b> <b>Compare features of their locality</b> -Talk about features of their own immediate environment and how environments might vary from one another:</p> <p><u>Our Locality and Community</u></p> <ul style="list-style-type: none"> <li>School’s location-address and talking partners about where the school is on a map of England / UK /looking at local maps and their symbols. When have you seen and / or used maps? Google Earth-identifying special places to the community e.g school and church- class verbal responses.</li> <li>Locality trail looking at houses and other features of the local environment, such as the natural world-Tankersley wood, using senses and expressing likes and dislikes plus activities in the locality that the children enjoy-highlighting and supporting children’s differences. Finish with a traffic tally chart survey.</li> <li>My home-the people who live in it and their names and</li> </ul>	<p><b>Locality, map, rainforest, habitat, world, compare, features, address, place, traffic, survey, route, holiday, country, recycling</b></p>	<p><u>Playing and Exploring</u> -Showing curiosity about objects, events and people -Using senses to explore the world around them -Showing particular interests -Initiating activities -Showing a ‘can do’ attitude <u>Active Learning</u> -Maintaining focus on their activity for a period of time -Showing high levels of energy, fascination</p>	<p><u>Skills:</u> -Active listening -Ability to explain and connect ideas. -Use my prior knowledge -Further develop topic linked tiered vocabulary. -Globe and map reading -Use of comparative language and concepts -Developing skill of using a ‘birds eye view.’  <u>Other skills:</u></p>

	<p>community.</p> <p>I know that people have different beliefs and celebrate special times in different ways.</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can explore the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I can recognise some environments that are different to the one in which I live.</p> <p>I can understand the effect of changing seasons on the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I recognise some environments that are different to the one in</p>	<p>descriptions.</p> <ul style="list-style-type: none"> <li>My home in relation to school, including my address and my route from home to school. How do you travel to school? Link to 'Active Travel' initiatives-talk about which forms of travel the children enjoy the most-sensitivity to differences. Draw route.</li> </ul> <p><b>Disciplinary knowledge-Classification:</b> To use the names of different plants, birds, animals and trees</p> <ul style="list-style-type: none"> <li>Animals, plants and wildlife seen in our locality.</li> <li>To talk about some of the things that people do to look after their environment e.g recycling.</li> </ul> <p><u>-Our holidays</u></p> <ul style="list-style-type: none"> <li>Outdoor Travel Agents and airport role-play area with brochures, suitcases, signs, till-developing narratives and explanations-sustained shared thinking.</li> <li>Children talk about places they have visited in UK and abroad in different countries-how they are different to where the children live-which place was your favourite and why? Talk about holiday experiences and preferences-how it is o.k for other children to enjoy different places/activities compared to your own preferences. Use of Google Earth to find out more.</li> <li>Finding holiday destinations in brochures and on maps and the globe. <b>(Global learning)</b></li> </ul> <p><b>Historical story of Christopher Columbus</b></p> <ul style="list-style-type: none"> <li>Recap Matthew Henson story / timeline.</li> <li>Place on time-line <ul style="list-style-type: none"> <li>Look at pictures of past objects and compare to present.</li> <li>Compare characters and events in this past story and contrast to Keep On-The story of Matthew Henson</li> </ul> </li> </ul>	<p>Travel, adventurer, past, then, long ago, time-line</p>	<p>-Not easily distracted -Pays attention to details <u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns in their experience</p>	<p>-Observational skills -Writing skills -Diagram and labelling</p> <p><u>Application:</u> In context of 'How are places different?' adult focus and child initiated learning.</p>
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	<p>which I live.</p> <p>I know how to describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.</p> <p>I can 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.</p> <p>I can explore the natural world around me, making observations and</p>	<p>(Arctic topic)</p> <p><u>-Rainforests study focus (Global Learning)</u></p> <ul style="list-style-type: none"> <li>To talk about similarities and differences between life in this country and life in different countries.</li> <li>Where are the Rainforests in the world? Focus on the Amazonian Rainforest. Talk about different countries.</li> <li>Rainforest role-play adventurer area with magnifying glasses, binoculars, vegetation, picture/word mats and writing frames-developing narratives and explanations in groups-sustained shared thinking.</li> </ul> <p><b><u>Disciplinary knowledge-Research using secondary sources:</u></b>  <b>To use non-fiction books and ICT to answer their questions</b></p> <ul style="list-style-type: none"> <li>Looking at pictures and information power points of the Rainforests-what do you notice? Talking partners. To be able to talk about different landscape features in different environments.</li> <li>Using adjectives to describe the forests.</li> <li>Creating own collage Rainforests explaining what different parts represent.</li> </ul> <p><b><u>Disciplinary knowledge-Classification:</u></b>  <b>To use the names of different animals</b></p> <ul style="list-style-type: none"> <li>Talk about the similarities and differences between</li> <li>Animals of the Rainforest-Zoolab Creature visitors to handle and describe. Talk about the differences in children's ability to handle the creatures-some stroke, some will hold-some children like furry creatures rather than those with scales.</li> </ul> <p>Use of Victor Vocabulary board and Glossary for word meanings in the above activities.</p> <p><u>-Comparing our locality to the Rainforest</u></p> <ul style="list-style-type: none"> <li>Discussing similarities and differences and offering explanations why.</li> </ul>			
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	<p>drawing pictures of animals and plants.</p> <p>I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p>	<p><u>SIMILARITIES AND DIFFERENCES BETWEEN CULTURAL AND RELIGIOUS COMMUNITIES</u> Recall and talk about past learning about Diwali, Christmas and Chinese New Year in this country.</p> <p><u>ICT -Virtual assistant technology use</u> Using Alexa for a range of purposes, including research about different places e.g our locality, other countries and the Rainforest, searching for music, asking for daily weather.</p> <p><u>ONGOING:</u> -ICT-Support/practise logging onto Mini Mash Exploring different areas of Purple Mash and with support learning to save learning.</p> <p>-<u>Use of I pads</u> to play age appropriate games.</p> <p>-<u>Science resources /equipment trolley use during investigating</u> for the above and child-initiated explorations in provision, including observation of seasons/weather changes.</p> <p>-<u>Care and observation of the Early Years stick insects and tortoise</u> F1 and 2 care rota, preparing food and water, cleaning out and observing, explaining any changes.</p> <p>-<u>Makerspace STEM Trolley Learning with peer tutoring</u> Creating own projects-investigating/problem solving to create simple circuits to light up a bulb plus buzzers and use of switches. Incorporate circuits into own ideas and models- alongside a KS 2 peer tutor once a week. Sharing of related electricity/circuit non-fiction booklets.</p> <p><u>Vegetable Planters-Joint F1 and 2 /Use of gardening equipment</u> Weeding watering. Observing plant growth and comparing height, leaf type and talk about changes-linked to Enterprise-selling sunflower plants that have been planted.</p>	Electricity, project		
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		<p><b><u>Disciplinary knowledge-Measuring and recording:</u></b>  <b>Draw and label pictures</b></p> <p>Observation drawings and labels of plants.</p> <ul style="list-style-type: none"> <li>• <b><u>CULTURAL CAPITAL-</u></b>  Looking at books about people's interests, hobbies, preferences, plus non-fiction books on different places and 1:1 focus on maps/globe.</li> </ul> <p><b><u>CHALLENGE-</u></b>  <b><u>SEN/DISADVANTAGED-</u></b>  Stay and Play well being club-talk about past and present experiences-how we differ in what we enjoy-food tasting activity.</p>			
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## **Sticky Knowledge Observation**

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

F1- Use Home Corner role play area to observe groups of children role playing family life at home. Use P4C discussions to assess if a child **ENJOYS JOINING IN WITH FAMILY CUSTOMS AND ROUTINES**

**CC:** Address any gaps through 1:1 intervention and support

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

**CC:** Identify any gaps from the above and provide 1:1/small group intervention and teaching and learning activities to address these.

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

**Zoolab creature visitors**

**Makerspace parent/carers after school workshop**

**F2 Summer 3a Home learning grid**

**Wow moments**

**Parent drop in sessions**

### **RESOURCES FOR U THE W**

**Half term resources:** Magnifying glasses, stick insect home, stick insects, tortoise enclosure, pellet food, hay and run, sawdust, calcium powder, science trolley.

**For the provision: Makerspace:** Batteries of different sizes, bulbs, crocodile clip wires, bulb holders, battery holders, buzzers, propellers, Perspex filters, kaleidoscopes, minibeast observation pots.

**Curiosity approach:** Magnifying glasses, microscopes, tweezers, pipettes, prisms, torches with batteries, black out tents, funnels, range of water cylinders for F1 and progressing to more challenge in F2, digital timers, magnets, mirrors, sand bags.



## **EYFS AREA OF LEARNING: EXPRESSIVE ARTS AND DESIGN**

### **SUMMER 3A**



**ENQUIRY QUESTION:** F1- WHERE DO DIFFERENT ANIMALS LIVE?      F2-HOW ARE PLACES DIFFERENT?

Development Matters links to 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.

EYFS CLASS	KNOWLEDGE AND SKILLS (what do you want children to be able to know and do?)	SEQUENCE OF ACTIVITIES/PROGRESSION	VOCABULARY (Use Victor Vocabulary and Glossary books)	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
<p>F1</p> <p><u>Art</u></p> <p>I CAN CREATE A COLLAGE BY USING THE LAYERING TECHNIQUE</p>	<p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I know how to use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.</p> <p>I can explore colour and colour-mixing.</p> <p>I can listen with increased attention to sounds.</p>	<p>Art Focus – Collage</p> <p>Create a collage that is inspired by animals-using a range of artistic effects.</p> <ul style="list-style-type: none"> <li>- Cut up into different shapes to create an animal and explore joining methods</li> <li>- Add fabric and other textured materials, exploring textures and describing</li> </ul> <p><u>Wassily Kandinsky artist focus</u></p> <ul style="list-style-type: none"> <li>• Use IWB to look at the work of artist Wassily Kandinsky</li> <li>• -Paint different sized circles, triangles and squares, stick them on top of each other, in the style of Kandinsky (Layering, building new forms)</li> </ul> <p>- Create anything, from imagination or just stick things down in any way you want.</p> <p><u>-Indoor Role play area-</u></p> <p><u>Vets surgery</u></p> <p>With soft pet animal toys, instruments in a vet's surgical kit/ bandages, receptionist area/ telephone/appointment book/pictures and labels. Development of role-play with friends.</p> <p><u>-Indoor Small World-</u></p> <p>With plastic, wild animal toys, artificial grass for the land animals and blue chiffon material to represent water for the</p>	<p>Collage, layer, join, shapes, Wassily Kadinsky, expression, movement, noise</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>-Shows curiosity about objects, events and people</li> <li>-Engages in open ended activities</li> <li>-Shows particular interests</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>-Maintains focus on their activity for a period of time</li> <li>-Paying attention to details</li> <li>-Not easily</li> </ul>	<p>Reflecting on what they have made, picking out things they like (e.g. a painting or drawing)</p> <ul style="list-style-type: none"> <li>- Developing vocab, say what it is and why they like it (simply, I like this red painting because red is my favourite colour)</li> <li>- Exploring creating with no boundaries and also creating with an intention.</li> <li>- Developing building skills through collage</li> </ul>

	<p><b>I can respond to what I have heard, expressing my thoughts and feelings.</b></p> <p><b>I can remember and sing entire songs.</b></p> <p><b>I can sing the pitch of a tone sung by another person ('pitch match').</b></p> <p><b>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</b></p> <p><b>I can create my own songs or improvise a song around one I know.</b></p> <p><b>I can play instruments with increasing control to express my feelings and ideas.</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 develop my own ideas and then decide which materials to use to express them.</b></p>	<p>sea creatures-creating imaginative and complex worlds.</p> <p><u>-F1 and 2 Easels both in and outside</u>-Paints or dry mark making tools-chalks, crayons, pastels, charcoal. Colour mixing using paints (to represent animals).</p> <p><u>Singing and Percussion instruments</u></p> <ul style="list-style-type: none"> <li>• Daily singing sessions (nursery rhymes and familiar songs)</li> <li>• Action songs and rhythm plus responding to what is heard plus matching tone and melody.</li> <li>• Drums and percussion instrument use and presentations</li> <li>• Use music to move around the provision like different animals ( e.g. loud, slow, low music to move like an elephant to, fast, high pitched music to move like mice to)</li> </ul> <p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• In a range of contexts and in response to own interests.</li> <li>• Representing the animal's face and expression plus movement and noise effects shown.</li> </ul> <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 on the stage area along with peers. Video and evaluate.</p> <p><u>-F1 and 2 Outdoor mats/stage, ribbon sticks and wind chime-</u> with percussion instruments and dressing up costumes to encourage dance/expressive movements.</p>		<p>distracted</p> <ul style="list-style-type: none"> <li>-Enjoying meeting challenges</li> <li>-Persists with activity when challenges occur</li> <li>-Shows the belief that more effort or a different approach will pay off</li> <li>-Being proud how they accomplished something not just the end result</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Finding new ways to do things</li> <li>-Making links and noticing patterns in their experiences</li> <li>-Tests their ideas</li> <li>-Developing ideas of grouping and cause and effect</li> </ul>	<p>- Developing imagination and also ability to observe and create something that resembles something else.</p> <p><u>Other skills</u></p> <ul style="list-style-type: none"> <li>- Turn taking in conversation and building upon what is heard</li> <li>-Questioning to find out more information</li> <li>-Using own experiences in play</li> </ul> <p><u>Application:</u> In context of 'Where do different animals live?' adult focus learning and child initiated learning.</p>
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	<p>I can join different materials and explore different textures.</p>	<p><u>-F1 and 2 Mud Kitchen and play house</u>-addition of natural objects and herbs/plants.</p> <p><u>DESIGN TECHNOLOGY PROJECT-HEPP SERVICES</u></p> <p><u>Where do different animals live?</u></p> <p>Plan, make and evaluate a hedgehog home.</p> <p><i>Exploration</i></p> <p><b><u>CC-</u></b> Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into pretending and role taking. 1:1 support with collage learning</p> <p><b><u>CHALLENGE</u></b>-Can you create new shapes, draw over the top, assemble cut shapes of all sizes to create your own collage</p> <p><b><u>SEN/LAP/DISAD</u></b>- 1:1 modelling of scissor cutting skills and collage techniques.</p>	<p>Plan, make, evaluate, join, stick, decorate</p>		
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<p>F2</p> <p><b>Art</b></p> <p>I CAN CUT AND TEAR IMAGES TO CREATE VARIOUS SIZED SHAPES.</p>	<p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can develop storylines in my pretend play.</p> <p>I can explore and engage in music making and dance, performing solo or</p>	<p><u>Collage</u> -<u>Creating a Rainforest using a wide range of collaged materials</u></p> <ul style="list-style-type: none"> <li>• Cutting and tearing images to create various sized shapes, exploring different media, tools and techniques.</li> <li>• Create a variety of shapes, large and small with different forms and refine artistic effects to express myself</li> <li>• Using found materials, fabrics, photocopies of paintings to create compositions.</li> <li>• Chosen work to fit the current theme (e.g a green painting from art folder)</li> <li>• Creating new composition using a variety of different materials to fit a theme linked to other places and return to it to develop further</li> <li>• Consider uses and purposes of the art project.</li> <li>• Evaluating own and each others' art project, talking about processes, strengths and ways to improve.</li> </ul> <p><u>DT focus activity</u> Plan, make and evaluate a rain gauge (<i>Exploration</i>)</p> <p>-<u>Rainforest role-play adventurer</u> area with magnifying glasses, binoculars, vegetation, picture/word mats and writing frames-developing narratives and explanations in groups-sustained shared thinking.</p> <p><u>Small World</u> Linked to own lives or fantasy narratives plus connected to Handa's Surprise, using puppets and prompts</p> <p>-<u>Outdoor Travel Agents</u> and airport role-play area with brochures, suitcases, signs, till-developing narratives and</p>	<p>Collage, cut, tear, senses, layers, scissors, image/s, media, theme, project</p> <p>Plan, design, make, evaluate, sand, join, attach</p>	<p><u>Playing and Exploring</u> -Using senses to explore the world around them -Shows curiosity about objects, events and people -Engages in open ended activities -Shows particular interests -Pretending objects are things from their experiences -Taking a risk, engaging in new experiences and learning by trial and error</p> <p><u>Active Learning</u> -Maintains focus on their activity for a period of time -Paying attention to details -Not easily distracted -Enjoying meeting challenges -Persists with activity when challenges occur -Shows the belief that more effort or a different</p>	<p><u>Skills</u> -<b>Collage: understand that different media can be combined to create new effects.</b> -Considering uses and purposes when creating. -Creating something new from existing things -Building layers -Using and exploring variety of materials -Transforming previous paintings and drawings into something new -Scissor cutting skills -Creating</p>
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<p><b>in groups.</b></p> <p><b>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>I can share my creations, explaining the process I have used.</b></p> <p><b>I can invent, adapt and recount narratives and stories with peers and my teacher.</b></p>	<p>explanations-sustained shared thinking.</p> <p><u>-Develop a range of class songs to sing</u>          ‘Down in the Jungle,’ ‘London Bridge is falling down,’ ‘House of the bears.’  <u>-F1 and 2 Easels both in and outside</u>-Paints or dry mark making tools-chalks, crayons, pastels, charcoal.          Artist study pictures displayed.</p> <p><u>-Weekly music session with specialist music teacher</u> (also including the below)</p> <ul style="list-style-type: none"> <li>• Action songs and rhythm and pulse learning, plus dynamics.</li> <li>• Drums and percussion instrument use considering melody and pitch</li> </ul> <p><u>Creative Dance P.E lesson focus</u></p> <ul style="list-style-type: none"> <li>• Watching and talking about each others’ performances and giving 2 stars and a wish</li> <li>• Watching different arts performances and evaluating them</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, plus other fabrics, string, tape, glue..., with tools-scissors, pencils...</p> <p><u>-F 1 and 2 Construction kits and blocks in and outdoors</u> Child initiated use of construction kits to create models.</p> <p><u>-Ongoing F1 and F2 Helicopter Story acting out stage</u>          Invent, adapt and recount own scribed stories-          After children have told their story, they act out in masking taped stage area along with peers. Video and evaluate.</p>			<p>approach will pay off</p> <ul style="list-style-type: none"> <li>-Being proud how they accomplished something not just the end result</li> </ul> <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> <li>-Thinking of ideas</li> <li>-Finding new ways to do things</li> <li>-Making links and noticing patterns in their experiences</li> <li>-Tests their ideas</li> <li>-Developing ideas of grouping and cause and effect</li> <li>Planning and making decisions about how to approach a task, solve problems and reach a goal.</li> <li>-Check how well their activities are going.</li> <li>-Change strategy as needed.</li> <li>-Review how well the approach worked.</li> </ul>	<p>collages by tearing and cutting</p> <ul style="list-style-type: none"> <li>-Using senses and vocabulary to describe a range of materials: how it feels/what it looks like/reminds you of</li> <li>-Creating compositions using different media and materials that are combined.</li> <li>-Create whilst thinking about uses and purposes.</li> <li>-Start to evaluate each others’ work, including own</li> </ul>
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		<p><u>-F1 and 2 Outdoor stage, ribbon sticks and wind chime</u>-with percussion instruments and dressing up costumes to encourage dance/expressive movements.</p> <p><u>-F1 and 2 Mud Kitchen and play house</u>-addition of coloured sand, water, pebbles.</p> <p><b>CC-</b> Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into extending vocabulary, sentences and role-play:1 support with collage learning and composition skills.</p> <p><b>CHALLENGE</b>-Can you create your own project for a particular purpose and use? Talk about how and why you have chosen different materials and techniques. Evaluate own and others' work.</p> <p><b>SEN/LAP/DISAD</b>- 1:1 modelling of scissor cutting and tearing skills and techniques.</p>			<p><u>Other skills:</u></p> <ul style="list-style-type: none"> <li>- Turn taking in conversation and building upon what is heard</li> <li>-Using own experiences in play</li> </ul> <p><u>Application:</u> In context of 'How are places different?' adult focus learning and child initiated learning.</p>
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## CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Zoolab creature visitors

Makerspace parent/carers after school workshop

F2 Summer 3a Home learning grid

Wow moments

Parent drop in session

