



EYFS AREA OF LEARNING: COMMUNICATION AND LANGUAGE

SUMMER 3B



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

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 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 understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>I can sing a large repertoire of songs.</p> <p>I know many rhymes and can talk about familiar books and 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: -</p>	<p><u>Brainstorm enquiry question: ‘How and Why do People Travel?’</u> To find out prior knowledge.</p> <p><u>Role play- Travel Agents</u> with brochures, suitcases, signs, till -developing play ideas, narratives and explanations (sustained shared thinking)</p> <p><u>Summer</u> -Learn about the season of Summer. <u>Summer trees and flowers-</u> Discuss/answer questions about how/why the trees have changed. Follow 2 part instructions to make Summer tree/ flower art work for our seasonal display. P4C discussion about favourite things to do in the Summer. Introduce more P4C signs e.g. building upon the ideas of others</p> <p>Use Victor’s Wonderful Words board and big Glossary book to define the meaning of new words. Use IWB video clips, fiction, non-fiction and Alexa as a basis for discussion/asking and answering how and why questions.</p>	<p>Travel, transport, journey, holiday, solar system, how, why, answer</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 critical thinking</u> -Thinking of ideas -Making links and noticing patterns in</p>	<p><u>Skills:</u> Active listening -Use more complex sentences to link thoughts -Begin to understand how and why questions -Use my prior knowledge and make links</p> <p><u>Other skills:</u> -Observational skills -Pencil control</p> <p><u>Application:</u> In context of ‘How and why do people travel?’ learning and child initiated learning</p>

	<p>some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus.'</p> <p>I am able to 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 engage in non-fiction books.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can ask and answer when, how and why questions to find out more and to check I understand what has been said to me.</p>	<p>P4C discussion about the four seasons of the year and which season is your favourite and why?</p> <p><u>Father's Day</u> Circle time- Discuss our daddies and why we love them. What makes a dad/Grandad special?</p> <p><u>Transport & Journeys</u> Focus on pronouncing multi-syllabic words: Focus on books with a transport/ journey theme, such as 'Can you Choo Choo Too?' by D. Wojtowycz, 'Ben and Gran and the Whole Wide Wonderful World' by G. Shields, 'Magic Train Ride' by Sally Crabtree, 'Dinosaur's Day Out' by Nick Sharratt and 'The Train Ride' by June Crebbin to learn about different modes of transport and travel. Recall the details of the stories and discuss our favourite ways to travel -Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p><u>Holidays/ Trips</u> Focus on past, present and future tenses in relation to: -Show and Tell Show and talk about favourite family holiday photographs. Talk about travelling on holiday, events and favourite memories of what happened</p> <p><u>Space and Solar System</u> <u>Class and group discussions about aspects of space:</u> Use IWB, fiction and non – fiction books to learn about space travel and talk about own opinions and ideas with voting about favourite planets, giving reasons- debate. Add new vocabulary to our 'Victor's Wonderful</p>		<p>their experience</p>	
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		<p>Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book.</p> <p><u>Singing</u> Learn some new Space and Vehicle linked songs to add to the repertoire of existing songs known. E.g Zoom, Zoom we're going to the moon, Engine, Engine number 9.</p> <p><u>Class Trip to Sundown Adventureland on a coach</u> Adults modelling asking each other questions about the trip to find out more information. Talking partners ask each other questions about their favourite part of the trip.</p> <p><u>Saying 'Goodbye'</u> 'Sing-along for Parents/ Carers and present N2 children with their folders/Learning Journeys</p> <p><u>Transition and leaving discussion</u></p> <ul style="list-style-type: none"> • Circle time-sharing happy memories in Nursery and talking about what we are looking forward to in our new class. <p><u>Helicopter Stories and Poetry basket</u> Telling own long stories and reciting known action poems.</p> <p><u>CULTURAL CAPITAL-</u> Linked Travel/ transport topic books with 1:1 reading and vocabulary time-recorded on child's grid and curiosity items to describe</p> <p><u>CHALLENGE-</u> To research a favourite mode of transport using books, a computer and Alexa. Make a fact sheet with a picture and writing/ labels and present it to the class. Ask peers questions and make</p>			
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		<p>comments about their fact sheet</p> <p><u>SEN/LAP/DISAD</u>— Peer buddy to support with vocabulary and engagement.</p>			
F2	<p>I understand how to listen carefully and why listening is important.</p> <p>I can ask questions to find out more and to check I understand what has been said to me. I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can develop social phrases.</p> <p>I can use new vocabulary in different contexts.</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I can learn rhymes, poems and songs.</p> <p>I can engage in non-fiction books.</p> <p>I can listen to and talk</p>	<p>-<u>Brainstorm</u> enquiry question: ‘Who helps to keep us safe?’ Class brainstorm-to find out prior knowledge and display on working wall, to help decide upon the different directions of the learning.</p> <p>All of the below learning-Use of Victor Vocabulary board and glossary book when learning new and ambitious vocabulary:</p> <p>-<u>Ourselves</u></p> <ul style="list-style-type: none"> 1 Decision learning and circle times -careful listening about keeping self safe and why listening is important for safety in different situations. Articulating own ideas and experiences using full sentences. <p>Explore internet, water, road safety, strangers-remember previous learning and recall-explaining why things might happen.</p> <ul style="list-style-type: none"> Taking turns giving instructions to each other in different scenarios e.g crossing the road. <p>-<u>My family</u></p> <ul style="list-style-type: none"> Talking partners about who makes me feel safe and how they do this. Talking about own experiences and using modelled past, present and future linked language, with use of conjunctions to extend and stretch the verbal sentences. <p>-<u>Police</u></p> <ul style="list-style-type: none"> Greet staff. Each other and visitors with social 	<p>Safe, help, emergency, Superhero, conversations, remember</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -Showing curiosity about objects, events and people -Using senses to explore the world around them -Engaging in open ended activity -Showing particular interests -Initiating activities. -Showing a ‘can do’ attitude <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Maintaining focus on their activity for a period of time -Showing high levels of energy, fascination -Not easily distracted -Pays attention to details <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Testing their ideas -Making links and noticing patterns in their experience -Checking how well their activities are 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Active listening -Use more complex sentences to link thoughts -Build on others’ responses -Use my prior knowledge and make links -Recalling past knowledge -Asking and answering possibility questions. -Give and follow instructions containing several consecutive ideas and actions. -Use of adjectives and verbs <p><u>Other skills:</u></p> <ul style="list-style-type: none"> -Observational skills -Pencil control <p><u>Application:</u> In context of ‘Who</p>

	<p>about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can make comments about what I have heard and ask questions to clarify my understanding.</p> <p>I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers.</p> <p>I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p> <p>I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p> <p>I can listen attentively and respond to what I</p>	<p>greetings e.g Good Morning, Nice to meet you plus using good manners.</p> <ul style="list-style-type: none"> • Information power-points -talking partners • Devising questions to ask the Police officers. • Visit by police officers, with children asking their pre-prepared questions and responding with further questions to check understanding. Learning new deep vocabulary and using it. Bringing police car to look inside and uniforms/equipment-question and answer session-police officer gives consecutive uniform/equipment instructions and child follows instructions • Goldilocks Crime scene provocation outdoors-children ask questions and interview each other to find out information about the clues • Back and forth conversations about the Goldilocks crime, predicting and explaining what might have happened. • Indoor Police station with posters, writing frames and uniforms to create narratives in groups <p>Taking turns to give and follow each other's instructions involving several actions.</p> <p><u>-Firefighters, Doctors and Nurses</u></p> <ul style="list-style-type: none"> • Learning about their jobs and how they keep people safe by using non-fiction books and computer research. • Visitor firefighters/doctors or nurses <p><u>-Superheroes and heroines</u></p> <ul style="list-style-type: none"> • Supertato and Superbat stories and role-play 		<p>going</p> <p>-Reviewing how well the activities are going</p>	<p>helps to keep us safe?' adult focus learning and child initiated learning</p>
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	<p>hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<ul style="list-style-type: none"> • Supertato Evil Pea provocation • Outdoor role play 'Superhero Headquarters' • Explain why things happen using recently introduced vocabulary from stories, Non-fiction, rhymes and poems. <p><u>Other CL opportunities:</u></p> <p><u>-Father's Day</u></p> <ul style="list-style-type: none"> • Circle time-extending our verbal sentences and explanations about why my Daddy is special to me. <p><u>-Trip to Butterfly World</u></p> <ul style="list-style-type: none"> • Asking questions based upon what has been heard in our Mini-beast handling guided session. • Describe animals and butterflies, extending vocabulary, including adjectives. • Presenting information learnt and explanations of fun activities taken part in. <p><u>-Focus author- Eileen Browne:</u></p> <p><u>No Problem</u></p> <ul style="list-style-type: none"> • Book talk, new vocabulary, describing the animals and fruits, re-telling the story/acting out the narrative. <p><u>In a minute</u></p> <ul style="list-style-type: none"> • Predicting events and book review giving opinions and explaining ideas. <p><u>Where's the Bus?</u></p> <ul style="list-style-type: none"> • Drama strategies including use of speech bubble and thinking bubble plus hot seating to explore characters and events. 			
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		<p><u>-Fairtales to read and discuss</u></p> <ul style="list-style-type: none"> • Little Red Riding Hood, The Three Little Pigs, Hansel and Gretel, King and King, Mommy, Mama and Me-re-telling the story and P4C discussions about setting, characters, plot. <p><u>Poetry:</u></p> <ul style="list-style-type: none"> • First Poems to read and perform: Poems Out Loud- Selected by Laurie Stansfield • 'The Poetry Basket' smart board action poems to learn and recite along with new songs and rhymes. <p>Extend vocabulary and explore the poems meanings/how they make you feel. Learn some poetry basket poems off by heart.</p> <p><u>-Transition and leaving discussion</u></p> <ul style="list-style-type: none"> • Circle time-sharing fun times in Reception and talking about what we are looking forward to in our new class. <p><u>CULTURAL CAPITAL-</u> Sharing information books about Emergency services-jobs and people and space books.</p> <p><u>CHALLENGE-</u> Ask and answer possibility questions during visitor group times-extending verbal sentences and explanations-developing sustained shared thinking.</p> <p><u>SEN/DISADVANTAGED</u>-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 'Show and Tell' sessions about Summer holiday photos and memories. Observe children asking and answering questions about their Summer holiday. Continue to observe children playing in the Travel agents role play area to assess if a child **LISTENS AND RESPONDS TO IDEAS EXPRESSED BY OTHERS IN CONVERSATION OR DISCUSSION**

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

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

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

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Parent drop in sessions - F1 AND F2 CLASS TRIPS with parents -F1 Leaver's Presentation /Sing-along for parents & carers

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

-Wow moments -Sports Day



EYFS AREA OF LEARNING: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

SUMMER 3B



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

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

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 hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

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

ELG: Self-Regulation

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

ELG: Managing Self

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

ELG: Building Relationships

- Work and play cooperatively and take turns with others.

- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

	KNOWLEDGE 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 select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.</p> <p>I can develop my sense of responsibility and membership of a community.</p> <p>I can become more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>I can show more confidence in new social situations.</p> <p>I can find solutions to conflicts and rivalries. For example, accepting that not everyone can be</p>	<p>-Circle time and explain own knowledge/understanding in relation to the question, How and why do people travel? -Travel Agents role-play area</p> <p>Select and use role play resources to fulfil their goal. Development of role-play with friends, explaining own experiences and looking at related non-fiction books in the area to promote explanation of knowledge and understanding.</p> <p>-Summer trees and flowers- Explaining how the trees/flowers have changed-look at non-fiction books. -P4C discussion about favourite things to do in the Summer. Introduce more P4C signs e.g. building upon the ideas of others</p> <p>P4C discussion about the four seasons of the year and which season is your favourite and why?</p> <p><u>Father's Day</u> Circle time- Discuss our daddies and why we love them. What makes a dad/Grandad special? Considering my family and community and my responsibility within it.</p> <p><u>Police officers and other visitors linked to people who help us in the community</u> -Explain own experiences, knowledge and understanding</p>	<p>Choose, confidence, problem, solve</p>	<p><u>Playing and Exploring</u> -Shows curiosity about objects and events -Using senses to explore the world around them- -Showing a can-do attitude -Shows particular interests Initiating activities -Seeking challenge</p> <p><u>Active Learning</u> -Paying attention to details -Enjoying meeting challenges -Shows belief that more effort or a different approach will pay off</p> <p><u>Creating and critical thinking</u> -Thinking of ideas</p>	<p><u>Skills:</u> -Explanation skills -Asking relevant questions -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 -Presenting information confidently and answering questions</p> <p><u>Application:</u> In context of 'How</p>

	<p>Spider-Man in the game and suggesting other ideas.</p> <p>I can increasingly follow rules, understanding why they are important.</p> <p>I can remember rules without needing an adult to remind me.</p> <p>I can develop appropriate ways of being assertive.</p> <p>I can understand gradually how others might be feeling.</p> <p>I can understand gradually how others might be feeling.</p> <p>I can be increasingly independent in meeting my own care needs e.g brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p>I can make healthy choices about food, drink, activity and toothbrushing.</p> <p>I can express their feelings and consider the feelings of others.</p>	<p>in relation to the people who help us and their different modes of transport-real police car experience.</p> <p>-Showing more confidence to ask visitors a question.</p> <p>-Conflicts and rivalries-what are the best ways of sorting these problems out? E.g sand timer, suggesting you have a go then me etc-adult modelled along with pointing out how the other person feels. Showing assertiveness when required and modelled by adults.</p> <p><u>Holidays/ Trips</u></p> <p>-Show and Tell</p> <p>Show and talk about favourite family holiday photographs. Talk about travelling on holiday, events and favourite memories of what happened. Answer questions from peers and ask appropriate questions-consider own and emotions of others.</p> <p>-Use smart board video clips, non-fiction and Alexa as a basis for discussion/explanations and asking/ answering linked questions of others.</p> <p>-Class Trip to Sundown Adventureland on a coach</p> <p>- Joint F1 and F2 Seaside Day (Activity day with sand play, paddling pool, seaside games, shells and pebbles exploration tuff tray and ice-cream)</p> <p><u>Healthy living/self care routines</u></p> <ul style="list-style-type: none"> • Toothbrushing dragon and dental health stories-explore and share experiences. • Healthy snacks and eating-introduce new fruits and vegetables to try raw for snack time and discuss healthy choices. • Good sleep routines-ordering pictures and talk about healthy screen time. • Recap road safety linked to the Green Cross code- 	<p>Healthy, teeth, brush, toothpaste</p>	<p>-Making links and noticing patterns</p>	<p>and why do people travel?' learning and child initiated learning</p>
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	<p>I know and talk about the different factors that support my overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>-</p>	<p>scenarios set out in the outdoor area.</p> <p><u>-Nursery Sports Day-team work and taking turns.</u></p> <p><u>-Saying 'Goodbye'</u> 'Sing-along' for Parents/ Carers and present N2 children with their folders/Learning Journeys</p> <p><u>Transition and leaving discussion</u></p> <ul style="list-style-type: none"> Circle time-sharing happy memories in Nursery and talking about what we are looking forward to in our new class. <p><u>CHALLENGE</u>-I wonder what would happen if...? Linked to a range of scenarios in the provision? Can you explain your ideas? Sustained shared thinking through co-production of ideas and asking others questions, then building their answers upon these.</p> <p><u>SEN/DISADVANTAGED/CC</u>-1:1 adult and child following cultural capital book/theme/vocabulary chart-on TRAVEL/ TRANSPORT-adult encouraging explanations and modelling the extension of sentences when necessary. Mini quiz-ask questions about travel/ transport and the children talk in pairs before giving and justifying their answers.</p>			
F2	<p>I can see myself as a valuable individual.</p> <p>I can build constructive and respectful relationships.</p> <p>I can express my feelings and consider the feelings of others.</p>	<p><u>-My family</u></p> <ul style="list-style-type: none"> Talk about myself and my strengths as a valued individual-my family relationships with brothers and sisters and talk about experiences in relation to sharing, using each other's ideas in play. Look at feelings books and talk about own feelings in different contexts e.g family, school, clubs. <p><u>-Police role play scenario and Police visitors with car</u></p> <ul style="list-style-type: none"> Goldilocks Crime scene provocation 	<p>Family, relationships, good, bad choices, behaviour, consequences</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>-Engaging in open ended activity</p> <p>-Showing particular interests</p>	<p><u>Skills:</u></p> <p>-Active listening</p> <p>- -Build on others' responses and ideas when playing</p> <p>-Use prior knowledge and make links</p> <p>-Recalling past knowledge</p> <p>-Asking and answering</p>

	<p>I can show resilience and perseverance in the face of challenge.</p> <p>I can identify and moderate my own feelings socially and emotionally.</p> <p>I can manage my own needs e.g personal hygiene.</p> <p>I can show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.</p> <p>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.</p> <p>I can 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.</p>	<p>outdoors-children listen to and take account of each other's ideas and how to organise the interviews and police investigation in response to the crime scene.</p> <ul style="list-style-type: none"> Hot seating the characters of Goldilocks and the Bears-explore their perspectives and feelings about the situation. Lead this onto own and others' feelings in different situations. <p>Indoor Police station role play – creating shared narratives in groups, taking into account each other's</p> <ul style="list-style-type: none"> ideas Questions devised and asked to find out about the Police officer's equipment and job roles-talking about right and wrong actions, leading to consequences. Investigate the Police car in the playground. <p><u>-Keeping safe</u></p> <ul style="list-style-type: none"> Brainstorm different types of dangers e.g water, kitchen, roads, sun, stranger danger, internet-regulating own behaviours and learning about strategies to keep safe.. Brainstorm children's strategies for keeping safe in their everyday lives-looking out for siblings and their safety-sensitivity to their needs.. Circle times, talking partners and peer tutoring from older pupils relating to safety issues and scenarios. Create safety posters for Nursery children. Displaying an internet and computer safety charter. <p><u>-Firefighters, Doctors and Nurses</u></p> <ul style="list-style-type: none"> Small world play to develop narratives, Taking account and building upon each other's 		<p>-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 critical thinking</u> -Thinking of ideas -Testing their ideas -Making links and noticing patterns in their experience -Checking how well their activities are going -Reviewing how well the activities are going</p>	<p>possibility questions. -Empathy for other people's feelings</p> <p><u>Other skills:</u> -Observational skills -Pencil control</p> <p><u>Application:</u> In context of 'Who helps to keep us safe?' adult focus learning and child initiated learning</p>
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	<p>I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>I can work and play cooperatively and take turns with others.</p> <p>I can form positive attachments to adults and friendships with peers.</p> <p>I can show sensitivity to my own and to others' needs.</p>	<p>play ideas</p> <p><u>-Superheroes and heroines</u></p> <ul style="list-style-type: none"> • Supertato Evil Pea provocation and outdoor role play 'Superhero Headquarters'- taking each other's ideas into account and building upon them. <p><u>-Reflecting on our interactions in play situations</u></p> <ul style="list-style-type: none"> • Circle time-children take turns to reflect upon how they have taken account of each others' ideas about how to organise their activities, playing co-operatively and fairly. • Talking about resilience and perseverance in face of a challenge. • How we set goals, work towards them and regulate our immediate impulses-exploring good/bad choices and consequences. <p><u>Other PSED opportunities-</u></p> <p><u>Self care and healthy eating routines</u></p> <ul style="list-style-type: none"> • Teacher giving a set of consecutive instructions regarding toileting, hand washing and preparing/eating healthy snack. • Adult modelling healthy snack choices and non-fiction books. <p><u>Trip to Butterfly World</u></p> <ul style="list-style-type: none"> • Adapting behaviours to different settings and social contexts-travelling by coach, walking around the park and taking part in the Mini-beast workshop handling session. <p><u>-Transition and leaving</u></p> <ul style="list-style-type: none"> • Circle time-sharing fun times in Reception and talking about what we are looking forward to in 	<p>Self-care, routines, choices</p>		
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		<p>our new class.</p> <ul style="list-style-type: none"> • Joint F1 and 2 seaside themed day in outdoor area <p><u>CULTURAL CAPITAL-</u> -Reading a range of friendship story books and talking about the emotions and expression of these, using eggspressions and wellbeing resources</p> <p><u>CHALLENGE-</u> Can you invite a few new friends into your play and peer tutor them on how to take turns and use each others' ideas to build on in play? Can you develop sustained shared thinking?</p> <p><u>SEN/DISADVANTAGED-</u> Peer tutor in the provision to help with building upon each others' play ideas.</p>			
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Sticky Knowledge Observation Personal, Social, Emotional Development activities for observation and assessment in terms of skills, knowledge and application.

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

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

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

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

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Parent drop in sessions

- Wow moments

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

- F1 AND F2 CLASS TRIPS with parents

- Sports Day

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



SUMMER 3B

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

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.

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	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 develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>I can start taking part in some group activities which I make up for myself or in teams.</p> <p>I am increasingly able to</p>	<p>-Encourage children to travel around the outdoor play area pretending to be different modes of transport, e.g. a motorbike, plane, train, rocket etc. Can they change direction and slow down to avoid bumping into things?</p> <p>- Challenge groups of children to create their own airport (with landing strip, tabbards, signs, suitcases, creating wooden platforms) or other transport network/station, according to children's interests-stepping up wooden blocks, carrying planks together and moving wooden crates and tyres. Using tyres and wooden blocks to create vehicles.</p> <p><u>Challenge-How many ways can the children travel around the outdoor area</u> e.g rolling, hopping, skipping, running and sliding etc.</p> <p><u>Use of bikes, scooters and climbing equipment.</u></p> <p><u>Check our bodies before and after exercise</u> to see what happens. Can children observe that their hearts beat faster, they get hotter and more out of breath?</p> <p><u>Musical statues game with streamers/ribbons and stop to hold a pose when music stops.</u></p> <p><u>Using a range of tools and materials in child-initiated and adult focus activities</u> e.g scissors, pencils, pens plus materials in the studio space and paintbrushes in the easel area plus tweezers and cutlery in the Funky Fingers area <u>F1 Sports Day</u></p>	<p>Lift, exercise, still, materials, press, race plus positional language.</p>	<p><u>Playing and Exploring</u> -seeking challenge -showing a 'can do' attitude -Taking a risk and learning by trial and error <u>Active Learning</u> -Pays attention to details -Persisting with activity when challenges occur <u>Creating and critical thinking</u> -Being proud how they accomplished something not just the end result</p>	<p><u>Skills:</u> -fine motor skills -gross motor skills -Active listening to follow instructions -Using my prior knowledge and making links</p> <p><u>Other skills:</u> -co-ordination skills -Pencil control</p> <p><u>Application:</u> In context of 'How and why do people travel?' learning and child initiated learning</p>

	<p>use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I can match my developing physical skills to tasks and activities in the setting. E.g decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>I can choose the right resources to carry out my own plan. E.g choosing a spade to enlarge a small hole I dug with a trowel.</p> <p>I can collaborate with others to manage large items, such 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 -</p>	<p>-Children in teams take part in several races, such as egg and spoon, relay, balancing a beanbag on head , jumping and an obstacle race-using different movements e.g jumping and obstacle races-running, hopping and jumping.</p> <p><u>Ongoing</u> <u>Funky Fingers activities</u> E.g. picking up pom-poms using tweezers, threading cards/ beads, small pegs and boards, exploring messy play (shaving foam, gloop, compost, and baking ingredients) and balancing golf balls on tees.</p> <p><u>Studio Space</u> <u>Child initiated use of a range of tools, materials</u> and exploring joining them.</p> <p><u>Daily RWInc session</u></p> <ul style="list-style-type: none"> Recap using the perfect (tripod) pencil grip daily <p><u>-Travel Agents role-play area</u></p> <ul style="list-style-type: none"> Use of writing frames to write in role, applying handwriting skills. <p>-A range of writing/drawing activities linked to 'Travel' learning.</p> <p><u>CULTURAL CAPITAL//DISADVANTAGED</u> Small groups of children can practise traditional 'Sports Day' (British Values) events to prepare and improve confidence when travelling</p> <p><u>CHALLENGE</u>- Can you travel in different ways (such as crawling, slithering, hopping, jumping, on tiptoe etc.) using different parts of your body around our obstacle course confidently?</p> <p><u>SEN/LAP</u> - 1:1 encouragement/ support with travelling around outdoor equipment.</p>			
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	<p>running - skipping - crawling - jumping - hopping – climbing</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>I can further develop the skills I need to manage the day successfully: - lining up and queuing – mealtimes.</p> <p>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>				
F2	<p>I can revise and refine the fundamental movement skills I have already acquired: - rolling - walking - running - skipping -</p>	<p>- <u>Challenge groups of children to create their own and peer tutor Nursery pupils in creating an airport</u> (with landing strip, tabbards, signs, suitcases, creating wooden platforms) or other transport network/station, according to children’s interests-stepping up wooden blocks, carrying planks together and moving wooden crates and tyres. Using tyres and wooden blocks to create</p>	<p>Transporting, sports, athletics, rotation, accurate, control, formation, lines</p>	<p><u>Playing and Exploring</u></p> <p>-Seeking challenge</p> <p>-Uses senses to explore the</p>	<p><u>Skills:</u></p> <p>-Gross motor skills</p> <p>-Balance and co-ordination</p> <p>-Active</p>

<p>crawling - jumping - hopping – climbing.</p> <p>I can combine different movements with ease and fluency.</p> <p>I can negotiate space and obstacles safely, with consideration for myself and others.</p> <p>I can demonstrate strength, balance and coordination when playing.</p> <p>I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>I can throw an object.</p> <p>I can practise moving at speed.</p> <p>I can adapt my body when moving at speed.</p> <p>I can learn how to jump safely.</p> <p>I can jump in different</p>	<p>vehicles. Avoiding obstacles and demonstrating strength and agility.</p> <p><u>Challenge-How can you combine movements into a sequence as you travel around the outdoor area?</u> e.g Rolling, hopping, skipping, running and sliding etc.</p> <p><u>-Weekly P.E sessions- Games- The Olympics</u></p> <ul style="list-style-type: none"> Getting undressed and dressed-practising un/fastening buttons. <p><u>Sports and Athletics focus:</u> Sports rotation in the hall, simple games and rules, preparation for Sports Day activities-sprint, skipping, rolling, crawling obstacle course.</p> <p><u>Use of bikes, scooters and climbing equipment.</u> Negotiating corners and avoiding obstacles, with good balance plus riding bikes without stabilisers.</p> <p><u>- Check our bodies before and after exercise</u> to see what happens. Can children observe that their hearts beat faster, they get hotter and more out of breath? Explain any changes.</p> <p><u>-Daily RWInc writing and handwriting session</u></p> <ul style="list-style-type: none"> Getting into the perfect handwriting position. Spelling words and writing sentences. <p><u>-Funky Fingers activities</u> E.g. Makerspace trolley-making circuits, tweezers and beads, scissor skills, play dough disco. Exploring a range of tools and materials.</p> <p><u>Studio Space</u> Explore tools, materials and draw pictures, with greater accuracy/detail and care.</p> <p><u>A range of cross curricular linked writing activities</u> based on People Who Help to Keep us Safe, Superhero/heroines, trip to Butterfly World, Father's Day</p>			<p>world around</p> <ul style="list-style-type: none"> -Showing a 'can do' attitude -Seeks challenge -Taking a risk and learning by trial and error <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Pays attention to details -Shows high levels of energy and fascination -Persisting with activity when challenges occur -Shows satisfaction in achieving goals -Being proud of how they accomplished something not just the end result -Enjoys meeting challenges for their own sake not just external reward or praise <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Being proud how they accomplished something not just the end 	<p>listening to follow instructions</p> <ul style="list-style-type: none"> -Using my prior knowledge and making links -Observation skills -Explanation skills <p><u>Other skills:</u></p> <ul style="list-style-type: none"> -Pencil control <p><u>Application:</u> In context of 'Who helps to keep us safe?' adult focus learning and child initiated learning.</p>
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	<p>ways.</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 can begin to show accuracy and care when drawing.</p> <p>.</p>	<p>and Eileen Browne stories.</p> <p><u>CULTURAL CAPITAL-</u> 1:1 support reading non fiction books on People Who Help Us and Superheroes.</p> <p><u>CHALLENGE-</u> Can you speedily complete the obstacle course? What time can you do it in?</p> <p><u>SEN/DISADVANTAGED-</u> Non- fiction books on Who helps to keep us safe? Write vocabulary to go on Victor Vocabulary board.</p>		<p>result</p> <ul style="list-style-type: none"> -Finding ways to solve problems -Finding new ways to do things -Changing strategy as needed -Review how well the approach worked 	
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Sticky Knowledge Observation Physical Development activities for observation and assessment in terms of skills, knowledge and application.

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

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

F2- Observe and assess the children's ability to move confidently in a range of ways safely negotiating space.

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

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

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|--------------------------------------|--|
| -Parent drop in sessions | -F1 Leaver's Presentation /Sing-along for parents & carers |
| -Wow moments | -Summer 3B F2 home learning grids linked to the topic |
| - F1 AND F2 CLASS TRIPS with parents | -Sports Day |



EYFS AREA OF LEARNING: LITERACY **SUMMER 3B**



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

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

ELG's

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate

(where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Word Reading

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

Writing

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

	KNOWLEDGE 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 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 develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word -</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 RWI Set 1 'Speed Sounds', so that children can link phonemes to graphemes more confidently.</p> <p>Children use 'air writing' to form a letter correctly in the air before practising writing the letter on whiteboard (in RWinc) or paper using the correct pencil grip-making sure that there is a correct starting and finishing position for the letters formation.</p> <p>Children use 'Fred talk' to segment the sounds in simple CVC words and blend them together orally and from the graphemes that I have met.</p> <p>N1 children will continue to access a phonics session led by the TA based on Phonics speaking and listening activities.</p> <p><u>During adult focus reading and writing activities</u></p> <p>Adult modelling the child's capital letter at the beginning of their name, challenging the child to copy this.</p> <p>Using Fred Fingers to spell 2 and 3 letter words, writing each</p>	<p>Predict, favourite, vocabulary, poetry, fiction, capital letter</p>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> -Showing particular interests -Initiating activities. -Showing a can-do attitude -Acting out experiences with other people <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Pays attention to details-Showing a belief that more effort or a different approach will pay off. -Maintains focus for a period of time -Persists when difficulties arise 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Using my prior knowledge and making links. -Linking phonemes to graphemes. -Using phonic knowledge to decode words -Read and write simple words <p><u>-Other skills:</u></p> <ul style="list-style-type: none"> -Talking to a partner -Questioning to find out more information. -Using own experiences in

	<p>recognise words with the same initial sound, such as money and mother.</p> <p>I can read individual letters by saying the sounds for them.</p> <p>I can blend sounds into words, so that I can read short words made up of known letter sound correspondences.</p> <p>I can form anti-clockwise lower-case letters.</p> <p>I can write the capital letter at the beginning of my name.</p> <p>I can spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>grapheme to correspond with the phoneme heard.</p> <p><u>'BOOK OF THE WEEK' DISPLAY</u> linked to focus author: Giles Andreae. <u>Termly Author Focus books by Giles Andreae</u></p> <ul style="list-style-type: none"> -The Magic Donkey Ride -Dinosaurs Galore -The Great Heffalump Hunt -Heaven is Having You -K is for Kissing a Cool Kangaroo (alliteration) <p><u>Book Talk</u></p> <p>Focus on the front cover and read the title, author's name and illustrator's name. When discussing the books, refer to Victor Vocabulary and Rex Retriever.</p> <p>Point to the words as they are being read to show that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Pause to allow children to predict a rhyming word.</p> <p>Challenge children to continue a rhyming string?</p> <p>Ask children to suggest how the story might end. Use Talking Partners</p> <p><u>Transport & Journeys</u></p> <p>Focus on books with a transport/ journey theme, such as 'Can you Choo Choo Too?' by D. Wojtowycz, 'Ben and Gran and the Whole Wide Wonderful World' by G. Shields, 'Magic Train Ride' by Sally Crabtree, 'Dinosaur's Day Out' by Nick Sharratt and 'The Train Ride' by June Crebbin to learn about different modes of transport and travel.</p> <p>Recall the details of the stories and discuss our favourite ways to travel</p> <ul style="list-style-type: none"> -Add new vocabulary to our 'Victor's Wonderful Words' board/ our Gargantuan Words Big Book/ our Glossary Big Book. <p><u>Non-fiction topic books</u></p> <p>Linked to transport/ travel / Space and topics shown interest in by children during child initiated and fiction study.</p>		<p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Finding new ways to do things -Making links 	<p>play.</p> <p><u>Application:</u> In context of 'How And why do people travel?' adult focus and child initiated learning.</p>
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		<p>Draw pictures of favourite transport, write own name, label them and begin to write simple captions using phonics skills</p> <p><u>Poetry Texts-</u> 'Modes of Transportation ABC Book of Rhymes' by Sarah Mazor</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>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> Children use the class 'song bag' in the provision to continue to build up a bank of familiar nursery rhymes and songs</p> <p><u>CHALLENGE-</u> Use phonics skills to begin to read and write more labels and captions Can you use your phonics to write a list of simple rhyming words?</p> <p><u>SEN/LAP/DISAD-</u> Visual supports and peer buddying/talking partners/1:1 support overlearning.</p>			
F2	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and</p>	<p><u>Daily RWInc group sessions</u> with RWInc leaders-speed sounds, word time and digraphs learning (reading, writing and applying in Hold a sentence) reading RWInc books plus handwriting sessions. Learning exception/tricky words by sight.</p>	<p>Events, drama, hot seating, fairytales, Once upon a time, Happily Ever After, Capital</p>	<p><u>Playing and Exploring</u> -Seeking challenge -Showing a 'can do' attitude <u>Active Learning</u></p>	<p><u>Skills:</u> -Use my prior knowledge and make links. -Oral rehearsal of sentences</p>

	<p>recently introduced vocabulary.</p> <p>I can anticipate (where appropriate) key events in stories.</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>I can read words consistent with my phonic knowledge by sound-blending.</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>	<p><u>-Reading a range of books and reading materials in the provision</u></p> <p><u>-Individual reading and Guided Reading Groups</u> Use of the Dogs Reading puppets e.g Victor Vocabulary, Rex Retriever and Iggy Inference. All of the below learning-Use of Victor Vocabulary board and glossary book when learning new and ambitious vocabulary:</p> <p><u>-Ourselves and families</u></p> <ul style="list-style-type: none"> • Writing and reading each others' sentences about keeping self safe and how families keep us safe (linked to 1 Decision learning), applying phonics to spell and tricky word knowledge as well as capital letters and full stops. <p><u>-Police</u></p> <ul style="list-style-type: none"> • Information power-points -talking partners • Devising and writing down questions to ask the Police officers • Visit by police officers, bringing police car to look inside and uniforms/equipment-question and answer session-writing a description of the visit and what has been learnt-use of phonics and sight vocabulary to spell words. • Read back own writing. • Goldilocks Crime scene provocation outdoors-children writing in role as police officers-reports about clues found. • Indoor Police station with posters, writing frames and uniforms to create narratives in groups-child initiated writing. <p><u>-Firefighters, Doctors and Nurses</u></p> <ul style="list-style-type: none"> • Sentence writing/written • responses to visitors-use of phonics, tricky word spellings and connectives to expand sentences. 	<p>letters, full stops, exclamation mark.</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>-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>-Linking phonemes to graphemes.</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><u>-Other skills:</u></p> <p>-Turn taking in conversation and building upon what is heard.</p> <p>-Questioning to find out more information.</p> <p>-Using own experiences in play.</p> <p><u>Application:</u> In context of 'Who helps to keep us safe?' adult focus and child initiated learning.</p>
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	<p>I can write recognisable letters, most of which are correctly formed.</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>I can write simple phrases and sentences that can be read by others.</p>	<p><u>-Superheroes and heroines</u> Anticipating and predicting key events in the following stories:</p> <ul style="list-style-type: none"> • Supertato and Superbat stories and role-play with linked child initiated and adult focus writing. • Supertato Evil Pea provocation • Outdoor role play 'Superhero Headquarters' with writing frames and phonic and tricky word mats. <p><u>-Father's Day</u></p> <ul style="list-style-type: none"> • Writing cards and messages-reading back aloud. <p><u>-Trip to Butterfly World</u></p> <ul style="list-style-type: none"> • Writing a recount of the trip-using adjectives to describe animals and butterflies, extending vocabulary. • Reading and peer assessment of each other's recounts. <p><u>-Focus author- Eileen Browne:</u> Using newly introduced vocabulary to discuss the following stories and link to own experiences: <u>No Problem</u></p> <ul style="list-style-type: none"> • Book talk, new vocabulary, describing the animals and fruits, re-telling verbally and in writing the story/acting out the narrative. <p><u>In a minute</u></p> <ul style="list-style-type: none"> • Predicting events and writing/reading each others' book review giving opinions and explaining ideas. <p><u>Where's the Bus?</u></p> <ul style="list-style-type: none"> • Drama strategies including use of speech bubble and thinking bubble plus hot seating to explore characters and events. • Writing and reading own speech bubbles <p><u>-Voting for favourite Eileen Browne book</u></p>			
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		<p>Giving reasons.</p> <p>-<u>'BOOKS OF THE WEEK' DISPLAY</u> linked to focus author: Eileen Browne.</p> <p>-<u>Fairytales to read and discuss</u> <u>Predict and anticipate, using newly introduced vocabulary</u></p> <ul style="list-style-type: none"> • Little Red Riding Hood, The Three Little Pigs, Hansel and Gretel, King and King, Mommy, Mama and Me-re-telling the story and P4C discussions about setting, characters, plot-writing in response including Talk for writing and class actions to embed vocabulary and story sequence- written re-tellings then reading aloud to class and self- assessments. <p><u>Poetry:</u></p> <ul style="list-style-type: none"> • First Poems to read and perform: Poems Out Loud- Selected by Laurie Stansfield • 'The Poetry Basket' smart board action poems to learn and recite <p>-Extend vocabulary and explore the poems meanings/how they make you feel. Learn some poetry basket poems off by heart.</p> <p>-Children joining in with seasonal collection of rhyming action poems along with peers and staff, to develop a bank of learnt/off by heart poems to recite and present.</p> <p>-<u>Weekly home and school reading books</u> linked to sounds that the children have been taught and tricky word/sight vocabulary packs.</p> <p>-<u>Guided Reading groups</u> Group reading and discussions about characters, setting, plot, story structure, using Victor Vocabulary and our board, Rex Retriever and Inference Iggy to work on reading/comprehension skills.</p>			
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		<p><u>Non-fiction topic books</u> Linked to people who help to keep us safe, superheroes and space plus linked to interests demonstrated by children during child initiated and fiction study.</p> <p><u>Helicopter Stories-</u> Children's stories scribed and acted out with class on the day created, contributing to child's Helicopter Story book along with any other child initiated linked writing.</p> <p><u>CC-</u></p> <ul style="list-style-type: none"> • Small group extra sharing of Eileen Browne's stories at 'Stay and Play' wellbeing club. Non-fiction sharing of books linked to People who help us. • Concept/vocabulary grids 1:1 with adult in reading arch (logged on chart) <p><u>CHALLENGE-</u> Encourage spellings of words such as said, because using mnemonics.</p> <p><u>SEN/LAP/DISAD-</u> Visual supports and peer buddying/talking partners/1:1 support overlearning and RWInc catch up.</p>			
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Sticky Knowledge Observation Literacy activities for observation and assessment in terms of skills, knowledge and application.

F1- Use picture cards with a group of children. Ask a child to say what the picture is and then say some words which rhyme with the word to assess if that child **CAN CONTINUE A RHYMING STRING**

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

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

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

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

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Parent drop in sessions

-Wow moments

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

- F1 AND F2 CLASS TRIPS with parents

-Sports Day

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



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



SUMMER 3B

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

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...'

Reception child: •count objects, actions and sounds. •subitise •link the number symbol with its cardinal number value •count beyond 10 •compare numbers •understand that one more than/one less than consecutive numbers •explore the composition of numbers to 3 10 •automatically recall numbers bonds 0-5 and some to 10 •select rotate and manipulate shapes to develop spacial reasoning skills •compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can •continue copy and create repeating patterns •compare length weight and capacity

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

•Subitise up to 5

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

Numerical patterns:

- Verbally count beyond 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
F1	<p><u>Number and Numerical Patterns (NCETM and Development Matters)</u></p> <p><u>Cardinality and counting</u> I can develop fast recognition of up to 5 objects, without having to count them individually :‘subitising’ (Subitising: recognising small quantities without needing to count them all).</p> <p>I can count things in irregular arrangements that cannot be moved (Counting: tagging each object with 1 number word).</p> <p>I can show finger numbers’ up to 10.</p> <p>I can link the number symbol with its cardinal number value to 5.</p>	<p>-Regular and irregular subitising activities Using smart board game, when referring to groups of children or objects e.g You 4 children start to tidy...</p> <p>-Embed counting of irregular arrangements of pictures and static objects.</p> <p>-Fingers in front of face activities to 5 then 10 E.g Show me 3. Show me a different way to make 3 (1 hand and 2 hands). Lots of opportunities and copying each others’ ideas.</p> <p>- Numeral and object matching to 5 then 10 Playing numeral object game using objects to match to numeral Playing numeral, picture game using picture cards to match to numeral.</p> <p>-Little Owls 1,2,3 Book by Divya Srinivasan Exploring sets of 1-10 and corresponding numerals</p> <p>-Predicting what will happen whilst singing songs and rhymes E.g 5 Little monkeys sitting in a tree-children predict as Teacher pauses-how many will be left.</p> <p>-Explore and practise recalling number pairs up to 5 Concrete, pictorial and abstract representations, including recalling a couple of the number bonds up to 5.</p>	<p>Finger maths, different way, how many, predict, practise</p>	<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 -Pays attention to details -Showing satisfaction in meeting their own goals -Persists when challenges occur -Bouncing back after difficulties <u>Creating and critical thinking</u> -Thinking of ideas -Finding new ways to do things -Making links and noticing patterns in their experience -Checking how well their activities are</p>	<p><u>Skills:</u> -Use my prior knowledge and make links. -Predicting -Exploring -Problem solving</p> <p><u>Other skills:</u> -Turn taking in conversation and building upon what is heard. -Questioning to find out more information. -Recalling learning</p> <p><u>Application:</u> Practising and applying knowledge and understanding in the provision</p>

	<p><u>Comparing</u> I can make predictions about what will happen if 1 is added or taken away in songs and rhymes (Knowing the '1 more than/1 less than' relationship between counting numbers).</p> <p><u>Composition</u> I can explore the composition of numbers to 5 and recall a couple of them (Number bonds: knowing which pairs make a given number).</p> <p>I can solve real world mathematical problems, involving number bonds to 5 (Knowing which pairs make a given number).</p> <p><u>Pattern</u> I can continue and copy some ABC repeating patterns (Continue and copy ABC patterns).</p>	<p>-Problem solving involving applying number pairs to 5 knowledge and understanding E.g 1 child in the red hoop, how many should be in the blue hoop to make 5? Lots of variations. Big piece of paper and children record their findings.</p> <p>-Numberblocks episodes linked to number bonds to 5</p> <p>-Continue and copy some ABC repeating patterns choosing resources to make the patterns with (generalise the rule) Choice of natural materials, beads on strings, pegs and boards, crayon colours to symbolise for challenge.</p>		<p>going</p> <p>-Changing strategy when needed</p> <p>-Reviewing how well the approach worked</p>	
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<p>F2</p>	<p><u>Number and Numerical Patterns (NCETM, Development Matters and White Rose)</u></p> <p><u>Cardinality and counting</u> I can subitise some regular sets to 15. (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 (Counting: saying number words in sequence).</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 20 (Numeral meanings).</p> <p><u>Comparing</u> I can estimate sets of objects up to 10 and count to find out how many objects there are.</p> <p>I can talk about how close my estimate is and apply</p>	<p>-Regular and irregular subitising to 15 Use of subitising plates, dice and handfuls of objects to practise.</p> <p>-Practise and embed counting on and backwards from 0/20, starting at different numbers. Looking at the pattern of the number system.</p> <p>-Practise and embed linking numerals to amount and amount to numerals to 20 Using quantities and numeral cards and pictorial representations of sets of objects.</p> <p>-Estimation Station activities Children estimate different sets of objects to 15 then 20 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>-Recall number bond facts for numbers to 10 Children playing the bat and ball tennis number pair game with teacher to develop speed and automacity.</p> <p>-Recalling number bond subtraction facts to 5 With use of bunny ears and concrete resources to prompt if needed.</p> <p>-Solve problems involving application of addition and subtraction number bond knowledge to 10, including doubling facts Solving reasoning and possibility problems then representing in different ways and recording using part, part, whole models, bar models and own ways of recording. Explain using stem sentences.</p>	<p>Odd numbers, even numbers, pairs, solve problems, doubling, share, half, halve, equal, unequal,</p>	<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 -Pays attention to details -Showing satisfaction in meeting their own goals -Persists when challenges occur -Bouncing back after difficulties <u>Creating and critical thinking</u> -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><u>Skills:</u> -Use my prior knowledge and make links. -Predicting -Exploring -Problem solving</p> <p><u>Other skills:</u> -Turn taking in conversation and building upon what is heard. -Questioning to find out more information. -Recalling learning</p> <p><u>Application:</u> Practising and applying knowledge and understanding in the provision</p>
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	<p>my more/fewer/same knowledge to explain what I found.</p> <p><u>Composition</u></p> <p>I can automatically recall (without references to rhymes counting or other aids) number bonds to 5, including subtraction facts to 5.</p> <p>I can automatically recall some number bonds (for numbers 6-9).</p> <p>I can automatically recall some number bonds to 10 (Number bonds: knowing which pairs make a given number).</p> <p>I can solve reasoning problems to apply my number bond knowledge.</p> <p>I can represent and record my learning.</p> <p>I can explain my learning using stem sentences.</p> <p><u>Pattern</u></p> <p>I can explore and represent patterns within numbers up to 10 including even and odd numbers.</p>	<p>-Explore halving and sharing practically and make links between odd and even sets and whether they share equally or not</p> <p>Recognising equal and non-equal groups and making suggestions on how to make them equal.</p> <p>Snack time contexts with provocations on the independent snack station e.g 4 plates and 6 tomatoes-children talk about the groups, if it is fair or not and make suggestions to make the groups equal.</p> <p>The Doorbell Rang book by Pat Hutchins</p> <p>Nrich Maths story time problems to encourage the children to solve.</p> <p>Playdough table-sharing out pretend buns-what if another person joins the table?</p> <p>One Hungry Cat book by Joanne Rocklin</p> <p>Create equal groups of different coloured beads on the bead string.</p> <p>Teddy bears picnic-sharing out the food items equally. If another person comes?</p> <p>-Explore and represent patterns and problems including odd and even patterns</p> <p>During and after sharing activities above-talk with children about how some sets of objects could be grouped into pairs and others not (odd-without a partner).</p> <p>One Odd Day book by Doris Fisher-focus on the odd numbers/pattern and link to the maths meeting odd beads.</p> <p>Explore the pair wise patterns on the tens frames.</p> <p>Pete the cat and the missing cup cakes-explore the even number pattern in the book and link to our abacus even beads in maths meetings.</p> <p>Children finding a partner-are we all in pairs? How many pairs are there? How many individual children is that? What can we do?</p> <p>Build pair wise patterns on 10 frames and sort into those with equal groups (even) and those with odd groups (odd).</p> <p>Outdoors-counting pebbles into pots-Count the items-is</p>			
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	<p>I can explore and represent patterns within numbers up to 10 including how quantities can be distributed equally into equal groups.</p> <p>I can create and recognise unequal groups and suggest how to make them equal.</p> <p>I can solve problems involving doubling, halving, sharing and pairs (odd and even numbers).</p> <p>I can explore growing patterns through stories and rhymes.</p> <p>I can explore the relationships between numbers and shapes.</p>	<p>there an odd or even quantity? How can you find out?</p> <p>Watch Number Blocks series 2 episode 11 Odds and Evens Create own odd and even pictures-children look at each others' pictures and decide if the picture is odd or even. Show me an odd quantity of objects. Add another object. Is it still odd? How can you tell?</p> <p>-Explore halving and sharing problems 2 teddies and plates-different foods and children explore which quantities will halve exactly and which won't. If you have 6, can you give both teddies the same? Start with 5-the same? Are these odd or even numbers? How do you know? Children draw to record their findings. 2 teddies then vary number of teddies and keep 12 items to share-do 2 bears get equal quantities? 3 bears? 4 bears? 5 bears? What do you notice?</p> <p>-Extended problem solving from the children's own starting points, play and ideas Children talk about possible starting points for their maths investigations linked to doubling, halving, sharing, odd and even numbers. Mr Gumpy's Outing book by John Burningham-Problem is that there are too many legs in the boat. How many legs are in the boat? How many pairs of legs is that? If there were 14 legs in the boat, how many characters would there be in the boat? Children using boat and small world characters to investigate. Represent and record drawing pictures and symbolising. How many legs? Book by Kes Gray. Counting problems based on numbers of characters and pairs of legs. Children to create their own nonsense scenarios and calculate how many legs and pairs of legs there would be.</p> <p>-Explore growing patterns through story and rhymes Listening and talking about books such as A Squash and a</p>			
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		<p>Squeeze by Julis Donaldson-what is the pattern and what might happen next?</p> <p>-Explore the relationships between numbers and shapes Children exploring patterns and shapes using cuisenaire rods (how many green rods measure the same as a blue rod?), pattern blocks, construction blocks. Children continue creating a widening range of repeating patterns and symmetrical constructions. Children build, describe and continue ABBC patterns-identify the unit of repeat and create a different pattern using the ABBC structure. Represent their pattern using drawings or symbols. Watch Pattern Palace Number Blocks episode,</p> <p>5 Minute Daily Maths meetings 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. Double and half of beads on the abacus.</p>			
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Odd, even,
pattern, number
names to 100,
twos, fives and
tens, double, half.

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

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

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

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

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Parent drop in sessions

-Wow moments

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

- F1 AND F2 CLASS TRIPS with parents

-Sports Day

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



EYFS AREA OF LEARNING: UNDERSTANDING THE WORLD

SUMMER 3B



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

Development Matters links Understanding the World

Development Matters links to UtW

3-4 years - Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • **Show interest in different occupations.** • **Explore how things work.** • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • **Explore and talk about different forces they can feel.** • **Talk about the differences between materials and changes they notice.** • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

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

ELG: Past and Present

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

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate-maps.

ELG: The Natural World

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

	KNOWLEDGE 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 show interest in different occupations.</p> <p>I can explore how things work.</p> <p>I can explore and talk about different forces I can feel.</p> <p>I can talk about the differences between materials and changes I notice.</p>	<p><u>Brainstorm enquiry question: 'How and Why do People Travel?'</u> To find out prior knowledge-</p> <p><u>Role play- Travel Agents</u> with brochures, suitcases, signs, till -developing play ideas, narratives and explanations (sustained shared thinking)</p> <p><u>Summer</u></p> <ul style="list-style-type: none"> -Learn about the season of Summer. To be introduced to the 4 seasons as appropriate throughout the year. <p><u>Science Disciplinary knowledge-Observations over time and observing patterns:</u> General sensory observations of animals and plants Observations of changes linked to the seasons <u>Summer trees and flowers-</u></p>	<p>Travel, transport, journey, holiday, country, space, solar system, Summer, forces, ramp, maps</p>	<p><u>Playing and Exploring</u> -Shows curiosity about objects, events and people -Using senses to explore the world around them- -Showing a can-do attitude -Shows particular interests</p> <p><u>Active Learning</u> -Initiates activities -Seeks challenge</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 features awareness</p>

	<p>I can draw information from a simple map.</p> <p>I can recognise some similarities between life in this country and life in other countries.</p>	<p>Discuss/answer questions about how/why the trees and weather have changed.</p> <p><u>Science Disciplinary knowledge-Research using secondary sources</u> To use picture books and images to ask and answer questions Use IWB video clips, fiction, non-fiction and Alexa as a basis for discussion/asking and answering how and why questions.</p> <p><u>Transport & Journeys</u> Focus on books with a transport/ journey theme, such as ‘Can you Choo Choo Too?’ by D. Wojtowycz, ‘Ben and Gran and the Whole Wide Wonderful World’ by G. Shields, ‘Magic Train Ride’ by Sally Crabtree, and ‘The Train Ride’ by June Crebbin to learn about different modes of transport and travel. -focus on the globe and maps - ‘Dinosaur’s Day Out’ by Nick Sharratt- features a key on a map -‘Pirate Pete’s Treasure’ by Karen King- features a pirate ship and a journey to find buried treasure following a treasure map -Discuss the use of a Sat Nav to find a destination</p> <p><u>Science Disciplinary knowledge-Evaluation-</u> To begin to say what went well when they try things out (self assessment): <u>Forces and experiments in provision</u>-Create own investigation about cars and ramps e.g Which ramp makes the car go the furthest? Why? Explore variables e.g type and size of car, angle of the ramp plus surface of the ramp, texture of ground/surface quality.</p> <p>Investigate the type of material affecting speed and distance of cars on the ramps in the above investigation.</p> <p><u>Caretaker visit-Mr Beet</u> Exploring the occupation and show the tool box and talk about how he takes things apart e.g door locks and adjusts/fixes them to solve problems.</p> <p><u>Provocation-Mr Beet</u></p>		<p>-Paying attention to details -Enjoying meeting challenges -Shows high levels of energy and fascination -Pays attention to details</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -Making links and noticing patterns -Finding new ways to do things -Making links and noticing patterns in their experience</p>	<p><u>Other skills:</u> -Observational skills -Writing skills -simple ICT programming</p> <p><u>Application:</u> In context of ‘How and why do people travel?’ adult focus and child initiated learning.</p>
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		<p>being asked come to Nursery to fix a problem that requires taking apart and fixing back together.</p> <p><u>Tinkering Tough Tray</u> E.g Old clocks, cogs, tools to investigate.</p> <p><u>Police officers and police car visit</u> Pre-planned questions to ask and look at officer equipment. Learning new vocabulary and exploring the police car outside.</p> <p><u>Holidays/ Trips</u> -Talk about people travelling around the world to different countries on holiday-use of world and UK maps. <ul style="list-style-type: none"> To know that people go on holiday to the seaside -Show and Tell about holidays, talking about the different countries that the children have or are visiting and anything that is the same between both places.</p> <p>Show and talk about favourite family holiday photographs. Talk about travelling on holiday, events and favourite memories of what happened</p> <p><u>Maps</u> <ul style="list-style-type: none"> Incorporating these into the travel research centre role play area-drawing their own maps and looking at symbols and keys on Ordnance survey maps. Look at the atlas and globes to identify other countries and places visited on holiday. </p> <p><u>Space</u> Use IWB, fiction and non – fiction books to learn about space travel and our Solar System</p> <p><u>Science Disciplinary knowledge-Drawing Conclusion:</u> To simply talk about objects and events <u>Class Trip to Sundown Adventureland on a coach</u> -Comparing local Ordnance survey maps with theme park maps-discussing features and drawing aspects that interest them.</p>			
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		<p><u>EYFS joint Seaside Day</u></p> <ul style="list-style-type: none"> • Read non fiction and fiction about seaside holidays in the past. • Visitors and staff talk about their child hood memories of traditional seaside holidays in this country-bring photos to explore and put on the class time-line. • Creating a traditional seaside experience day-last week of school with Punch and Judy, skittles, quoit games, ice cream cones, paddling pool. • To talk about the similarities and differences between their immediate environment and contrasting environments. <p><u>Circle time- P4C discussion about the enquiry question ‘ How and Why do people travel?’ and record responses</u></p> <p><u>ICT-Programming</u> Exploring CODE A PILLAR AND B-Bots in order to program and control a series of actions/movements.</p> <p><u>ONGOING:</u> <u>Science Disciplinary knowledge-Drawing conclusions:</u> <u>To simply talk about objects</u> <u>Makerspace explorations-using the makerspace trolley with peer tutoring</u> Creating circuits and experimenting with bulbs, wires and batteries.</p> <p><u>-ICT-Support/practise logging onto Mini Mash</u> Exploring different areas of Purple Mash</p> <p><u>-Use of Alexa</u> for different purposes</p> <p><u>-Use of I pads</u> to play age appropriate games.</p> <p><u>CULTURAL CAPITAL-</u> 1:1/ small group sharing of topic non-fiction books-adding words to the Victor’s Wonderful Words board and defining the words to be recorded in class glossary book. <u>CHALLENGE-</u>Encouraging pupils to follow their own explorations</p>	Light bulb holder		
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		<p>and answer possibility questions-How did you...? I wonder what will happen if...? Tell me more..</p> <p><u>SEN/LAP/DISAD</u>— Talking partners with a HAP-for peer modelling and 1:1 support and encouragement when exploring the learning environment.</p>			
F2	<p>I can understand that some places are special to members of their community.</p> <p>I can talk about the lives of the people around me and their roles in society.</p> <p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p> <p>I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I know some similarities and</p>	<p>-Brainstorm enquiry question: ‘Who helps to keep us safe?’ Class brainstorm-to find out prior knowledge and display on working wall, to help decide upon the different directions of the learning.</p> <p>All of the below learning-Use of Victor Vocabulary board and glossary book when learning new and ambitious vocabulary:</p> <p><u>-Present events in own and family’s lives</u></p> <ul style="list-style-type: none"> • Talking partners-what are your hobbies now? • What family activities do you like doing? <p>Point out that everybody may have different likes and dislikes and people may not always enjoy the same things.</p> <p><u>-Past events in our own and family member’s lives</u></p> <ul style="list-style-type: none"> • Talk about ‘past’ and what that that is. • Around circle-take turns to describe an enjoyable event in own and family’s lives-create own recordings own response. • Around circle-talk about a time in past where a family member or emergency service worker has helped out e.g Drs at hospital or firefighter, police at an accident-labelled drawing and written description. <p><u>Science Disciplinary knowledge-Asking relevant questions:</u> Asks curiosity questions.</p> <p><u>-Police</u></p> <ul style="list-style-type: none"> • Information power-points -talking partners about the role in society. • Devising questions to ask the Police officers • Visit by police officers, bringing police car to look inside 	<p>Safe, help, emergency, Superheroes, lives, memories, time-line, then, past, now, present, information, jobs, uniform, equipment.</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -Shows curiosity about objects, events and people -Using senses to explore the world around them- -Showing a can-do attitude -Shows particular interests <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Initiates activities -Seeks challenge -Paying attention to details -Enjoying meeting challenges -Shows high levels of energy and fascination -Pays attention to details <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Making links and noticing patterns 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Active listening -Ability to explain and connect ideas. -Use my prior knowledge -Further develop topic linked tiered vocabulary. -Use of past and present tenses - Understanding of the past and present times -Empathy <p><u>Other skills:</u></p> <ul style="list-style-type: none"> -Observational skills -Writing skills -Drawing skills <p><u>Application:</u> In context of</p>

	<p>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 understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>	<p>and uniforms/equipment-question and answer session- police officer gives consecutive uniform/equipment instructions and child follows instructions</p> <ul style="list-style-type: none"> • Talking partners talk about 'present' visit from Police and their favourite part of the visit, e.g equipment, uniform, car, followed by labelled pictures and information writing booklet. • Goldilocks Crime scene provocation outdoors-children ask questions and interview each other to find out information about the clues • Indoor Police station with posters, writing frames and uniforms to create narratives in groups Taking turns to give and follow each other's instructions involving several actions. <p><u>Science Disciplinary knowledge-Measuring and Recording:</u> To draw and label pictures</p> <p><u>-Firefighters, Doctors and Nurses</u></p> <ul style="list-style-type: none"> • Learning about their jobs and how they keep people safe • Visitor firefighters/doctors or nurses • Asking and answering questions to find out more information. <p><u>-Everyday Superheroes</u></p> <ul style="list-style-type: none"> • Circle time-how the above emergency workers and other public service, people in other jobs or family members give to others-explain. • Outdoor role play 'Superhero Headquarters' <p><u>Church Visit-Leavers service</u></p> <ul style="list-style-type: none"> • Talking about why the Church is a special place for Christians (see R.E planning) and recapping our visit at Christmas. • Recapping our Celebrations prior knowledge about other 		<p>-Finding new ways to do things -Making links and noticing patterns in their experience</p>	<p>'Who helps to keep us safe?' adult focus and child initiated learning.</p>
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		<p>cultural and religious festivals e.g Diwali and Chinese New Year</p> <ul style="list-style-type: none"> • Discussing the similarities and differences between the above. <p><u>-Father's Day</u></p> <ul style="list-style-type: none"> • Circle time-extending our verbal sentences and explanations about why my Daddy is special to me. • Describing a special time in the past with Daddy. <p><u>Science Disciplinary knowledge-Classification:</u></p> <p><u>To use the names of minibeasts and plants</u></p> <p><u>-Trip to Butterfly World</u></p> <p>Follow Butterfly World map to explore different activities and areas</p> <ul style="list-style-type: none"> • Describe animals and butterflies, extending vocabulary, including adjectives plus animal handling session-talking about our favourite animals and why-acknowledging that not all children enjoy or like the same things and respecting that. • Presenting information learnt and explanations of fun activities taken part in-written information about the trip and creating own theme park using symbols and pathways/labelling. <p><u>EYFS joint Seaside Day</u></p> <ul style="list-style-type: none"> • Read non fiction and fiction about seaside holidays in the past. • Visitors and staff talk about their child hood memories of traditional seaside holidays in this country-bring photos to explore and put on the class time-line. • Creating a traditional seaside experience day-last week of school with Punch and Judy, skittles, quoit games, ice cream cones, paddling pool. <p><u>ICT -Recognises a range of technology at home and school</u></p> <ul style="list-style-type: none"> • Creating a collage of technology used at home and school 			
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		<ul style="list-style-type: none"> • Home questionnaire sent to parents about child's technology use • Learning about e mails and with support e mailing a message to parents. <p>(Please also see digital art focus in Art-Expressive Arts and Design below)</p> <p><u>ONGOING:</u></p> <p><u>-ICT-Support/practise logging onto Mini Mash</u> Exploring different areas of Purple Mash and with support learning to save learning.</p> <p><u>-Use of I pads</u> to play age appropriate games.</p> <p><u>-Science resources /equipment trolley use during investigating</u> for the above and child-initiated explorations in provision, including observation of 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>Science Disciplinary knowledge-Drawing conclusions:</u> To use a stem sentence to explain thinking <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>Science Disciplinary knowledge-Classification:</u> To use the names of minibeasts and plants <u>Vegetable Planters-Joint F1 and 2 /Use of gardening equipment</u> Weeding watering. Observing plant growth and comparing height, leaf type and talk about changes-linked to Enterprise-selling vegetable chutney. Noticing the summer season and natural growth cycle of the flowering plants outdoors e.g petals falling and decaying-how</p>	Investigate, problem solve		
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		<p>Autumn will be the next season.</p> <p><u>CULTURAL CAPITAL-</u> Sharing information books about Emergency services-jobs and people and space books.</p> <p><u>CHALLENGE-</u> Ask and answer possibility questions during visitor group times-extending verbal sentences and explanations-developing sustained shared thinking.</p> <p><u>SEN/DISADVANTAGED</u>-Picture/word topic mats and 1:1 support to develop verbal ideas and recordings.</p>			
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Sticky Knowledge Observation

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

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

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

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

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

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Parent drop in sessions

-Wow moments

- Summer 3B F2 home learning grids linked to the topic
- F1 AND F2 CLASS TRIPS with parents
- Sports Day
- F1 Leaver's Presentation /Sing -along for parents &carers

RESOURCES:

Half term resources: Forces ramp exploration set, loose parts and cogs, old clocks to explore, code a pillar (F1), code a robot (F2).

For the provision: Makerspace: Batteries of different sizes, bulbs, crocodile clip wires, bulb holders, battery holders, buzzers, propellers, Perspex filters, kaleidoscopes, mini-beast 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 3B



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

Development Matters links to Expressive Arts and Design

3 and 4 years Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

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's

Creating with Materials

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

Being imaginative and Expressive

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

	KNOWLEDGE 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 DRAW SHAPES USING A PEN TOOL IN A DRAWING PROGRAMME OR APP</p>	<p>I can create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can listen with increased attention to sounds.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p> <p>I can sing in a group or on</p>	<p><u>Art Focus- Digital Media</u> <u>Exploring Paint program</u></p> <ul style="list-style-type: none"> • Draw shapes using lines or pen tool • Drawing on the software as if it was a pencil or paintbrush <p>- Put together phrases and create something that resembles it E.G create a red triangle or a green square.</p> <p>- Create a simple scene, using simple shapes E.G trees and sun, circles as planets etc.</p> <p>- Learn how to create and rub out shapes</p> <p>- Create background and add things over the top</p> <p>-<u>Travel Agents and airport indoor role-play area</u> with brochures, suitcases, signs, till-developing narratives, play ideas and sustained shared thinking.</p> <p>Small world area- town road mat/ vehicles Train track Drawing their own faces for passports and display them in the travel agents.</p> <p><u>Travel and transport linked drawings and paintings, creating a sense of noise and movement</u> E.g Rocket blasting off, train trundling along.</p> <p><u>Outdoor role play area Superhero headquarters</u></p> <ul style="list-style-type: none"> • Costumes, visuals <p>-<u>F1 and 2 Easels both in and out doors</u>-Paints or dry mark making tools-chalks, crayons, pastels, charcoal. Artist study pictures displayed in order to inspire</p>	<p>Drawing program, control, shapes, details, mouse, movement, noise, pitch, tune, melody, size, pen, thick, thin, instruments</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 on their activity for a period of time</p> <p>-Showing high levels of energy, fascination</p> <p>-Not easily distracted</p> <p>-Pays attention to details</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Making links and noticing patterns in their experience</p>	<p><u>Skills</u></p> <p>-Developing vocabulary</p> <p>- Transferring drawing and painting techniques</p> <p>- Applying composition skills</p> <p>- Using background and foreground to create a scene</p> <p><u>Other skills:</u></p> <p>- Turn taking in conversation and building upon what is heard</p> <p>-Using own experiences in play</p> <p><u>Application:</u></p> <p>In context of 'How and why do people travel?' adult</p>

	<p>my own, increasingly matching the pitch and following the melody.</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>independent artwork.</p> <p><u>Singing and percussion instruments</u></p> <p>-Daily singing sessions to develop a bank of familiar nursery rhymes and songs, including songs featuring a transport theme (e.g. The Wheels on the Bus, Pirate Ship, Row, row, row your boat.)</p> <p>Action songs, rhythm and pulse learning</p> <ul style="list-style-type: none"> • Drums and percussion instrument use linked to recital of Poetry Basket poems and to accompany songs and rhymes on the wooden stage-focus on rhythm, pitch and melody whilst singing-solo or in groups. • Pitch matching mirrored games between adult and children <p>Regular 'Play Dough Disco,' where the children practise malleable skills and techniques while listening and moving to music.</p> <p><u>Studio Space Exploration</u></p> <p>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>Encourage use of junk modelling to create space rockets, cars, boats and other modes of transport</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></p> <p>After children have told their story, they act out in masking taped stage area along with peers. Video and evaluate.</p> <p><u>-F1 and 2 Outdoor stage, ribbon sticks and wind chime-with</u></p>			<p>focus learning and child initiated learning.</p>
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		<p>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>CC- Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. 1:1 support with digital media</p> <p>CHALLENGE-Can you follow a particular interest and develop your own creative project using familiar tools and techniques Begin to evaluate own work.</p> <p>SEN/LAP/DISAD- 1:1 support with scissor cutting skills and malleable resources tools and techniques</p>			
<p>F2</p> <p>Art</p> <p>I can explore drawing using software as if it was a pencil or paintbrush.</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 make use of props</p>	<p>- <u>Exploring Paint program</u></p> <ul style="list-style-type: none"> • Creating a variety of shapes • Drawing on the software as if it was a pencil or paintbrush-using different sizes of brush and available effects to experiment with. <p>- <u>Create a pair/small group emergency service vehicle using junk modelling and dt resources</u> e.g police car, fire engine</p> <ul style="list-style-type: none"> • Use shapes and colours to express ideas. • Return to projects in progress and put on the 'In Progress' shelf. <p>- <u>Introduce a chosen theme and create shapes and scenes around these themes</u></p> <ul style="list-style-type: none"> • Developing background and foreground using scale of objects 	<p>Images, digital media, apply, Background, foreground, theme, instruments, dynamics</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> -Showing curiosity about objects, events and people -Using senses to explore the world around them -Showing particular interests -Initiating activities -Showing a 'can do' attitude <p><u>Active Learning</u></p> <ul style="list-style-type: none"> -Maintaining focus on their activity for a period of time -Showing high levels of energy, 	<p><u>Digital Media</u></p> <p><i>Know how to use age appropriate technology to create images</i></p> <p><i>-Applying art skills (drawing, painting etc.)</i></p> <p><i>- Creating simple shapes</i></p> <p><i>- Exploring programme</i></p> <p><i>- Identify shapes as objects</i></p>

	<p>and materials when role playing characters in narratives and stories.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<ul style="list-style-type: none"> Continue to transfer drawing and painting techniques to digital media program Creating simple compositions, applying a theme and ideas to the composition <p>-Develop a range of class songs to sing '5 Little Aliens' and other songs to practise, introduced by Mrs Cooper.</p> <p>-Weekly music session with specialist music teacher (also including the below)</p> <ul style="list-style-type: none"> Action songs and rhythm and pulse learning, plus dynamics. Drums and percussion instrument use <p>-F1 and 2 Outdoor stage, Percussion instruments and drums to encourage dance /expressive movements plus recital of Poetry Basket poems with accompanied drums and instruments plus actions.</p> <p>-Cbeebies Boogies and Otis dance routines</p> <ul style="list-style-type: none"> Use of smart board to follow the dance routines and music. <p>-Indoor role-play Police Station with posters, writing frames and uniforms to create narratives in groups.</p> <p>-Superhero headquarters</p> <ul style="list-style-type: none"> Costumes, visuals, writing frames to develop narratives. Create own props to support group role play narratives e.g cape, mask, spy camera. <p>-F1 and 2 Easels both in and outside-Paints or dry mark making tools-chalks, crayons, pastels, charcoal. Artist study pictures displayed.</p>		<p>fascination</p> <ul style="list-style-type: none"> -Not easily distracted -Pays attention to details <p><u>Creating and critical thinking</u></p> <ul style="list-style-type: none"> -Thinking of ideas -Making links and noticing patterns in their experience -Changing strategy as needed -Reviewing how well the approach worked 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Developing vocabulary - Transferring drawing and painting techniques - Applying composition skills - Using background and foreground to create a scene <p><u>Other skills:</u></p> <ul style="list-style-type: none"> - Turn taking in conversation and building upon what is heard -Using own experiences in play -Evaluating own and others' work <p><u>Application:</u> In context of 'Who helps to keep us safe?' adult focus learning and child initiated learning.</p>
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		<p><u>Studio Space Exploration</u></p> <ul style="list-style-type: none"> • Create own percussion instrument to then use to create music and dances. • 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><u>-F 1 and 2 Construction kits and blocks in and outdoors</u> Child initiated use of construction kits to create models.</p> <p><u>-Ongoing F1 and F2 Helicopter Story acting out stage</u> After children have told their story, they act out in masking taped stage area along with peers. Video and evaluate.</p> <p><u>-F1 and 2 Mud Kitchen and play house</u> Addition of child chosen materials in the environment.</p> <p><u>CC-</u> Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into extending vocabulary, sentences and role-play:1:1 support with digital media learning and composition skills.</p> <p><u>CHALLENGE</u>-Can you create your own digital media project for a particular purpose and use?. Evaluate own and others' work.</p> <p><u>SEN/LAP/DISAD-</u> 1:1 modelling of mouse control/peer tutoring</p>			
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Sticky Knowledge Observation

Expressive Arts and Design activities for observation and assessment in terms of skills, knowledge and application.

F1- Observe children using the creative Studio Space to assess if a child **CAN USE SIMPLE TOOLS AND TECHNIQUES COMPETENTLT AND APPROPRIATELY**

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

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

CC: Provide experiences and teaching to address any gaps.

CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

Parent drop in sessions

-Wow moments

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

- F1 AND F2 CLASS TRIPS with parents

-Sports Day

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

