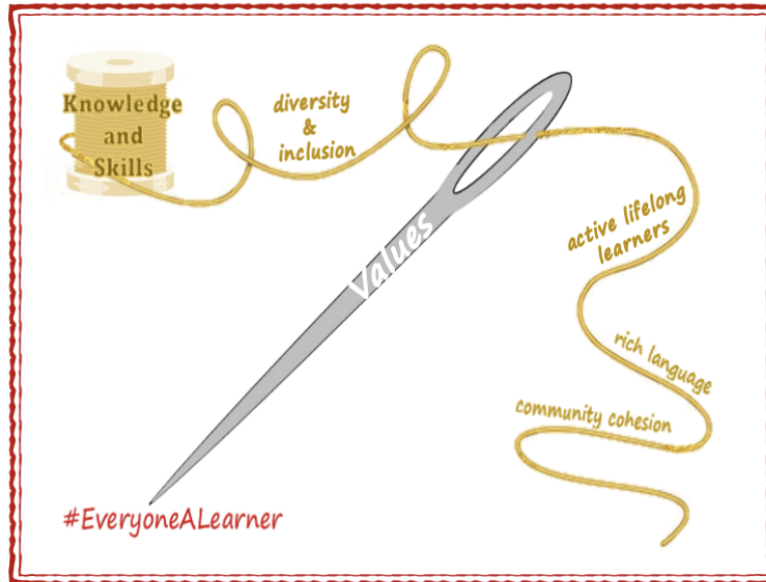




#EveryoneALearner Southwold Primary & Nursery School

'Be all you can be and together we will shine.'



NI						
Big Question	What makes us unique?	What is hidden behind the picture?	Can we investigate?	What's between the pages?	How eco-friendly are we?	Where will our future take us?
Values	Tolerance	Diversity	Responsibility	Honesty	Resilience	Curiosity
Key Person (Discuss in hook assembly)	Marcus Rashford	Pablo Picasso Black History Week: Nelson Mandela	Marie Curie	Michael Rosen	Greta Thunberg	Ada Lovelace
Focus Area	PSHE/PE	Art/ History	Science	English/ D&T	Geography	Computing
Subjects Taught	History Music Art Science Computing PSHE PE	History- Black History Week Music Art Science Computing PSHE	Geography MFL D&T Science Computing PSHE PE RE	History MFL D&T Science Computing PSHE PE RE	Geography MFL D&T Science Computing PSHE PE RE	Geography Music Art Science Computing PSHE PE RE

	RE	PE RE				
Outcome	Daily Mile target Whole school unique video	Piece of art with at least one element from Cubism	Science Fair- each class models their experiment and findings	Create a poem with associated pop-up mechanism artwork	Sculpture of an endangered animal using recycled materials	Make a video about our future

Communication and Language
(Listening, Attention and Understanding, Speaking)

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Focus Text	Titch Goldilocks and the three bears Lulu’s first day Ugly duckling Dinosaurs roar Maisie goes to nursery New baby stories	Who’s there beware Mixed up chameleon Brown bear, brown bear Polar bear, polar bear Pumpkin soup Elmer Peppa’s Diwali The nativity	Duck in a truck Pirates don’t drive diggers Zoom rocket zoom Pirate Pete Go go pirate boat The train ride	The tiger who came to tea Dear Zoo Rumble in the jungle Monkey Puzzle Jungle Boogie Dinosaurs love Underpants Crunch Munch Dinosaur lunch	Aliens love underpants Look out for big bad fish Owl babies Whatever next Can’t you sleep little bear Fidgety Fish	Guess how much I love you Maisy and Charlie and the wobbly tooth Dr Zaza Emergency Fire fighter Supertato
Focus Nursery Rhymes	Round and round the garden	Twinkle Twinkle	Baa Baa Black Sheep	Humpty Dumpty	Hickory Dickory	1,2,3,4,5 once I caught a fish a live
Visitors/visits						

Skills and Knowledge (Communication & Language)
What do we want the children to learn and know?

Me as an active listener	<ul style="list-style-type: none"> • I can listen to and enjoy rhythmic patterns in rhymes and stories by joining in with actions or vocalisations. • I can listens with interest to noises adults make when reading a story. <ul style="list-style-type: none"> • I recognise and respond to mainly familiar sounds. • I shows single channelled attention; can shift to a different task if attention fully obtained.
Me as a confident speaker/ performer	<ul style="list-style-type: none"> • I am able to follow routine events and activities. <ul style="list-style-type: none"> • I will find objects when asked. • I understand simple sentences (go and throw a ball) • I understand who, what, when, where in simple questions. • I understand simple concepts (fast/slow, good/bag)

Learning Environment - Big Question Enhancements	<p>Role Play: based around real life home items- home scene- babies, pets, dressing up</p> <p>Small world: dolls house</p> <p>Sand/water: soapy bubbles- washing baby clothes, hanging them up with pegs</p>	<p>Role Play: based around real life home items- home scene- celebrations</p> <p>Small world: dolls house- celebrations</p> <p>Tuff Tray: Autumnal investigations</p> <p>Display of festival bits- Halloween, thanks giving, diwali</p>	<p>Role Play: Outdoor garage- counter, till, checklists, push along cars, overalls, spanners, tools, ramp, car wash</p> <p>Small World: Race track created with black tape- large space/ ramps- up and down/ tunnels/ garage etc</p> <p>water / tuff tray: car wash, brushes, bubbles, muddy cars, cloths</p>	<p>Role play: shop</p> <p>Small world: farm / jungle</p> <p>Water: tea cups</p>	<p>Role play: rocket</p> <p>Water: sea life</p> <p>Small world: Owls</p>	<p>Role play: doctors</p> <p>Road safety- make a zebra crossing</p> <p>Small world: cleaning teeth (using Duplo bricks)</p> <p>Tuff tray: fruit and vegetable investigation</p>
--	---	--	--	--	---	--

Ongoing continuous Provision (third teacher)

Story telling Area - range of hand puppets and characters for storytelling and opportunities for mark making

Small World Area- loose parts always stored in baskets accessible for children

Role Play Area - real life items and real life dressing up items

**Physical Development
(Gross Motor Skills and Fine Motor Skills)**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Knowledge and Skills (Physical Development)
What do we want the children to learn and know?

Me as an active child	<ul style="list-style-type: none"> • I move in response to music or rhythm played on instruments. <ul style="list-style-type: none"> • I begin to walk, run, and climb on various levels. <ul style="list-style-type: none"> • I choose different ways to move <ul style="list-style-type: none"> • I kick a ball. • I use wheeled toys with increasing skill. • I show control in holding and manipulating a range of tools such as mark making tools, instruments, jugs.
-----------------------	---

Learning Environment - Big Question Enhancements	Playdough – buttons & googly eyes et for creating faces & people Plate/painting-self portrait mirror	natural resources (transient art) to make firework pictures following all the world festivals	brushes & cloths for car / bike washing Paper aeroplanes Large wooden bricks to create cars	garden tools for digging	paintbrushes, sponges and other tools for painting oceans and space	fruit and veg for cutting and printing
Ongoing continuous Provision (third teacher)	Bikes and scooters, tyres, planks of wood, large loose parts, chalk for large scale mark making play dough & tools, small items with tweezers, paper clips, peg boards, geo boards, threading with beads and pasta, gloop, foam, pegs					

**Personal, Social and Emotional Development
(Self Regulation, Managing Self, Building Relationships)**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Knowledge and Skills (PSED)

What do we want the children to learn and know?

Me as an individual member of our class and society	<ul style="list-style-type: none"> • I am aware of other children’s feelings, and I am beginning to show empathy by offering comfort or sharing in another child’s excitement. <ul style="list-style-type: none"> • I know my name. • I am learning that actions have consequences. <ul style="list-style-type: none"> • I make choices and decisions. • I am developing an interest in gender, ethnicity, and ability.
Ongoing continuous Provision (third teacher)	Role play, small world, quality texts, mini me’s, team building through joint construction, sharing resources etc

Interwoven in the Prime areas are opportunities for Literacy, mathematics, understanding the world and expressive arts and design following the children’s interests.