Text

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| **N1** | | | | | | |
| **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**  **RE** | **History- Black History Week**    **Music**  **Art**    **Science**  **Computing**  **PSHE**  **PE**  **RE** | **Geography**  **Music**  **Art**    **Science**  **Computing**  **PSHE**  **PE**  **RE** | **History**  **MFL**  **D&T**    **Science**  **Computing**  **PSHE**  **PE**  **RE** | **Geography**  **MFL**  **D&T**    **Science**  **Computing**  **PSHE**  **PE**  **RE** | Geography  **MFL**  **D&T**    **Science**  **Computing**  **PSHE**  **PE**  **RE** |
| **Outcome** | Daily Mile target | Piece of art with at least one element from cubism | Science Fair- each class models their experiment and findingsl | Create a poem with match pop up mechanism matching artwork. | Each class creates a sculpture of endangered animal using recycled materials. | Make a video of ... |

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| **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 | * 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. * 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 | * I am able to follow routine events and activities. * 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 | **Role Play:** based around real life home items- home scene- babies, pets, dressing up  **Small world:** dolls house  **Sand/water**: soapy bubbles- washing baby clothes, hanging them up with pegs | **Role Play:** based around real life home items- home scene- celebrations  **Small world:** dolls house- celebrations  **Tuff Tray:** Autumnal investigations  Display of festival bits- Halloween, thanks giving, diwali | **Role Play:** Outdoor garage- counter, till, checklists, push along cars, overalls, spanners, tools, ramp, car wash  **Small World:** Race track created with black tape- large space/ ramps- up and down/ tunnels/ garage etc  **water / tuff tray:** car wash, brushes, bubbles, muddy cars, cloths | **Role play:** shop  **Small world:**  farm / jungle  **Water:** tea cups | **Role play:** rocket  **Water:** sea life  **Small world:** Owls | **Role play:** doctors  Road safety- make a zebra crossing  **Small world:** cleaning teeth (using Duplo bricks)  **Tuff tray:** fruit and vegetable investigation |
| 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 | * I move in response to music or rhythm played on instruments. * I begin to walk, run, and climb on various levels. * I choose different ways to move * 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 | * 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. * I know my name. * I am learning that actions have consequences. * 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.** | | | | | | |