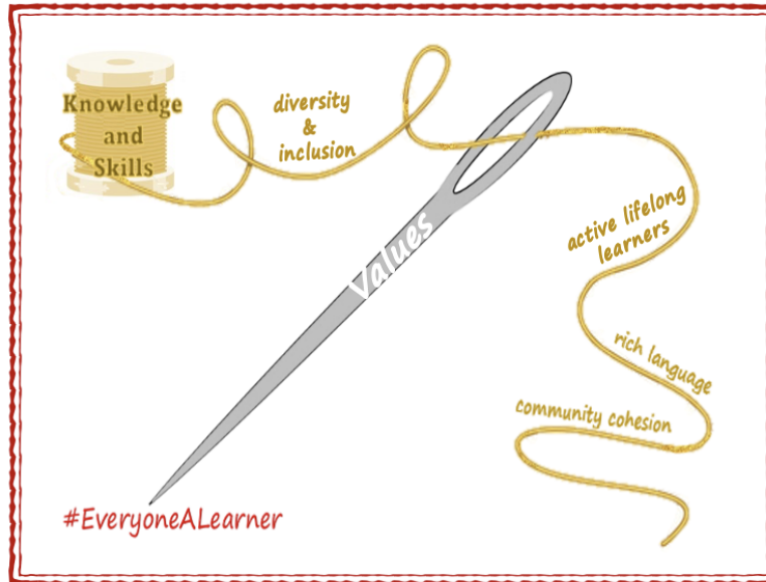




#EveryoneALearner

Southwold Primary & Nursery School

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



N2						
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	Lulu’s first day Be a brave little penguin Owl babies Pip and posy- the friendly snail Titch Goldilocks and the three bears The great big book of families	Room on the broom Colour monster Mixed up chameleon Elmer The little white owl Snow garden Nativity	Mr Wolf’s pancakes Jack and the beanstalk Sheep in a jeep Emma Jane’s Aeroplane You can’t take an elephant on the bus Oi get off my train Sheep in a jeep	Dear Zoo Rumble in the jungle Monkey puzzles Giraffes can’t dance The tiger who came to tea	Fidgety fish Someone swallowed Stanley Shark in the park Aliens love underpants Little red riding hood Charlie Cook’s favourite book	Smartest Giant Zog 3 little pigs On the way home Selfish crocodile We catch the bus In every house on every street
Focus Nursery Rhymes	Jack and Jill	Hush a bye baby	One elephant came out to play	Pussy cat, pussy cat where have you been?	Ride a cock horse	Horsie horsie don’t you stop
Visitors/visits						

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

Me as an active listener	<p style="text-align: center;">I will listen with interest to adults make when they read me a story I can recognise and respond to different sounds I can shift my attention to a different task when someone calls my name When playing, I will show interest in sounds, songs and rhymes I can listen to others when in small groups When listening to stories, I will join in with repeated refrains and anticipate phrases in rhyme</p>
Me as a confident	<p style="text-align: center;">I can hold a conversation and talk about myself I will use language to share my feelings</p>

speaker/ performer	<p>I can learn new words rapidly My sentences will be longer I will start to ask a variety of questions I am talking about events that happened in the past using the correct tense</p>					
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 with laminated mini me photos</p> <p>Water: with soapy bubbles- washing baby clothes, hanging them up with pegs</p>	<p>Role play: café</p> <p>Small World: dolls house with laminated mini me photos (linked to festivals)</p> <p>Tuff Tray: Autumnal investigations</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: Farm shop</p> <p>Small world: farm / jungle</p>	<p>Role Play: rocket</p> <p>Water: sea life</p>	<p>Role play: doctors</p> <p>Small world: cleaning teeth (using Duplo bricks)</p> <p>Tuff tray: fruit and vegetable investigation</p>
Ongoing continuous Provision (third teacher)	<p>Story telling Area - range of hand puppets and characters for storytelling and opportunities for mark making</p> <p>Small World Area- loose parts always stored in baskets accessible for children</p> <p>Role Play Area - real life items and real life dressing up items</p>					

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 can use wheeled toys with increasing skill	I hold my pencil with my thumb and all my fingers	I showing increasing control in holding and using a range of tools	I am showing a preference for a dominant hand when holding a pencil and scissors	I can run with spatial awareness	I can grasp and release with two hands to throw and catch a ball, beanbag or object
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AF PE	Parachute games/ My first PE	Parachute games/ My first PE	Parachute games/dance	Parachute games/dance	Parachute games/ Enjoy a ball	Parachute games/ Enjoy a ball
Learning Environment - Big Question Enhancements	Playdough – buttons & googly eyes et for creating faces & people	natural resources (transient art) to make firework pictures	fruit and veg for cutting and printing	brushes & cloths for car / bike washing	paintbrushes, sponges and other tools for painting oceans and space	garden tools for digging
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 and scissors					

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	<p style="text-align: center;">I know my own name and becoming aware of my abilities</p> <p style="text-align: center;">I am developing an understanding of and show interests in gender, ethnicity and ability</p> <p style="text-align: center;">I am making choices and showing autonomy through asserting my ideas</p> <p style="text-align: center;">I am learning that actions have consequences</p> <p style="text-align: center;">Through play, I am trying out different behaviours</p> <p style="text-align: center;">I am showing a sense of belonging through being involved in daily tasks</p>
Ongoing continuous Provision (third teacher)	Role play, small world, quality texts, mini me’s, team building through joint construction, sharing resources etc

Literacy

(Comprehension, Word Reading, Writing)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Adult Led Sessions	<p style="text-align: center;">RWI Tales toolkit Silly soup/phonological awareness games (The ultimate guide phase I)</p>					
<p>Knowledge and Skills (Literacy) <i>What do we want the children to learn and know?</i></p>						
Me as a reader	<p>I can tell you my favourite stories I am interested in illustrations and print I enjoy joining in with nursery rhymes and familiar songs where there is a beat I will repeat actions and phrases from my favourite stories I can anticipate repeat refrains when an adult reads a story to me I am starting to recognise familiar words and signs</p>					
Me as a writer	I can distinguish between the different marks I make	I enjoy drawing and writing on paper	I give meaning to my drawings and paintings	I imitate adults writing using a combination of lines, shapes and symbols	I attempt to write my own name	I make up stories when playing with my friends and put marks on the page
Learning Environment - Big Question Enhancements	Pictures of families	Stories linked to families from different cultures	Signs instructions	Postcards Map making	Postcards Map making	shopping lists signs
Ongoing continuous Provision (third teacher)	<p style="text-align: center;">Selection of high-quality texts and storytelling props story, telling stones</p> <p>Note paper, notepads, post it notes, envelopes, cards of different sizes, different writing utensils, clipboards of different sizes, whiteboards, whiteboard pens, large rolls of paper, wallpaper, plain stickers of different sizes, labels, card from boxes- different sizes, Sellotape, scissors, range of writing equipment- pens, pencils, chunky crayons, sticks (mud writing)</p>					
<p>Mathematics (Number, Numerical Patterns)</p> <p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make.</i></p>						
Key Texts/Rhymes/Poems/Animations (Maths stories)	<ul style="list-style-type: none"> One elephant went out to play, 1 little 2 little, 3 little dinosaurs (adaptable), here is the beehive, 12345 once I caught a fish alive, one man went to mow, 1 2 buckle my shoe, 1 potato, 2 potato (adaptable, to 7), humpty dumpty extended version, Dr Knickerbocker (to 9) (Reception??), The ants go marching 1 by 1, peter hammers, how many fingers on one hand https://www.youtube.com/watch?v=xNw1SSz18Gg, hickory dickory dock (to 4), When I was 1 I sucked my thumb, 5 little bears - https://www.youtube.com/watch?v=YzG798Vvc9A , 5 little ducks (sing forwards and build up). BBC - https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-one-big-hippo-balancing/zkfxwty 					

	<ul style="list-style-type: none"> • Term 4 – 1, 2, buckle my shoe – up to 10 – Mr Tumble version. • Term 6 – subtraction songs – frogs, bottles, ducks, etc.
Number (incl Subitising and Counting etc)	<ul style="list-style-type: none"> • Recognition of 3 – objects and dice patterns • fingers to five. Focus on ‘show me’ rather than ‘grow’. • use language ‘more than’ and ‘fewer than’ • 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’). • Experiment with their own symbols and marks as well as numerals.
Shape (2D and 3D)	<ul style="list-style-type: none"> • 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’. • 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.
Spatial Reasoning	<ul style="list-style-type: none"> • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
Measures	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
Pattern	<ul style="list-style-type: none"> • Talk about and identify 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.

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

Me as a mathematician	I can recognise numerals of personal significance I can use my fingers to ‘grow’ numbers 1 to 3	Subitise dice patterns up to 3 I can complete a simple jigsaw puzzle	I can subitise 1, 2 or 3 objects (without counting)	I can organise 2 or 3 objects in order of size I can use some language relating to time e.g to sequence events	I can use some number names and number language in play	I can match quantities up to 5 to the correct numeral
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Ongoing continuous Provision (third teacher)	Lots of loose parts, Numicon shapes to 5 and then 10, simple jigsaw puzzles, regular and irregular shapes, block play, construction toys, sorting trays, number tracks etc
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Understanding the World
(Past and Present, People, Culture and Communities, The Natural World)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Festivals	Harvest Sukkot Halloween Black History Month	Diwali fireworks Remembrance Hanukah Christmas	Lunar New Year Valentine’s day	Shrove Tuesday St David’s day Mother’s Day St Patrick’s day Easter St George’s Day	May Day Ramadan	
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Foraging Friday texts	Stickman Veg patch party Tiny seed Leaf man Poppy and the blooms Going on a bear hunt Peppa pig Diwali	Winnie the witch Hello Poppy The Owl who is afraid of the dark Jack Frost Polar bear, polar bear Elf chase The little reindeer	Owl babies Polar bear, Polar bear what do you see?	The hungry caterpillar Tad Super worm	The minibeast bop What the ladybird heard	Titch Oliver's vegetables
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Knowledge and Skills (Understanding The World)
What do we want the children to learn and know?

Me being part of the world	I have a sense of who my immediate family are I am making my own friends I play in water to investigate	I enjoy joining in with family routines and customs I enjoy playing in small world reconstructing first hand experiences I use pipes, funnels and other tools to transport water	I show an interest in different occupations I show an interest in life indoors and outdoors and notice detailed features I have the basic skills to turn on and operate digital equipment / mechanical toys	I talk about significant events in my life I can plant seeds and care for growing plants I can understand the key feature of the life cycle of a plant / animal	I know some of the things that make me unique I can talk about some of the things I have observed (plants, animals, nature) I use my senses to explore a range of materials to learn cause and effect	I am interested in the lives of people who are familiar to me I know that I have similarities and differences and can distinguish myself from others I know that information can be retrieved from digital devices (internet)
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Learning Environment - Big Question Enhancements	Looking in the mirror at ourselves- what can we see?		Being healthy-tasting different fruits together	Beebots / vehicles / ramps maps		
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Ongoing continuous Provision (third teacher)	Investigation area – magnifying glasses, magnets, loose parts, mud kitchen, gardening area, small world vehicles etc (Links to all other areas of provision)					
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Expressive Arts and Design

(Creating with Materials and Being Imaginative and Expressive)

*The development of children's **artistic and cultural awareness supports** their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

Adult Led Sessions

What do we want the children to learn and know?

Me being imaginative	I like to combine colours to see what I get	I like to combine colours to see what I get	I explore using a variety of materials to create pictures and models	I explore using a variety of materials to create pictures and models	I use tools with a purpose	I use tools with a purpose
	I join in with singing songs	I join in with singing songs	I show interest in the way sound makers and instruments make sound	I show interest in the way sound makers and instruments make sound	I am starting to explore how sound can change	I am starting to explore how sound can change
Ongoing continuous Provision (third teacher)	<ul style="list-style-type: none"> • Variety of scale – large rollers and decorator’s brushes, e.g. shower curtain/playground, powder paint and brooms/brushes, painting cardboard boxes, A5 pieces of paper, etc. • Variety of surfaces – easels, tables, paper (different sizes) shower curtains, the floor, clipboards, boxes, • Variety of tools – brushes, natural resources, rollers (masking tape), cotton wool and pegs, cotton buds • Variety of paint – powder, poster, PVA and paint (plus wood shavings), sand, watercolours. • Observational Painting – simple objects, e.g. a pepper. and then progressing to more difficult objects. • Printing – handprints, feet, sponges, roll paint on the table and mark-make within it, using 3D shapes to print, e.g. cylinder to make a car wheel. • Mark-making – lines, circles, zigzags, wavy lines, etc. • Artists – Mondrian (rectangles and lines) Kandinsky (circles), Pollock (splatter painting) • Artist work e.g. sculpture <p>Selection of musical instruments e.g. tambourines, shakers, drums, claves, castanets,</p>					