

CHALLENGE OVERVIEW

| <b>PRIME LEARNING CHALLENGE: I wonder</b><br><br><b>Who am I and Where do I belong?</b>   |  | <b>YEAR GROUP:</b><br><b>FS1</b>  | <b>DATE: September</b><br><b>2018</b>   |
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| <b>Weekly Focus</b>   | <b>WOW STARTERS /</b><br><b>ACTIVITIES</b>   | <b>BREAKDOWN OF</b><br><b>CHALLENGES</b>  | <b>Outdoor Learning Focus</b>   |
| <b>Week 1 ~ 4<sup>th</sup>-7<sup>th</sup> September</b><br><b>All about me</b><br><br><b>Heads, Shoulders, Knees and Toes</b>   | <b>Making new friends and establishing relationships with adults</b><br><b>Welcome video / slideshow of our first week activities</b><br><b>Photos for wall and trays</b><br><b>Exploring the different areas around the nursery</b> | <b>Week1 ~</b><br><br><b>Focus:</b><br><b>PSE~ Separation from parent / carer</b><br><b>CLL~ Talking about likes and dislikes</b><br><b>Numeracy~ Rote counting and number recognition</b>  | <b>Safely navigating the outdoor area</b><br><b>Where can we explore and the boundaries</b><br><b>Finding resources and tidying away</b><br><b>Taking turns</b> |
| <b>Week 2 ~ 10<sup>th</sup>-14<sup>th</sup> September</b><br><b>More about me</b><br><br><b>If you're Happy and you know it</b> | <b>Creating a magic mirror in the role play area</b><br><b>Self portraits</b><br><b>Show and tell something special about themselves. Bring in a special toy or cuddly toy to talk about</b>   | <b>Week 2 ~</b><br><br><b>Focus:</b><br><b>Creative ~ Self-portraits to put around the area</b><br><b>CLL~ Looking at similarities and differences</b><br><b>Numeracy~ Ordering numbers</b> | <b>Safely navigating the outdoor area</b><br><b>Where can we explore and the boundaries</b><br><b>Finding resources and tidying away</b><br><b>Taking turns</b> |

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| <p><b>Week 3 ~ 17<sup>th</sup>-21<sup>st</sup> September</b><br/> <b>What does my family look like?</b></p> <p><b>Tommy Thumb</b></p>   | <p><b>Bring in a photo of their immediate and extended family</b></p> <p><b>Send a picture through email</b></p>     | <p><b>Week 3 ~</b></p> <p><b>Focus:</b><br/> <b>K&amp;U ~ Looking at family traditions and what we share as a family together. Recognizing different family structures. CLL~ Descriptive talk about their family and early labeling of different members Numeracy~ Comparing sizes and age</b></p>  | <p><b>Exercise and balancing equipment</b><br/> <b>Giant toothbrushes</b><br/> <b>Baby bathing</b><br/> <b>Washing baby clothes</b></p>  |
| <p><b>Week 4~ 24<sup>th</sup>-28<sup>th</sup> September</b><br/> <b>My family and other animals</b></p> <p><b>One, two, three, four, five...</b></p>                                    | <p><b>Encourage the children to talk about pets too.</b></p> <p><b>Send a picture through email</b></p>              | <p><b>Week 4 ~</b></p> <p><b>Focus:</b><br/> <b>K&amp;U: Talking about keeping safe and healthy and people that help look after us</b><br/> <b>Physical: Self and health care</b><br/> <b>CLL~ Sequencing, ordering and structuring getting ready for school, washing ourselves and cleaning teeth</b><br/> <b>Numeracy~ Language of time, before and after, first, next and then</b></p> | <p><b>Exercise and balancing equipment</b><br/> <b>Giant toothbrushes</b><br/> <b>Baby bathing</b><br/> <b>Washing baby clothes</b></p> <p><b>Pet care Centre and vets surgery</b></p> |
| <p><b>Week 5 ~ 1<sup>st</sup> October -5<sup>th</sup> October</b><br/> <b>Transport, how do we get to Nursery? How would we like to travel?</b></p> <p><b>The wheels on the bus</b></p> | <p><b>Look at how we got to Nursery today and if we could travel anyway we like how would we travel in style</b></p> | <p><b>Week 5 ~</b></p> <p><b>Focus</b><br/> <b>K&amp;U: Discuss together different ways that we travel, including ways we can exercise to keep fit and have fun.</b><br/> <b>Physical: Gross motor skills</b><br/> <b>CLL~ If we could travel anyway what would our favourite way be?</b><br/> <b>Numeracy~ Drawing simple maps of their journey to school.</b></p>                       | <p><b>Bikes of all shapes and sizes</b></p> <p><b>Mechanics workshop</b><br/> <b>Taxi Rank</b><br/> <b>Bus stop</b></p>  |

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| <p><b>Week 6 ~ 8<sup>th</sup> – 12<sup>th</sup> October</b><br/> <b>People who help us</b></p> <p>Miss Polly had a dolly</p> | <p><b>Visit from someone who works in the emergency services, fireman, and paramedic.</b><br/> <b>Invite parents to come in and talk about their jobs</b><br/> <b>Research into other jobs in the local area</b></p> | <p><b>Week 6 ~</b><br/> <b>Focus</b><br/> <b>K&amp;U: Discuss together the jobs that people do to help us</b><br/> <b>Physical: Health and self care</b><br/> <b>CLL~ Mind mapping recording own ideas. How to call the emergency services.</b><br/> <b>Numeracy~ Shape recognition linking to symbols all around.</b></p> | <p><b>Dressing up box</b><br/> <b>Pop up tent ambulance?</b><br/> <b>Fruit box emergency vehicles</b></p>         |
| <p><b>Week 7~ 15<sup>th</sup> -19<sup>th</sup> October</b><br/> <b>More People who help us</b></p> <p>London's burning</p>   | <p><b>Make a life size picture showing the job they want to do</b><br/> <b>Watch a snippet form Matilda the Musical</b><br/> <b>Fancy Dress day showing the jobs they would like to do</b></p>                       | <p><b>Week 7 ~</b><br/> <b>Focus</b><br/> <b>K&amp;U: Different jobs and occupations</b><br/> <b>CLL~ Talking about people who are not present. Making a job list and what we think different jobs are like</b><br/> <b>Numeracy~ Early money recognition</b></p>  | <p><b>Fancy Dress box</b><br/> <b>Setting up different jobs around the area, garage, shops, taxi rank etc</b></p> |
| <p><b>Week 8 ~ 22<sup>nd</sup> -26<sup>th</sup> October</b><br/> <b>Harvest time, autumn days</b></p> <p>5 Little peas</p>   |  | <p><b>Focus</b><br/> <b>PSHE ~ The importance of farmers and how they help us too. Look at farm to fork scheme</b><br/> <b>CLL~ Drawing and labeling fruit and vegetables</b><br/> <b>Numeracy~ Measuring, how big will our plants be?</b></p>   |   |

## COVERAGE

| SUBJECT:                               | EYFS CONTENT LINKS: (Take from EYFS Development Matters Document)                             | SUBJECT SKILLS; DEVELOPMENT MATTERS SKILLS  |  |  |
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|  |   | 16-26 months  | 22-36 months   | 30-50 months   |
| <b>Personal, Social and Emotional*</b> | <ul style="list-style-type: none"> <li>• <b>Making Relationships</b></li> </ul>               | <ul style="list-style-type: none"> <li>• Plays alongside others.</li> <li>• Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> </ul>   | <ul style="list-style-type: none"> <li>• Interested in others play and is starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Begins to form a special relationship with another child.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Initiates play, offering cues to peers to join in.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• <b>Self Confidence and self-awareness</b></li> </ul> | <ul style="list-style-type: none"> <li>• Gradually able to engage in pretend play with toys (supports child to understand that their own thinking may be different from others.</li> <li>• Demonstrates sense of self as an individual. Begins to do things independently.</li> </ul> | <ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult</li> <li>• Expresses own preferences and interest</li> </ul>   | <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Shows confidence in asking adults for help.</li> </ul>                    |
|  | <ul style="list-style-type: none"> <li>• <b>Managing Feelings and Behaviour</b></li> </ul>    | <ul style="list-style-type: none"> <li>• Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</li> <li>• Is aware of others' feelings and begins to respond to it.</li> </ul>   | <ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried</li> <li>• Responds to the feelings and wishes of others</li> </ul> | <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> </ul>  |
| <b>Physical Development*</b>           | <ul style="list-style-type: none"> <li>• <b>Moving and Handling</b></li> </ul>                | <ul style="list-style-type: none"> <li>• Beginning to balance blocks to build a small tower</li> <li>• Makes connections</li> </ul>   | <ul style="list-style-type: none"> <li>• Runs safely on whole foot</li> <li>• Squats with steadiness to rest or play with objects on the ground, and rises</li> </ul>  | <ul style="list-style-type: none"> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to</li> </ul>  |

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|   |   | <p>between their movements and the marks they make</p>  | <p>to feet without using hands</p> <ul style="list-style-type: none"> <li>• Climbs confidently and is beginning to pull themselves up on nursery climbing equipment</li> <li>• Turns pages in a book, sometimes several at once</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitates drawing simple shapes such as circles and lines</li> </ul> | <p>avoid obstacles</p> <ul style="list-style-type: none"> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control</li> </ul>                               |
|   | <ul style="list-style-type: none"> <li>• <b>Health and Self Care</b></li> </ul> | <ul style="list-style-type: none"> <li>• Willing to try new food textures and tastes.</li> <li>• Shows a desire to help with dressing/undressing and hygiene routines.</li> </ul> | <ul style="list-style-type: none"> <li>• Drinks well without spilling</li> <li>• Clearly communicates their need for the toilet</li> <li>• Helps with clothing, e.g. puts on hat, unzips jacket, takes off unbuttoned coat</li> </ul>   | <ul style="list-style-type: none"> <li>• Can usually manage washing and drying of hands</li> </ul>   |
| <p><b>Communication and Language*</b></p> | <ul style="list-style-type: none"> <li>• <b>Listening Skills</b></li> </ul>     | <ul style="list-style-type: none"> <li>• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Shows interest in play with sounds, songs and rhymes</li> <li>• Single channelled attention. Can shift to a different task if attention is fully obtained ~ using</li> </ul>   | <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them</li> <li>• Listens to stories with increasing attention and recall</li> </ul> |

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|                 |  |  | <ul style="list-style-type: none"> <li>child's name helps focus</li> <li>Listens with interest to the noises that adults make when they read stories.</li> </ul>  | <ul style="list-style-type: none"> <li>Joins on with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul>   |
|                 | <ul style="list-style-type: none"> <li>Understanding skills</li> </ul> | <ul style="list-style-type: none"> <li>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</li> <li>Understands simple sentences.</li> </ul> | <ul style="list-style-type: none"> <li>Identifies action words by pointing to the right pictures, e.g., "who's jumping?"</li> <li>Developing understanding of simple concepts.</li> <li>Understands a two part sentence and responds. (Put your toys away and then we'll read a book).</li> </ul> | <ul style="list-style-type: none"> <li>Responds to simple instructions e.g. to get or put away an object</li> </ul>  |
|                 | <ul style="list-style-type: none"> <li>Speaking skills</li> </ul>      | <ul style="list-style-type: none"> <li>Beginning to ask simple questions.</li> <li>Beginning to talk about people and things that are not present.</li> </ul>  | <ul style="list-style-type: none"> <li>Holds a conversation, jumping from topic to topic.</li> <li>Learns new words very rapidly and is able to use them in communication.</li> <li>Uses gestures sometimes with limited talk.</li> </ul>   | <ul style="list-style-type: none"> <li>Can tell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>Uses talk in pretending that objects stand for something else in play. (This box is my castle)</li> </ul>               |
| <b>Literacy</b> | <ul style="list-style-type: none"> <li>Reading</li> </ul>              | <ul style="list-style-type: none"> <li>Interested in books and rhymes and may have favourites.</li> </ul>  | <ul style="list-style-type: none"> <li>Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>Repeats words or phrases from familiar stories.</li> </ul>   | <ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Listens and joins in with stories, one to one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases</li> </ul> |

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|                    |   |   |   | <ul style="list-style-type: none"> <li>in rhymes and stories.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> </ul>   |
|                    | <ul style="list-style-type: none"> <li>Writing</li> </ul>         | <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Distinguishes between the different marks they make.</li> </ul>  | <ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meaning to marks that they see in different places.</li> </ul>  |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>Numbers</li> </ul>         | <ul style="list-style-type: none"> <li>Says some counting words randomly</li> <li>Beginning to organise and categorise objects (putting all the teddy bears together or teddies in one pile and cars in another)</li> </ul> | <ul style="list-style-type: none"> <li>Recites some number names in sequence.</li> <li>Begins to make comparisons between quantities.</li> <li>Knows that a group of things changes in quantity when something is added or taken away.</li> </ul> | <ul style="list-style-type: none"> <li>Sometimes matches quantity and numerals correctly.</li> <li>Shows an interest in numerals in the environment.</li> <li>Recognises numerals 1 to 5 (40-60+ months)</li> <li>Counts up to three or four objects by saying one number name for each item (40-60+ months)</li> </ul> |
|                    | <ul style="list-style-type: none"> <li>Shape and Space</li> </ul> | <ul style="list-style-type: none"> <li>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</li> <li>Enjoys emptying and</li> </ul>   | <ul style="list-style-type: none"> <li>Notices simple shapes and patterns in pictures to (22-36 months)</li> <li>Beginning to categorise objects according to</li> </ul>  | <ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> </ul>  |

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|                                |   | filling containers.  | <p>properties such as shape or size.</p> <ul style="list-style-type: none"> <li>• Begins to use the language of size.</li> </ul>   | <ul style="list-style-type: none"> <li>• Shows awareness of similarities of shapes in the environment.</li> </ul>  |
| <b>Understanding the World</b> | <ul style="list-style-type: none"> <li>• <b>People and Communities</b></li> </ul> | <ul style="list-style-type: none"> <li>• Enjoys pictures and stories about themselves, their families and other people.</li> <li>• Is curious about people and shows interest in stories about themselves, their families and other people.</li> </ul>   | <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Learn that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> | <ul style="list-style-type: none"> <li>• Shows an interest in the lives of people who are familiar to them.</li> <li>• Remember and talks about significant events in their own experiences.</li> <li>• Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</li> </ul> |
|                                | <ul style="list-style-type: none"> <li>• <b>The World</b></li> </ul>              | <ul style="list-style-type: none"> <li>• Explores objects by linking together different approaches: shaking, hitting, looking, feeling, pulling, turning and poking.</li> <li>• Remembers where objects belong</li> <li>• Matches parts of objects that fit together (puts lid on teapot)</li> </ul> | <ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as farm, garage or train track (22-36 months)</li> <li>• Notices detailed features of objects in their environment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place they live or the natural world.</li> </ul>  |
|                                | <ul style="list-style-type: none"> <li>• <b>Technology</b></li> </ul>             | <ul style="list-style-type: none"> <li>• Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</li> <li>• Anticipates repeated sounds, sights and</li> </ul>  | <ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back</li> </ul>  | <ul style="list-style-type: none"> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Completes a simple</li> </ul>  |



|                                  |   | actions.   | a friction car.   | program on a computer.<br>(40-60 months)  |
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| <b>Expressive Art and Design</b> | <ul style="list-style-type: none"> <li>• Exploring and using media and materials</li> </ul> | <ul style="list-style-type: none"> <li>• Notices and is interested in the effects of making movements which leave marks.</li> </ul>                      | <ul style="list-style-type: none"> <li>• Joins in singing favourite songs (22-36 months)</li> <li>• Experiments with blocks, colours and marks.</li> </ul>  | <ul style="list-style-type: none"> <li>• Sings a few familiar songs.</li> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Uses various construction materials.</li> <li>• Beginning to be interested in and describes the texture of things.</li> <li>• Manipulates materials to achieve a planned effect (40-60+months)</li> </ul>                            |
|                                  | <ul style="list-style-type: none"> <li>• Being Imaginative</li> </ul>                       | <ul style="list-style-type: none"> <li>• Pretends that one object represents another, especially when objects have characteristics in common.</li> </ul> | <ul style="list-style-type: none"> <li>• Beginning to use representation to communicate, e.g. drawing a lone and saying "That's me".</li> <li>• Beginning to make-believe by pretending.</li> </ul> | <ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative (40-60+ months)</li> </ul> |

## DESCRIPTION OF LEARNING

| LITERACY   |   | NUMERACY  |  |
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| Reading  | Writing   | Number  | Shape, Space and Measure   |
| <ul style="list-style-type: none"> <li>▪ Monkey Puzzle by Julia Donaldson</li> <li>▪ Titch by Pat Hutchings</li> <li>▪ Sam I am</li> <li>▪ Harvest Stories</li> <li>▪ The little red hen</li> <li>▪ Shopping basket by John Burningham</li> <li>▪ Don't forget the Bacon by Davis McKee</li> <li>▪ Elmer stories</li> <li>▪ Funny Bones Stories</li> <li>▪ Books about different jobs in school, community and emergency services</li> <li>▪ The Gingerbread man</li> <li>▪ Traditional Family stories from around the world</li> <li>▪ Owl Babies by Martin Wadell</li> <li>▪ Can't you sleep little bear?</li> </ul> | <ul style="list-style-type: none"> <li>▪ Independently choosing mark making tools from the areas indoors and outdoors</li> <li>▪ Experimenting with mark making in sand, shaving foam, bubbles, paint etc</li> <li>▪ Sound walk</li> <li>▪ Labels for different parts of the body</li> <li>▪ Role play in home corner, shop when start looking at jobs</li> <li>▪ Recognizing their names at self-registration time.</li> <li>▪ Beginning to practice writing own name.</li> <li>▪ Tracing different patterns to help with letter shapes</li> <li>▪ Simple letter formation on iPads</li> </ul> | <ul style="list-style-type: none"> <li>▪ Counting every day in play</li> <li>▪ Number recognition at registration time.</li> <li>▪ Ordering numbers 1-5</li> <li>▪ Counting 1-5 and matching numerals</li> <li>▪ Simple tally charts/ pictograms to make charts for eye colour</li> <li>▪ Favourite foods graphs</li> <li>▪ Sing simple number rhymes</li> <li>▪</li> </ul> | <ul style="list-style-type: none"> <li>▪ Hand / foot prints ordering size</li> <li>▪ Measuring heights using cubes etc</li> <li>▪ Using bee bott for directions</li> <li>▪ Role play shops</li> <li>▪ Shapes in autumn</li> <li>▪ Making shapes using their bodies</li> <li>▪ Making houses using 2d shapes</li> </ul> |
| PERSONAL, SOCIAL AND EMOTIONAL   | PHYSICAL DEVELOPMENT  | UNDERSTANDING THE WORLD   | EXPRESSIVE ARTS AND DESIGN   |
| <ul style="list-style-type: none"> <li>• Experience play and learning in a range of indoor and outdoor environments which stimulate wonder,</li> </ul>   | <ul style="list-style-type: none"> <li>• Be active and move in different ways.</li> <li>• Move in response to sound and music both real and</li> </ul>  | <ul style="list-style-type: none"> <li>• Use all their senses to investigate the natural and made environment.</li> <li>• Make collections of things</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore the colour, texture and form of man-made and natural things.</li> <li>• Listen and respond to sound, rhymes, songs and a variety of music.</li> </ul>   |

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| <p>imagination, excitement and the disposition to learn.</p> <ul style="list-style-type: none"> <li>• Begin to develop self-confidence and a sense of security</li> <li>• Make and express choices, plans and decisions.</li> <li>• Express appropriate needs and preferences</li> <li>• Acknowledge the need for help and seek help from others.</li> <li>• Form positive relationships with familiar adults</li> <li>• Form positive relationships with other children</li> <li>• Begin to share and take turns</li> <li>• Begin use resources with care and understand the need for safety</li> </ul> | <p>imaginary.</p> <ul style="list-style-type: none"> <li>• Begin to explore different ways in which they can use their bodies in physical activities.</li> <li>• Use a variety of small and large equipment.</li> <li>• Move in a range of different spaces and levels in natural and made environments indoors and outdoors</li> <li>• Begin to understand the need for safety of themselves.</li> <li>• Begin to use the toilet independently</li> <li>• Put on coat with some support</li> <li>• Wash hands independently</li> </ul> | <p>that interest them.</p> <ul style="list-style-type: none"> <li>• Have time and opportunity to wonder</li> <li>• Build and construct with a wide range of resources</li> <li>• Find out about their local environment</li> <li>• Discuss the different jobs that people do in school, in the local and in the emergency services.</li> <li>• Select tools and resources to cut, join and stick</li> </ul> <p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>• To understand that we can use a range of technologies to share what we know and experience. (Videos, pictures , email, text and QR codes)</li> <li>• Use a cash register</li> <li>• Use counting pictures</li> <li>• Use a digital camera to take photos</li> <li>• 999 fire cd rom</li> <li>• Use IT to begin to develop their awareness of the world.</li> <li>• Use programmable toys</li> <li>• Use tape recorders and cd players</li> <li>• Begin to use iPads</li> </ul> | <ul style="list-style-type: none"> <li>• Make sounds and music using voice, body sounds and instruments.</li> <li>• Participate in simple singing games and rhymes</li> <li>• Use their imagination in role play</li> <li>• Use role play to re-create and invent situations based on own experiences.</li> <li>• Use mirrors to investigate what they truly look like.</li> </ul> |
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| SCHOOL VALUES   |  |                               |           |   |
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| Characteristics of Learning:<br>Playing and Exploring | Characteristics of Learning:<br>Active Learning (Motivation) | Characteristics of Learning : | COMMUNITY | ORACY / PRESENTATION:<br>(Communication and |

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| <p style="text-align: center;"><b>(Engagement)</b></p> <p><u>Finding out and exploring:</u></p> <ul style="list-style-type: none"> <li>• Using senses to explore the world around them.</li> <li>• Showing Curiosity about objects, events and people</li> </ul> <p><u>Playing with what they know:</u></p> <ul style="list-style-type: none"> <li>• Representing their experiences in play.</li> <li>• Pretending objects are things from their experience.</li> </ul> <p><u>Being willing to “have a go” :</u></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Showing a “can do” attitude</li> </ul> | <p><u>Being involved and concentrating:</u></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time.</li> <li>• Showing high levels of energy , fascination</li> </ul> <p><u>Keeping on trying:</u></p> <ul style="list-style-type: none"> <li>• Persisting with activities when challenges occur.</li> </ul> <p><u>Enjoying achieving what they set out to do:</u></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> </ul> | <p style="text-align: center;"><b>Creating and Critical Thinking (thinking)</b></p> <p><u>Having their own ideas:</u></p> <ul style="list-style-type: none"> <li>• Thinking of ideas.</li> <li>• Finding new ways to do things.</li> </ul> <p><u>Making Links:</u></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experiences.</li> </ul> <p><u>Choosing ways to do things:</u></p> <ul style="list-style-type: none"> <li>• Checking how well their activities are going.</li> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal.</li> </ul> | <ul style="list-style-type: none"> <li>• Interviews and hot seating with people who work in school. (Office staff, caretakers, cook, teachers)</li> <li>• Encourage parents to come in and talk about jobs they do in the community.</li> <li>• Visit by policeman/ woman, firefighter and paramedic.</li> <li>• Walk around the school grounds to see how they fit in the wider community of the school.</li> <li>• Visit the park next-door</li> </ul> | <p style="text-align: center;"><b>Language)</b></p> <ul style="list-style-type: none"> <li>• Talking in small groups about themselves and their families.</li> <li>• Share photos of their wider family group and present to the other children.</li> <li>• Presentation and discussion about similarities and differences about each other.</li> <li>• Traditional Harvest activities</li> <li>• Listen to stories on a cd player</li> <li>• Role play area using own experiences as a basis of play.</li> </ul> |
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