



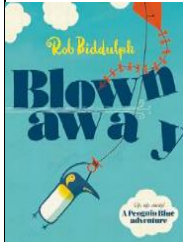

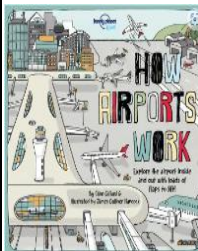
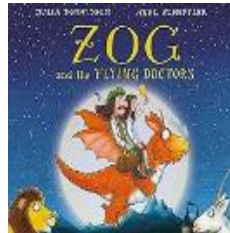
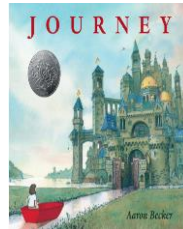

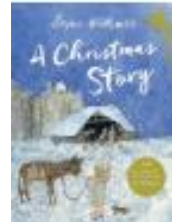


IVINGTON CE PRIMARY AND PRE-SCHOOL

Reaching together... with the fruits of the spirit



Journeys & Transport

Week 1 'Marvellous Me!'	Week 2 'Marvellous Me!'	Weeks 3 & 4 Journeys & Transport	Weeks 5 & 6 Journeys & Transport	Week 7 & 8 Journeys & Transport	Week 9 Journeys & Transport	Weeks 10 & 11 Journeys & Transport	Week 12 Journeys & Transport	Weeks 13 & 14 Journeys & Transport
<p>Incredible You Rhys Brisenden</p>  <p>Settling in Learning About Ourselves and others</p>	<p>The Can Caravan Richard O'Neil</p>  <p>Our Homes</p>	<p>Blown Away Rob Biddulph</p>  <p>Topic Introduction</p>	<p>Emma Jane's Aeroplane Katie Hawort & Daniel Rieley</p>  <p>Aeroplanes</p>	<p>How DO Airports Work Tom Cornell</p>  <p>Non-Fiction Airports</p>	<p>Zog and The Flying Doctors Julia Donaldson</p>  <p>Transport in our community</p>	<p>Journey Aaron Becker</p>  <p>Journeys</p>	<p>Amelia Earhart Mary Nhin</p>  <p>Famous Individuals</p>	<p>A Christmas Story Brian Wildsmith</p>  <p>Christmas Story</p>

Prime Areas of Learning- Focus Objectives

Prime Areas of Learning- Focus Objectives		
Communication and Language Focus	Personal Social and Emotional Development	Physical Development
<p>Educational Programme: Echoing back what children say with new vocabulary added. Engaging children actively in stories, nonfiction, rhymes and poems including opportunities to embed new vocab in play and sensitive questioning which invites children to elaborate.</p> <p>Development Matters (Rec):</p> <ul style="list-style-type: none"> 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. Develop social phrases Engage in story times Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs <p>ELGs: LAU: Listen attentively and respond to what they hear with relevant questions, comments and actions: LAU: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p><i>This term's curriculum aims to develop children's listening skills as the bedrock of communication. Through adult modelling (well-formed sentences, social phrases, listening and responding to others, asking questions), back and forth conversation, children will develop the skill and confidence to respond appropriately to others, ask for clarification and extend social and academic conversations. Our first couple of weeks we will focus on 'Marvellous Me' to support children to be able to talk about themselves, their wants and their needs in order to help them settle, establish themselves and build relationships in Reception.</i> <i>Our topic Journeys & Transport will provide children with further opportunities to talk about their experiences they have had going on journeys or different transport, and will also provide them with opportunities to discuss and imagine what journeys or transport they could go on. All of this will be supported by texts which allow them to engage with stories,</i></p>	<p>Educational Programme: Strong and supportive relationships with adults enable children to learn and understand their own feelings. Through support interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts.</p> <p>Development Matters (Rec):</p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others See themselves as a valuable individual Build constructive and respectful relationships Manage their own needs: personal hygiene <p>ELGs: SR: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly SR: Show an understanding of their own feelings. Wait for what they want. MS: Explain the reasons for rules, know right from wrong and try to manage behaviour accordingly MS: Be confident to try new activities. Manage their own basic hygiene including going to the toilet. BR: Work and play cooperatively and take turns with others. BR: Form positive attachments to adults and friendships with peers</p> <p><i>This term's curriculum aims to help children to settle into Reception, establish themselves within the class, and establish positive relationships with peers and adults, that will help them to flourish and succeed this year. The 'Marvellous Me' topic aims to foreground PSED, providing children with opportunities to discuss themselves, their families, their homes, their bodies, their interests and their feelings, and to find out these things about their peers, in order to build relationships (particularly for the children who did not attend nursery together). The weekly texts, planned activities and adult modelling opportunities will focus on exposing children to positive relationship examples, and will open up discussions about respect, sharing, friendship and working together. Children will have prolonged periods of self-led time in which they can practise and develop these skills and build relationships. Effective handwashing and independent toileting will also be a key focus this half term.</i></p>	<p>Educational Programme: Indoor and outdoor play supports children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundations for developing healthy bodies and wellbeing. Fine motor control helps with hand-eye co-ordination which is linked to early literacy.</p> <p>Development Matters (Rec):</p> <ul style="list-style-type: none"> Revise and refine these fundamental movement skills: rolling, walking, running, skipping, crawling, jumping, hopping, climbing Develop their small motor skills so they can use a range of tools competently, safely and confidently e.g. pencils, paintbrushes, scissors, knives, forks and spoons. Develop the skills they need to manage to school day successfully e.g. lining up, queueing for meals. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. <p>ELGs: GMS: Negotiate space and objects safely. GMS: Demonstrate strength, balance and coordination when playing. FMS: Use a range of small tools, including scissors, paintbrushes and cutlery. FMS: Begin to show accuracy and care when drawing.</p> <p><i>This term's curriculum aims to support children to develop a strong foundation of physical skills that they will need to thrive in school. These include being able to negotiate space successfully and safely, moving in different ways, knowing where it is safe and not safe to run/climb, lining up, getting lunch, and eating with a knife and fork. Adults will model these skills, rules will be established and discussed with children and staff will support children all around the school. Children have prolonged periods of 'Choosing Time' in which to practise and develop these skills and specific Continuous Provision activities will be planned for to support children's fine and gross motor development. Children will</i></p>

<i>further develop listening skills and experience new and specifically planned-for vocabulary. Continuous Provision opportunities support children to embed new skills and language.</i>						<i>begin to develop their pencil grip in order to support their emerging drawing and writing skills.</i>		
<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>
Asking and answering questions Using questions as a starting point for play Regular story times with lots of discussions	Asking questions using wow words Adults modelling back and extending pupils' comments Exploring open-ended resources and real artefacts from different religions. Indoor and outdoor role play areas to extend and learn new vocabulary.	Story times – ask questions, answer questions, discussing vocabulary, exploring character choices, making predictions Modelling using a question to begin new type of play – investigating Sharing books/singing rhymes with children	Narrating children's emotions/options in play Structured play Turn-taking Using emotions language Adults narrating their feelings/choices. Using emotion coaching to support individuals. Emotions teddies to help recognise feelings	Turn-taking games Teamwork opportunities Open-ended play set-ups Large-scale construction requiring teamwork/strength Books/book boxes/set ups with social aspects.	Jigsaw sessions focus on emotions and managing conflict Story time discussions with emotions focus Modelling sharing/ collaboration. Social stories	Squiggle Me Into A Writer Sitting "Ready" on the carpet and in phonics Adventure Playground	Daily Phonics lesson including writing. 1x weekly PE lessons & 1x Forest School session Outdoor Adventure Weekly fine motor skills activities – threading, cutting, loose parts, tweezers, painting, tools.	Forest School PE Lessons Supporting large scale construction Handwriting support

Specific Areas of Learning

Literacy

Educational Programme: It is crucial for children to develop life-long love of reading. 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 involves decoding and recognition of familiar printed words.

Development Matters (Rec):

- 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 a few common exception words
- Form some lower case letters correctly
- Spell words by identify the sounds

ELGs:

Comp: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. **Read:** say a sound for each taught letter.

Read: Read words consistent with their phonic knowledge by sound blending.

Writing: Write recognisable letters for the sounds taught.

This term's curriculum aims to envelope children in books, stories, poems and rhyme, immersing them in language, imagination and possibilities. Children will hear a minimum of two stories a day, and will hear stories from both Mrs Davies and Mrs Thorp. Our weekly focus texts ensure that literature sits at the heart of learning and enable new vocabulary to be specifically planned for. Children will also have constant access to books, stories, storytelling resources and extension opportunities in their Choosing Time, which staff will support and extend. Each week, children will engage in daily Read, Write, Inc Phonics sessions, daily handwriting sessions, twice a week Squiggle Me into A Writer session, one literacy writing task and will be heard read individually once. Children will be able to identify the taught sounds within words, blend and segment with them to read words and simple phrases, and will begin representing them as correctly-formed written letters. The indoor and outdoor classroom environment will be a language and sound rich space to explore, practise and manipulate letters.

Mathematics

Educational Programme: Developing a strong grounding in number is essential. Children should be able to count confidently. By providing frequent and varied opportunities to build and apply understand of number – 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.

Development Matters (Rec):

- Count objects, actions and sounds
- Subitise
- Link the number symbol (number) with its cardinal number value
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Continue & copy patterns
- Compare capacity

ELGs:

N: Have a deep understanding of number to 10.

N: Subitise.

This term's curriculum aims to introduce children to common manipulatives and vocabulary that will allow them to develop their mathematical skills across this year. The focus will be on counting, subitising and representing amounts to 5, making simple more/less comparisons and continuing simple ABAB patterns. Our curriculum is underpinned by White Rose Maths, adapted to support our individual cohort of learners. Children will experience whole-class adult-led lessons daily, at least one weekly adult-led group task and opportunities to explore maths resources and activities both indoors and outdoors as part of continuous provision. They will become more familiar with the order of numerals in their play and through staff use of mathematical language as part of everyday routines and practice e.g. how many children can be in an area, who is third in the line, counting how many pens we need for our activity etc

<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>
Oral blending of adult instructions Oral blending games New sound each day A minimum of 2 story times a day	Writing opportunities across the classroom Regularly updated book corner Linked books available across provision Sounds and tricky words displayed in the classroom	Daily Phonics lesson 2x weekly reading practice sessions Minimum of 2 story times a day Group times linked to Book of the Week Lots of book talk	Counting number of children in class each day, Morning routine (days, date, children)	Maths area with resources Weekly Big Maths Maths opportunities across room e.g. shop, clocks, timers, rulers, measuring tapes	Daily whole-class taught session Number songs 1:1 support with Big Maths Week group task – open ended with extension opportunities

Nursery rhymes/songs daily	Adults sharing stories with children during CP		How many children are we waiting for? How many drinks are left? Etc. Counting child in and out, discussing the time, spatial games	Numberblocks resources and episodes Shape art initiations	
Understanding of The World			Expressive Arts and Design		
<p>Educational Programme: Guiding children to make sense of their physical world and their community. 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. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>Development Matters (Rec):</p> <ul style="list-style-type: none"> • Talks about members of their immediate family • Name and describe people who are familiar to them • Compare and contrast characters from stories, including figures from the past. • Explore the natural world around them • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one which they live. • Understand the effect of changing seasons on the natural world around them. • Comment on images of familiar situations in the past. • Recognise that people have different beliefs and celebrate times in different ways <p>ELGs: PCC: Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. PP: Talk about the lives of people around them and their roles in society. PP: Understand the past though characters and events encountered in books read in class. TNW: Understand some important processes and changes in the natural world around them, including the seasons.</p> <p><i>At the beginning of this term's curriculum we focus on the 'people' aspect of Understanding the World. Our children need to understand themselves and their friends in order to build attachments and relationships, develop friendships and feel safe and secure in Reception class to learn and explore the broader world around them. The first two weeks of 'Marvellous Me' allows children to explore who they are, and to make comparisons between themselves and others. This will help them to develop their understanding of the diversity of those around them. As we move to focus on our 'Journeys & Transport' topic, we will be thinking about the 'past', we will be exploring journeys that the children have been on and discussing what might be different to now. We will also be looking at how transport has changed through the years and at relevant people in history relating to flight. The weekly texts expose children to a diverse range of characters including those of different ethnicities, sexualities, cultures and faiths, which will open up doors to new language and conversations for our children.</i></p>			<p>Educational Programme: regular opportunities 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.</p> <p>Development Matters (Rec):</p> <ul style="list-style-type: none"> • Explore and use a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Develop storylines in their pretend play. <p>ELGs: CwM: Safely use and explore a variety of materials. CwM: Share their creations, explaining the process they have used. BIE: Invent, adapt and recount narratives and stories with peers and their teacher. BIE: Sing a range of well-known nursery rhymes and songs.</p> <p>This term's curriculum focuses on providing children with opportunities to explore open-ended creative opportunities on their own and with others. This aims to support them to develop an awareness of their own likes and interests, and to help them build their teamwork and communication skills with others. Children will be provided with opportunities to portray aspects of their own life e.g. themselves, their families, their homes etc. which will open up discussions and comparisons with peers. Children will also have opportunities to work on D & T projects, collaborative art pieces and transient art that requires communication, decision-making, teamwork and trust. Music, singing and rhymes will be part of children's daily routines and children will be enveloped in stories and new language. Children will also have sustained periods of Choosing Time in which they can develop their own creative opportunities to express and establish themselves within our class</p>		

<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>
Diverse Books of the Week with sessions, conversation and learning invitations based on them. Daily weather conversations and seasons songs	Book of the Week linked CP – journeys, cultures and learning about other countries Role play opportunities to engage in travel, exploring art from other cultures,	Sharing book of the week Weekly topic sessions exploring journeys and transport Exploring birthdays/ Christmas Music/Art/PSHE sessions based on travel/journeys	Daily singing time Opportunities to display children's work Constant access to art resources. Singing, rhyme, rhythm	Instruments available Art area with continual access to resources Adults to model and support art skills Opportunities for group projects and transient art	Daily singing group times Weekly music lesson Adults to sing/rhyme/draw/paint with pupils

Characteristics of Effective Teaching and Learning:

- Exploring** (new resources, trying something new, giving something a go, deciding what to do, doing something different)
- Testing** (testing out an idea, seeing if it works, trial and error, what does this tell me, how could we prove it?)
- Wondering** (I wonder...!" asking questions, finding the answer, why does that work? How does that happen? Let's find out!)