

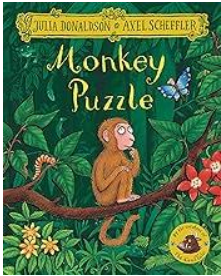
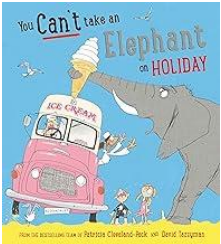
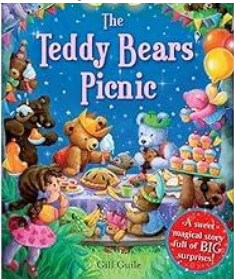
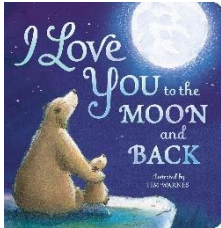
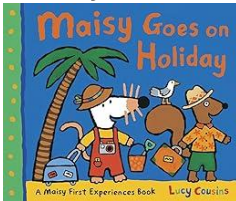
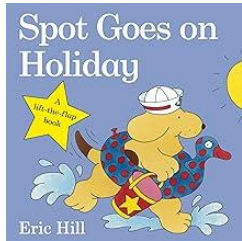
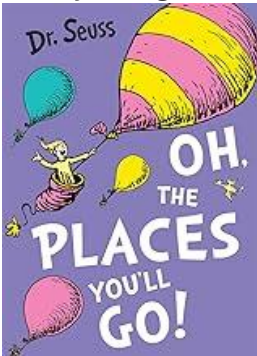


IVINGTON CE PRIMARY AND PRE-SCHOOL

Reaching together... with the fruits of the spirit



We are all going on a summer holiday

Week 1	Week 2	Weeks 3+4	Week 5	Week 6	Week 7+8	Week 9+10	Week 11
What the lady bird heard on holiday	Mothers day Monkey Puzzle	You can't take an elephant on holiday	Teddy bear picnic	Fathers day I love you to the moon and back	Maisie goes on holiday	Spot goes on holiday	Oh the places you'll go
							

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 (Birth to Three):</p> <ul style="list-style-type: none">Start to say how they are feeling, using words as well as actions.	<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 (Birth to Three):</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>

<ul style="list-style-type: none"> Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat' Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') <p>Development Matters (3&4)</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p><i>This term's curriculum aim is for children to extend their language, building upon their vocabulary. . Our Term topic 'We are all going on a summer holiday' will provide children with further opportunities to talk about their experiences and summer holidays they have had previously and will also provide them with opportunities to discuss and imagine what holidays and experiences they could have. All of this will be supported by texts which allow them to engage with stories, further develop listening skills and experience new and specifically planned-for vocabulary. Continuous Provision opportunities support children to embed new skills and language.</i></p>	<ul style="list-style-type: none"> Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently. <p>Development Matters (3&4)</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Remember rules without needing an adult to remind them. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. <p><i>This term's curriculum aims to give children opportunities to discuss themselves and their families' previous experiences. It is our aim to build on children's experiences by enjoying some days out to the woods, parks, shops and library.</i></p> <p><i>The weekly texts which include social stories, planned activities and adult modelling opportunities will focus on exposing children to positive relationship examples, and will open 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 and resilience.</i></p>	<p>Development Matters (Birth to Three):</p> <ul style="list-style-type: none"> Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. <p>Development Matters (3&4)</p> <ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p><i>This term's curriculum aims to support children to develop a strong foundation of physical skills that they will need to thrive. These learning to move in different ways. Children have prolonged periods of 'free play' 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 begin to develop their pencil grip in order to support their emerging drawing and writing skills.</i></p>
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<i>Routines</i>	<i>Provision</i>	<i>Adult Led</i>	<i>Routines</i>	<i>Provision</i>	<i>Adult Led</i>	<i>Routines</i>	<i>Provision</i>	<i>Adult Led</i>
Asking and answering questions	Asking questions	Story times – ask questions, answer questions, discussing vocabulary, exploring character choices, making predictions	Narrating children's emotions/options in play	Turn-taking games	Story time discussions with emotions focus	Wiggle and Dance sessions	Daily mark making	Forest School
Using questions as a starting point for play	Adults modelling back and extending pupils' comments	Modelling using a question to begin new type of play – investigating	Structured play	Teamwork opportunities	Modelling sharing/ collaboration.	Adventure Playground	1x Forest School session weekly	Supporting large scale construction
Regular story times with lots of discussions	Exploring open-ended resources	Sharing books/singing rhymes with children	Turn-taking	Open-ended play set-ups	Social stories		Outdoor Adventure	Modelling mark making
	Indoor and outdoor role play areas to extend and learn new vocabulary.		Using emotions language	Large-scale construction requiring teamwork/strength			Weekly fine motor skills activities – threading, cutting, loose parts, tweezers, mark making with variety of tools.	Modelling dance
			Adults narrating their feelings /choices	Books/book boxes/set ups with social aspects.				
			Using emotion coaching to support individuals.					
			Emotions teddies to help recognise feelings					

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 (Birth to Three):

- Ask questions about the book. Make comments and shares their own ideas.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo
- Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
- Make marks on their picture to stand for their name

Development Matters (3&4)

- Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name.
- Write some letters accurately.

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 all Pre-school staff. 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 free play , which staff will support and extend. Children will be taught Read write phonic set 1 sounds – learning a sound a week. 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 (Birth to Three):

- Build with a range of resources.
- Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.
- Notice patterns and arrange things in patterns.

Development Matters (3&4)

- 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’
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’
- 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.
- 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.
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

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. Children will experience whole-class adult-led lessons daily 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. Children will be able to give directions and describe familiar routes they may take.

<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>
<p>Oral blending of adult instructions</p> <p>Oral blending games</p> <p>New sound each week</p> <p>A minimum of 2 story times a day</p> <p>Nursery rhymes/songs daily</p>	<p>Writing opportunities across the classroom</p> <p>Regularly updated book corner</p> <p>Linked books available across provision</p> <p>Sounds and tricky words displayed in the classroom</p> <p>Adults sharing stories with children during CP</p>	<p>Daily Phonics lesson</p> <p>Minimum of 2 story times a day</p> <p>Group times linked to Book of the Week</p> <p>Lots of book talk</p>	<p>Counting number of children in class each day,</p> <p>Morning routine (days, date, children)</p> <p>How many pates do we need?</p> <p>How many children are sitting?</p> <p>How many children would like to go outside?</p> <p>Counting child in and out, discussing the time, spatial games</p>	<p>Maths area with resources</p> <p>Maths opportunities across room e.g. shop, clocks, timers, rulers, measuring tapes</p> <p>Numberblocks resources and episodes</p> <p>Shape art initiations</p>	<p>Daily whole-class taught session</p> <p>Number songs</p> <p>Daily group task – open ended with extension opportunities</p>

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 (Birth to Three):</p> <ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips • Make connections between the features of their family and other families • Notice differences between people. <p>Development Matters (3&4).</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p><i>This term's curriculum focuses on exploring and talking about differences they can see and feel, including forces. During this term we will be looking at making sense of our own life and the changes that are coming such as the transition to Reception and the feelings that come with that change. This will provide us with the opportunity to discuss our past experiences and look back at how we have changed/ grown.</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 (Birth to Three):</p> <ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. <p>Development Matters (3&4)</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Show different emotions in their drawings – happiness, sadness, fear, etc. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <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 create with a range of materials 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 Free play in which they can develop their own creative opportunities to express and establish themselves within our class.</p>

<i>Routines</i>	<i>Provision</i>	<i>Adult Led</i>	<i>Routines</i>	<i>Provision</i>	<i>Adult Led</i>
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 to our topic Role play opportunities to engage in travel, exploring art from other cultures,	Sharing book of the week Weekly topic sessions . Exploring birthdays/ Christmas Music/ art	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!)