



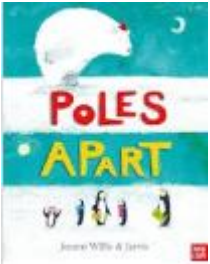
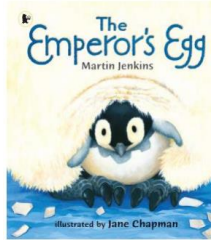
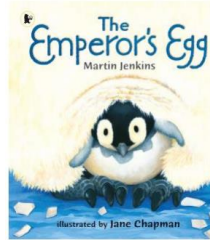
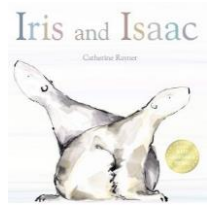
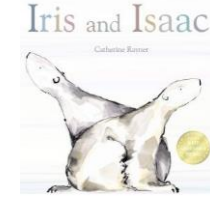
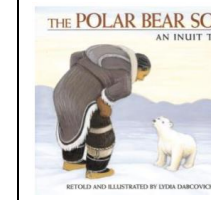

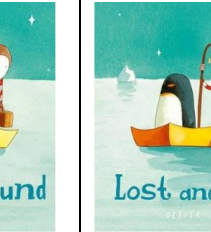

# IVINGTON CE PRIMARY AND PRE-SCHOOL

Reaching together... with the fruits of the spirit



## Penguins & Polar Bears

Substantive Concepts: Trade & Kingdom

Weeks 1 & 2	Weeks 3	Weeks 4	Week 5	Week 6	Week 7 & 8	Week 9	Week 10	Week 11
<p>Poles Apart Jeanne Willis &amp; Jarvis</p>  <p>Where do penguins &amp; polar bears live?</p>	<p>The Emperors Egg Martin Jenkins</p>  <p>Penguins</p>	<p>The Emperors Egg Martin Jenkins</p>  <p>Life Cycle of Penguins</p>	<p>Iris &amp; Isaac Catherine Raynor</p>  <p>Introducing the Arctic</p> <p>How do polar bears stay warm?</p>	<p>Iris &amp; Isaac Catherine Raynor</p>  <p>A home for a polar bear</p>	<p>The Polar Bear Son Retold by Lydia Dabcovich</p>  <p>Homes &amp; Inuit People</p>	<p>Lost &amp; Found Oliver Jeffries</p>  <p>The Antarctica – Explorers &amp; Expeditions</p>	<p>Lost &amp; Found Oliver Jeffries</p>  <p>The Antarctica - Transportation</p>	<p>The Easter Story Heather Armerly</p>  <p>The Easter Story</p>
<p><b>Enrichment Activities:</b> Chinese New Year, Mother's Day, Internet Safety Day, Science Week, Pancake Day, World Book Day</p>								

## Prime Areas of Learning- Focus Objectives

Communication and Language Focus	Personal Social and Emotional Development	Physical Development
<p><b>Educational Programme:</b> Through conversation, story-telling 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.</p> <p><b>Development Matters (Rec):</b></p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>• Develop social phrases</li> <li>• Engage in non-fiction books</li> <li>•</li> </ul> <p><b>ELGs:</b> LAU: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. S: Express their ideas and feelings about their experiences using full sentences, include use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b><i>Our children have developed the confidence and skill to communicate themselves, share their ideas and make themselves understood. They are confident to speak, communicate their needs and share their ideas but need further support and modelling with social communication, listening and responding to others, and building upon the</i></b></p>	<p><b>Educational Programme:</b> 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 peaceably.</p> <p><b>Development Matters (Rec):</b></p> <ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others</li> <li>• Think about the perspectives of others</li> </ul> <p><b>ELGs:</b> SR: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly MS: Explain the reasons for rules, know right from wrong and try to manage behaviour accordingly BR: Work and play cooperatively and take turns with others</p> <p><b><i>Now that the children are settled in, used to the classroom routines and are confident to make their own choices and identify some of their own feelings, this half term aims to support children to develop their understanding of others' thoughts and feelings and to regulate their own behaviours accordingly. Children will be encouraged to reflect on our school rules and why we have them, and to think about the effects that their choices might have on other children/adults. There will be lots of opportunities for turn-taking, conversation and teamwork planned into taught sessions and continuous provision to provide such opportunities in an emotionally safe environment in</i></b></p>	<p><b>Educational Programme:</b> Children to develop their strength, stability, balance and spatial awareness. 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.</p> <p><b>Development Matters (Rec):</b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with gymnastics</li> <li>• Combine different movements with ease and fluency</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</li> <li>• Develop the foundations of a handwriting style</li> </ul> <p><b>ELGs:</b> GMS: Develop strength, balance and coordination FMS: Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Hold a pencil effectively using the tripod grip</p> <p><b><i>Children have shown real progress in balance and co-ordination across the last term. They are now negotiating space more effectively, are able to</i></b></p>

<p><i>ideas of others. This topic opens up discussions about other people, skills and talents, and what other people have to offer. Children will develop their vocabulary based on stories we read around penguins &amp; polar bears.</i></p>			<p><i>which adults are available to support and narrate pupils' choices.</i></p>			<p><i>sit/stand/kneel successfully for longer periods of time, and children have more control over their own physical movements. They can position their bodies in different ways and are beginning to link movements. This term they will be supported to negotiate obstacles and apply their growing strength and balance to the control of objects.</i></p>		
Routines	Provision	Adult Led	Routines	Provision	Adult Led	Routines	Provision	Adult Led
<p>Asking and answering questions</p> <p>Using questions as a starting point for play</p> <p>Regular story times with lots of discussions</p>	<p>Asking questions using wow words</p> <p>Adults modelling back and extending pupils' comments</p> <p>Exploring open-ended resources and real artefacts from different celebrations.</p> <p><b>Outdoor role play area to extend and learn new vocabulary.</b></p>	<p>Story times – ask questions, answer questions, discussing vocabulary, exploring character choices, making predictions</p> <p>Modelling using a question to begin new type of play – investigate</p> <p>Sharing books/singing rhymes with children</p>	<p>Narrating children's emotions/options in play structured play</p> <p>Turn-taking</p> <p>Using emotions language</p> <p>Adults narrating their feelings/choices.</p> <p>Using emotion coaching to support individuals.</p> <p>Emotions teddies to help recognise feelings.</p>	<p>Turn-taking games</p> <p>Teamwork opportunities</p> <p>Open-ended play set-ups</p> <p>Large-scale construction requiring teamwork/strength</p> <p>Books/book boxes/set ups with social aspects.</p>	<p>Jigsaw sessions focus on emotions and managing conflict</p> <p>Story time discussions with emotions focus</p> <p>Modelling sharing/ collaboration.</p> <p>Social stories</p>	<p>Squiggle while you Wiggle.</p> <p>Sitting "Ready" on the carpet and in phonics</p> <p>Adventure Playground</p>	<p>Daily Phonics lesson including writing.</p> <p>Weekly PE lessons &amp; Forest School sessions</p> <p>Outdoor Adventure</p> <p>Weekly fine motor skills activities – threading, cutting, loose parts, tweezers, painting, tools.</p>	<p>Forest School</p> <p>PE Lessons</p> <p>Welly Walks</p> <p>Supporting large scale construction</p> <p>Handwriting support</p>

## Specific Areas of Learning – Focus Objectives

### Literacy

**Educational Programme:** Skilled word reading involves the speedy working out of the pronunciation of unfamiliar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas, structuring them in speech, before writing).

**Development Matters (Rec):**

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Re-read what they have written to check that it makes sense.

**ELGs:**

Comp: Use and understand recently introduced vocabulary

Read: Read aloud simple sentences and books that are consistent their phonic knowledge, including some exceptions words

Writing: Write simple phrases and sentences that can be read by others.

*Our children love books. They see the value in books, stories and non-fiction books and they engage well in story time. Children regularly use story language in their play and they make good predictions when sharing stories.*

*This term, children will engage more regularly in story-telling, using their strong knowledge of books and stories to underpin their ideas. Children will continue working through the Read, Write Inc Phonics programme, building up their stamina for reading full books, and re-reading texts for comprehension. Children are now writing individual words and this will build up to children independently writing short phrases and sentences.*

### 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. Children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, and talk about what they notice.

**Development Matters (Rec):**

- Explore the composition of numbers to 10
- Count beyond ten
- Automatically recall number bonds for numbers 0-5 and some to 10
- Compare length, weight and capacity

**ELGs:**

N: Have a deep understanding of numbers to 10, including the composition of each number. Automatically recall number bonds to 5.

NP: Compare quantities up to 10 in difficult contexts, recognising when one quantity is greater than, less than, or equal to another.

Explore and represent patterns within numbers up to 10

*Children have a good knowledge of the numbers up to 5 and are able to subitise, write, order, compare and describe amounts to 5. This term will support children to apply these same skills to the numbers 5-10 with a focus on identifying patterns, making links and developing mastery of number. Children will also have varied opportunities to compare mass, height and length in sessions and in practical contexts including the role play, water tray and outdoor construction.*

<p><b><u>Routines</u></b>  Story time (minimum of twice daily)  Singing and rhyme time  Phonics lesson  Sounds and words on display in the classroom  Talking about books  Sound talk and adults modelling reading in context  Children see adults reading and writing</p>	<p><b><u>Provision</u></b>  Book of the Week out in the classroom  Storytelling Area  Books linked to topic and areas around classroom  Reading and writing opportunities embedded across provision  Phonics mats, sound mats and tricky word cards accessible around classroom  Writing opportunities linked to topic and children's interests</p>	<p><b><u>Adult-led</u></b>  Adults modelling reading and writing. Small group stories  Phonics intervention  Daily Read, Write, Inc session in small groups  Daily literacy lessons using Talk 4 Writing</p>	<p><b><u>Routines</u></b>  Days of the week/months  Timetable  Counting children throughout the day  Comparative language  Maths lesson</p>	<p><b><u>Provision</u></b>  Maths area with weekly enhancements  Maths resources across classroom  Opportunities to count, compare, measure, weigh embedded in other areas such as construction, home corner  Opportunities to engage with items/resources of different shapes, sizes, patterns</p>	<p><b><u>Adult-led</u></b>  Maths area activities, using planned-for vocabulary  Comparative and pattern based play  Mathematical questioning  Daily adult-led tasks  Maths lessons  Mathematical conversations in context e.g. 3 children are ready, how many are we waiting for?</p>
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Understanding the World	Expressive Art & Design	<u>Characteristics of Effective Teaching and Learning</u>
<p><b>Educational Programme:</b> 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. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technology and ecologically diverse world.</p> <p><b>Development Matters (Rec):</b></p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside</li> </ul> <p><b>ELGs:</b></p> <p>PP: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings and characters and events encountered in books read in class.</p> <p>PCC: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>TNW: Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons.</p> <p><i><b>This topic allows the children to explore the different polar regions and the place they live. It provides the children the opportunity to have a look at maps and how they are designed and made. The children will explore where they live and how it compares to other countries. They will be able to identify land (UK &amp; North &amp; South Pole) and sea on a map. We will explore how polar</b></i></p>	<p><b>Educational Programme:</b> 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 heard, respond to and observe.</p> <p><b>Development Matters (Rec):</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Develop storylines in their pretend play</li> </ul> <p><b>ELGs:</b></p> <p>CwM: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used</p> <p>BIE: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><i><b>This topic allows the children’s imagination to flourish. They can develop their pretend play and create stories about pirate adventures. They will have the opportunity to examine art, explore different mediums, and experiment with techniques. Children will have opportunities to draw, paint, sculpt,</b></i></p>	<p>Children are now identifying what they have gained from play and learning. This term children will be encouraged to think about how they are going to spend their Choosing Time and explain their choices and plans. They will also be encouraged to identify the characteristics of effective learning in their peers.</p>

<p><i>bears stay warm and test different materials to see which is the best for keeping us warm. It gives us the opportunity to discuss young animals and life cycles, this links with children's prior knowledge of other animals: birds from eggs, butterfly from caterpillar etc.</i></p>			<p><i>photograph, collage and more. They will be able to return to the same mediums and refine their skills and will be encouraged and supported to create collaborative pieces.</i></p>			
<p><b><u>Routines</u></b>  Story time – diverse texts  Nature shelf  Discussions about the seasons and months of the year  Discussing nature when outside, at play time, what you saw on the way to school and during Forest School sessions  Describing using the senses</p>	<p><b><u>Provision</u></b>  Maps and globes available in continuous provision  Diverse texts and non-fiction books in classroom  Photographs to be explored  Nature shelf  Natural resources as part of provision</p>	<p><b><u>Adult-led</u></b>  Nature walks  Weekly topic sessions  Books linked to topic read at least once a week  Observations of the outdoors modelled and structured by an adult  Science experiments and observations  Following maps</p>	<p><b><u>Routines</u></b>  Exploring illustrations in books  Storytelling and discussion surrounding stories and storytelling including voices and actions  Spaces to display 2D and 3D work in the classroom which are regularly changed  Storytelling sessions</p>	<p><b><u>Provision</u></b>  Storytelling area  Creation Station  Access to all resources that can be returned to and refined  Collaborative art and creative invitations set up  Small world and role play for imaginative play</p>	<p><b><u>Adult-led</u></b>  Storytelling sessions  Topic sessions  Collaborative art  Supported imaginative play  Modelling techniques</p>	