

Theme - In and out of this world

<p>Key Questions:</p>	<p>Values of the term: Sharing and kindness</p>	
<p>Communication and Language (C&L) Listening and attention</p> <ul style="list-style-type: none"> ◆ Listen attentively with interest and enthusiasm responding appropriately through word and gesture (verbally and non verbally) ◆ Listen with increased attention and response in groups ◆ Become increasingly reflective, able to listen and respond by transferring knowledge of the immediate and beyond to activities and experiences ◆ Take turns in group discussions/games, listening to peers/adult ◆ Listen with increased attention and concentration ◆ ◆ Respond when addressed directly in a group <p>Listen to initial, medial and final sounds in</p>	<p>Personal Social and Emotional Development (PSED)inc SEAL <u>Making Relationships</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p><u>Managing feelings and behaviours</u></p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. 	<p>Physical Development Moving and Handling</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand.

spoken words

Discriminate onset and rime in speech

Listen to and use a growing range of vocabulary in relation to the learning theme and experiences

Listen to a range of songs, rhymes, poems, chants, non fiction, responding by

Listening to and repeating sounds, words, rhyming words, and CVC's

Listening to and recalling/retelling simple stories

Listen to and identify alliteration

Listen to and give opinion and make choices

Listen, follow and carry out instructions accurately

Understanding

- Responds to instructions involving a two-part sequence.

- Understands humour, e.g. nonsense rhymes, jokes.

- Able to follow a story without pictures or props.

- Listens and responds to ideas expressed by others in conversation or discussion.

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

- Responding to stories by joining in repeated phrases, words and language patterns

- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

- Begins to use anticlockwise movement and retrace vertical lines.

- Begins to form recognisable letters.

- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Experience movements relating to space (reach high, stretch out wide)

Begin to develop an improved reaction time
Show more developed hand/eye, foot/eye co ordination in a range of activities

Show an ability to balance along a narrow pathway, with a bean bag on head or shoulder

Co ordinates and controls body movements successfully

Follow instructions, stop, start accurately
Compare different smells, tastes, textures, sights, sounds

Use a comfortable pencil grip

Handle tools, objects, construction and malleable materials safely and with increasing control

Perform precise actions such as hand opposing movements

- Assimilate information, recall 3-4 facts related to learning theme

- Begin to understand humour in jokes, riddles and nonsense rhymes

- Begin to structure ideas through logical sequencing

- Explore and analyse different versions of stories

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

- Uses language to imagine and recreate roles and experiences in play situations.

- Links statements and sticks to a main theme or intention.

- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Introduces a storyline or narrative into their play.

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

Recognise speaking is a form of communication and the impact it has on the listener

Form recognisable letters using the correct sequence of movement

Health and Self-Care

- Eats a healthy range of foodstuffs and understands need for variety in food.

- Usually dry and clean during the day.

- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

- Shows understanding of how to transport and store equipment safely.

- Practices some appropriate safety measures without direct supervision.

Think about and express thoughts, feelings, mood and ideas in relation to self, environment and others through talk

Speak clearly, applying increased vocabulary when dictating simple sentences in relation to the learning theme, reading scheme, NLS words, and experiences (e.g. when planning and verbalising for personal/shared writing)

Sound and name each letter of the alphabet, upper and lower case

Identify, hear and say initial and final sounds in words

Begin to Recognise short vowels in words (CVC)

Blending to read

Segmenting to spell

Identifying and experimenting with onset and rime

Identify alliteration in known, new and invented words

Use talk for a growing range of purposes and audiences in order to:

- Ask and answer questions appropriately
- Give 1/2/ part instructions
- Talk appropriately in large/small groups when working
- Take part in interactive discussions with adults, peers, visitors
- Retell events, sequencing as appropriate
- Report information
- Explain

<p>Predict Anticipate Reason with growing confidence Clarify Convey more complex messages Talk confidently to convey their thinking in response to a range of fiction, non fiction, expressing thoughts, feelings, mood, ideas: Recalling and sequencing traditional stories With rhymes, poems, repeated words and phrases or patterns of language in spoken and written forms Identifying alliteration</p>		
<p><u>Maths</u> <u>Number</u> Recognise some numerals of personal significance. <ul style="list-style-type: none"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. </p>	<p><u>Literacy Reading</u> Continues a rhyming string. <ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. </p>	<p><u>Writing</u> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. </p>

- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Recognise mathematics is about patterns and relationships and the impact it has on our daily lives

Listen to, join in and respond to number rhymes, songs, stories and games involving: Saying numbers to 10 and beyond including the use of 0

Recite numbers to 20 and beyond

Recite numbers in order from 2,3,4,5, to 10 and beyond

Recite numbers in order counting back from 10/20 or less

Recognise and use correct number symbols

Recognise reading is a form of communication which is related to print and conveys meaning

Identify and read simple words, sentences and repetitive phrases

Predict/anticipate what they think the rhyme/poem/story is about

Talk confidently about what they have read, characters in stories, sequencing events logically, using story starts, middles, ends.

Develop this to talk about story openings, actions, endings

Know, understand and use book language (author, illustrator, dedication, blurb etc)

Use non-fiction texts to explore, develop and consolidate thinking and organise ideas in relation to the learning theme

Begin to show an awareness of the glossary and its purpose

Identify, hear and say initial and final sounds in words in relation to their growing vocabulary, applying developing knowledge and understanding to phoneme/grapheme correspondence (PHONICS) Begin to blend cvc words and identify patterns in them e.g. hat, bat, fat

Read and use vocabulary in relation to the learning theme, reading scheme and NLS vocabulary

- Attempts to write short sentences in meaningful contexts.

Use talk to explore, sequence and clarify their thinking in relation to

writing/pictorial/graphic representation

Begin to structure ideas through logical sequencing e.g. use story language, start, middle, end (STYLE)

Dictate a simple sentence

Know and use letters to represent the main sounds in words, hearing, saying and recognising initial and final sounds in words

Begin to recognise short vowel sounds in words, beginning to segment these when spelling (PHONICS)

See practitioners model and share writing using a variety of fonts, scripts

Form recognisable letters using the correct sequence of movement

Know some conventions of writing e.g. left to right, top to bottom, capital letter, full stop, letter, word, space

Write/mark make confidently for a variety of purposes and audiences in relation to learning themes, events (e.g. recipes, retell familiar stories, rhymes, poems, plays, letters, posters, cards, recounts, instructions, brochures, diaries etc.) in order to communicate with peers and

to 10/20 and beyond

Count reliably in all play and focused activities to 20 and beyond

Count in 10's and 2's

Recognise small numbers without counting

Know size of a set of objects is given by last number in the count

Compare two numbers up to 10 and beyond and say which is more and less and say a

number which lies between 2 given numbers

Use 1p, 2p, 5p, 10p, 20p, £1 coins in role play and begin to use language of transaction eg. cost, change

Calculating

Be confident in combining two groups of objects and recognise it relates to addition and subtraction which is taking away.

Use the vocabulary of addition and subtraction

Understand addition through combining two groups of objects and counting all objects

Understand addition by relating it to counting on

Begin to understand subtraction by taking away and counting how many are left

Solve simple puzzles and problems in everyday activities including doubling, halving or sharing.

Shape Space and Measures

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and

practitioners in school

Explore experiences

Use their imagination and growing vocabulary

Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Recognise reading is a form of communication which is related to print and conveys meaning

mathematical terms to describe shapes.

- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Recognise mathematics is about patterns and relationships and the impact it has on our daily lives

Name and discuss properties of 3D and 2D shapes in relation to experiences and activities

Use a variety of shapes to make models, pictures, patterns. Describe and discuss them.

Compare 3 or more sets of objects making a direct comparison

Use appropriate mathematical language

Use positional language confidently in Maths, other activities, PE

Talk about, recognise and make patterns

Identify and read simple words, sentences and repetitive phrases

Predict/anticipate what they think the rhyme/poem/story is about

Talk confidently about what they have read, characters in stories, sequencing events logically, using story starts, middles, ends. Develop this to talk about story openings, actions, endings

Know, understand and use book language (author, illustrator, dedication, blurb etc)

Use non-fiction texts to explore, develop and consolidate thinking and organise ideas in relation to the learning theme

Begin to show an awareness of the glossary and its purpose

Identify, hear and say initial and final sounds in words in relation to their growing vocabulary, applying developing knowledge and understanding to phoneme/grapheme correspondence (PHONICS) Begin to blend cvc words and identify patterns in them e.g. hat, bat, fat

Read and use vocabulary in relation to the learning theme, reading scheme and NLS vocabulary

observed in home/school/community

Topic...

Expressive Arts and Design

Exploring and using media and Materials
Begins to build a repertoire of songs and dances.

- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Use vocabulary that evokes feelings and emotions such as descriptive similes that relate to things in the real world

Recreate pattern using ICT programs

Understanding the World

The World

- People and Communities
- Enjoys joining in with family customs and routines.
- Understand the role of key adults in the local environment
- Sequence and order events in their own lives in relation to the passing of time and future events using diary, photographs, pictures, reference books, tape recorder, discussing their work, using appropriate vocabulary
- Gain an awareness of the cultures and beliefs of others
- The World
- Looks closely at similarities, differences, patterns and change.
- Introduce opportunities for exploration which will stimulate children's spontaneous curiosity to explore through the senses, compare/contrast/analyse similarities and differences, sort, sequence, examine, observe
- Develop opportunities for investigation which will encourage children to ask

RE

Enjoys joining in with family customs and routines.

Chinese New Year

Shrove Tuesday/Ash Wednesday

Easter

Holi

Decorate the surface of malleable materials
Add features to surfaces using fingers and tools

Describe intentions and comment on outcomes when painting

Use paint to produce representational forms and pattern

Mix colours knowing that white lightens and black darkens

Construct using textiles such as weaving, plaiting, sewing

Draw more detailed figures and visual narratives

Talk about the features of other people's work and use as inspiration for own work

Explore a range of natural and man made materials for mono prints and repeat patterns

Explore and make suitable selection of tools and materials

Singing:

- Continue to build up a repertoire of simple songs and rhymes by joining in singing a range of songs and rhymes related to the learning theme, experiences and interests on a regular basis

Sing loudly/quietly, high low to support the element of dynamics and pitch

Listening:

questions, hypothesise, pose problems, describe observations, use specific vocabulary

- Recognise, name and describe different materials
- Know that some materials are found naturally and others are man made
- Know and talk about a range of properties and materials
-
- Hypothesise and predict changes in a wide range of materials when heated, cooled, wet etc
- Observe describe and classify simple characteristics of plant growth
- Observe, identify and discuss similarities and differences between plants
- Know, describe and record sequences of the growth of a variety of plants
- Environment:
- Understand and describe features of the local and built environment through walks, photographs, discussion, video, newspapers, CD ROM, expressing likes and dislikes
- Encourage children to think about ways of improving the local environment
- Enquiry:
- Challenge children's thinking in relation to story, events and experiences by

- Listen to a range of short musical extracts, including live or recorded music
- Explore and control sounds expressively: Develop the singing voice and use sounds expressively
- Explore high and low voices and instruments
- Develop an understanding of pulse and rhythm exploring long and short word patterns
- Explore and select appropriate sounds for stories and songs recording these graphically and on tape
- Begin to create patterns and sequences of sounds
- Have access to a wide range of construction kits on a large and small scale during independent activities and focused groups
- Begin to know that materials have specific uses according to their properties
- Have opportunities to talk about how things work
- Generate ideas
- Be able to join using a variety of techniques
- Choose tools that are appropriate for the task

Being Imaginative

modelling working out a route, and imaginary landscapes

- Pattern:
- Understand seasonal weather change winter-spring
- Vocabulary
- Model and use appropriate geographical e vocabulary, e.g. busy, noisy, ugly, litter, pollution, attractive, design, architecture, pillars, footings
- Provide opportunities to share stories, role play and talk about the passage of time in relation to events in the children's lives
- Know the routines in the reception class in relation to their own personal clock
- Talk about their own personal time line
- Model and encourage children to use and understand the vocabulary of time e.g. yesterday, this morning, last week, 2 weeks ago, first, then etc.
- Explore winter and spring, and know, discuss and record key features
- Begin to understand the sequence of the months of the year: January, February, March,
- Technology
- • Completes a simple program on a computer.
- • Uses ICT hardware to interact with age-appropriate computer software.

- Create simple representations of events, people and objects.
 - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
 - Chooses particular colours to use for a purpose.
 - Introduces a storyline or narrative into their play.
 - Plays alongside other children who are engaged in the same theme.
 - Plays cooperatively as part of a group to develop and act out a narrative.
- Use role play language appropriate to the theme of the zone
- Imagine and recreate roles and experiences confidently
- Create roles and scenarios for problems and adult initiated freeze frames of events
- Transfer vocabulary and actions from a familiar or visited (visiting) place (person).
- Recreate a sequence of movements for display to others
- Respond to music that has a rhythmic pattern e.g. Bangra, African drums, marches
- Play an untuned instrument as they move, copying the beat of their movements
- Use a range of pathways and patterns as they travel, circles, lines, zig zags
- Respond to a range of stimuli imaginatively with movement and vocabulary for

<p>movement e.g. a poem, a story character</p>		
<p>Computing and Digital Technology</p> <ul style="list-style-type: none"> • Using smart board • Using digital cameras • <p>Technology</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>Use IT to develop skills across areas of learning e.g. talking books, paint program, telephone, mobile phone</p> <p>Observe and talk about ICT in the environment e.g. telephone, fax, TV, tape recorder</p> <p>Use ICT for finding things out in relation to learning theme, and know that ICT comes from a variety of sources e.g. CD rom, internet, video, tape etc</p> <p>Use mouse to select and assemble words in a sentence</p> <p>Use a keyboard to communicate information</p> <p>Program and use a roamer to follow a simple route.</p>	<p>Building Learning Powers (BLP)</p> <p>Children will be developing their understanding of the following:</p> <p>Resourcefulness: Questioning, making links, capitalising</p> <p>Reflectiveness: Distilling</p> <p>Reciprocity; Collaboration</p> <p>Resilience;</p>	<p>Curriculum Enrichment</p> <ul style="list-style-type: none"> • Visitor for Chinese new Year • Visitor for Easter • Visitor from the community - police officer/fire officer/crossing warden

<p>British Values</p> <p><u>Democracy</u> Deciding together what we would like for role play inside class and in outdoor area</p> <p><u>Rule of Law</u> Using the zone board and certificates Conflict resolution</p> <p><u>Individual Liberty</u> Being healthy and safe taking care of yourself and others</p> <p><u>Respect and Tolerance</u> Star of the week comments Exploring different homes and lives</p>	<p>Philosophy for Children (P4C)</p> <p>To consolidate skills of enquiry (particularly critical; creative; caring; collaborative thinking)</p> <p>To know and use a range of questioning words.</p>	<p>Social,Moral,Spiritual andCultural(SMSC)</p> <p><u>Spirituality</u> Promote teaching that allows pupils to ask questions and learn about themselves, others and the world. Give pupils opportunities to use imagination and creativity in their learning.</p> <p><u>Moral</u> Develop a respect for other needs and feelings</p> <p><u>Social</u> Build relationships with friends and start to work together on activities Make it clear to visitors what matters to the school through displays and other public ways. Give pupils a chance to have a voice in the life of the school.</p> <p><u>Cultural</u> Develop links with wider community to take children on trips and have visitors to share different cultural experiences. Show the school's interest in promoting multi-cultural values by public celebration, e.g. display/events. Understanding and appreciation of the range of different cultures within school and further afield as preparation for their life in modern Britain.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------