

Moreland Primary School EYFS Medium Term Planning

Winter/Spring Theme: All About Me

**Focus Aspects of the Curriculum & Early Learning Goals (new EYFS framework September 2021)**

**Possible Activities and Experiences** (Building on themes, following possible lines of enquiry and responding flexibly to children's interest and needs)

**Knowledge, Understanding, Attitudes and Skills to be Developed** (differentiate as appropriate to children's experience, needs and age) & **Links to Birth To 5 Matters**

**PSED**

**ELG: Self-Regulation**

Children will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG: Managing Self**

Children will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Building Relationships**

Children will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

- Find out about how to care for babies and respond to their needs – visit to baby clinic, visit from parent and baby, baby role play, set up baby's bedroom in home corner.
- Explore different emotions – circle time, stories.
- Settle into nursery/ reception and develop relationship with key worker and other children
- Opportunities to play games which involve following rules and taking turns – circle time, board games, circle games and playground games.
- Develop awareness of how we are all different and special – paint self portraits
- Make family photo albums.

- Be responsive to the views, needs and feelings of other people.
- Recognise and know how to meet some of the basic needs of a baby.
- Show care and concern for others and living creatures.
- Recognise a range of feelings and emotions in themselves and others and be able to identify some causes of these feelings.
- Form relationships with their key worker and build friendships with other children.
- Be able to take turns, share, follow rules and operate within the boundaries of the centre and show some understanding of why this is necessary.
- Be confident and have pride in themselves and their achievements.
- Begin to understand and respect that we are all equal but that everyone is different. Identify some similarities and differences between themselves and others.

**Birth To 5 Matters (Ranges 5-6):**

- Seeks out companionship with adults and other children, sharing experiences and play ideas (MR 5).
- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking (MR 6).
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations (MR 6).
- Enjoys a sense of belonging through being involved in daily tasks (SoS 5).
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity (SoS 6).
- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt (UE 5).
- Talks about their own and others' feelings and behaviour

		<p>and its consequences (UE 6).</p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play (HSC 5).</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom (HSC 5).</li> <li>• Usually dry and clean during the day (HSC 6).</li> <li>• Eats a healthy range of foodstuffs and understands need for variety in food (HSC 6).</li> </ul>
<p><b>CL</b> <b>ELG: Listening, Attention and Understanding</b> Children will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b> Children will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• First hand experiences of visiting baby clinic/ seeing a baby being cared for.</li> <li>• Role play – baby clinic, baby’s room, doctor/ hospital, birthday party</li> <li>• Small world play – e.g. doll’s house, hospital</li> <li>• Carry out scientific investigations and cooking activities- listen to and follow instructions and talk through activities with others</li> <li>• Learn a range of action songs e.g. Head, Shoulders, Knees and Toes</li> <li>• Follow instructions to play group and circle games e.g. party games</li> <li>• Play and make sound bingo games e.g. listening out for the sounds in Peace at Last, identify different animal sounds</li> <li>• Develop vocabulary linked to the topic.</li> <li>• Look at stories with a familiar theme e.g. babies, families, birthdays and talk about similarities and differences between their own lives. Look at family photos and share with friends. Ask and answer questions about their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to talk about, show attentive listening and ask appropriate questions about how to care for a baby.</li> <li>• Develop and extend vocabulary linked to the topic.</li> <li>• Follow instructions on how to carry out an investigation.</li> <li>• Follow instructions with more than one step.</li> <li>• When talking through activities with others show awareness of conventions such as taking turns to talk and use language for different purposes such as negotiation and resolving disagreements.</li> <li>• Show concentration when listening to others and demonstrate this through their responses to what they have heard.</li> <li>• Extend vocabulary by grouping and naming reflecting children’s experiences.</li> <li>• Be able to talk about their own lives and make connections to stories they read</li> <li>• Use language to imagine situations and recreate roles.</li> </ul> <p><b>Birth To 5 Matters (Ranges 5-6):</b></p> <ul style="list-style-type: none"> <li>• Listens to others in one-to-one or small groups, when conversation interests them (LA 5).</li> <li>• Listens to familiar stories with increasing attention and recall (LA 5).</li> <li>• Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity (LA 6).</li> <li>• Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture (U 5).</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion (U 6).</li> <li>• Able to use language in recalling past experiences (S 5).</li> <li>• Builds up vocabulary that reflects the breadth of their experiences (S 5).</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (S 6).</li> </ul>

**PD**

**ELG: Gross Motor Skills**

Children will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**ELG: Fine Motor Skills**

Children will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

**(For health and self-care see PSED – Managing Self)**

- Music and movement sessions.
- Finding out about healthy eating through tasting different foods.
- Looking at how we take care of our teeth – visit from dentist.
- Finding out about how we keep healthy – being active, sleeping well, eating healthily.
- Doctor/hospital role play – exploring how bodies work and how to stay healthy.
- Using large and small PE Equipment – playing ball games, tennis, hockey, parachute games, climbing and balancing.

**Complete PE Units (taught by PE coaches/ Arsenal/ Dance teacher)**

**Gymnastics: High, Low, Over, Under**

- Introduce, 'champion gymnastics' by moving in a high way and explore making high shapes and moving in a low way and making low shapes.
- Exploring how to move safely using apparatus.
- Explore movements and shapes in high and low ways on the apparatus.
- Explore movements and shapes in high, low, over and under ways on the apparatus.

**Jumping**

- Explore jumping, in different directions, at different speeds and different levels.
- Explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.
- Explore jumping for height and distance.
- Explore hopping in a variety of ways; in different directions, at different speeds and different levels.

**Dance**

- Explore different movements using different parts of the body.
- Create their own movement ideas relating to specific themes.
- Pupils will start to add movements together to form a sequence
- Explore larger scale travelling movements, responding to words or music.
- Explore character movements with a partner

- Explore new ways of moving, copy movements, and move using a range of body parts.
- Combine movements to make simple sequences.
- Respond though different movement to music.
- Identify healthy and unhealthy foods.
- Develop independence in making healthy choices about what they eat and keeping themselves healthy e.g. washing their hands.
- Understand how to maintain healthy teeth.
- Notice and identify the changes that take place when they are active.
- Know how to use a range of PE equipment safely and effectively.
- Persevere to develop new skills and control of equipment.

**Birth To 5 Matters (Ranges 5-6):**

- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (MH 5).
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (MH 5).
- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (MH 6).
- Uses simple tools to effect changes to materials (MH 6).

**(For health and self-care see PSED – Managing Self)**

**Literacy**  
**ELG: Comprehension**  
 Children will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**ELG: Word Reading**  
 Children will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Writing**  
 Children will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

**(For Comprehension see Understanding in Birth to 5 Matters)**

- Using reference books/ computer to find out information about life cycles, caring for babies
- Writing in role –baby clinic, hospital
- Make zig zag books about growing up.
- Keep a diary.
- Record results of investigations.
- Make a family photo album and label photos.
- Invitations, lists, labels and cards – for birthday parties

*Children in nursery take part in Phase 1 Phonics activities  
 Children follow the Little Wandle Phonics Scheme in Reception*

- Be able to sing a range of rhymes and songs from memory.
- Be willing to experiment with language making up their own songs and rhymes.
- Understand how to use reference books to find out information or to answer a question. Know how to use an index and contents page with support.
- Understand how to find information using the computer. Perform a simple internet search.
- Use writing for different purposes e.g. recording information, labeling etc.
- Develop awareness of sentence structure and write simple sentences.

**(For Comprehension see Understanding in Birth to 5 Matters)**

- Birth To 5 Matters (Ranges 5-6):**
- Listens to and joins in with stories and poems, when reading one-to-one and in small groups (R 5).
  - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (R 5).
  - Talks about events and principal characters in stories and suggests how the story might end (R 5).
  - Begins to develop phonological and phonemic awareness (R 5/6).
  - Includes mark making and early writing in their play (W 5).
  - Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right (W 5).
  - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words (W 5).
  - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading (R 6).
  - Describes main story settings, events and principal characters in increasing detail (R 6).
  - Re-enacts and reinvents stories they have heard in their play (R 6)
  - Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. (R 6).
  - Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology (W 6).
  - Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name (W 6).

**Maths**  
**ELG: Number**

**Maths focus:**  
**Reception**

- Record quantity and number in a variety of ways.
- Count with 1-1 correspondence to 10 and beyond.

<p>Children will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>ELG: Numerical Patterns</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> <p><b><u>Statutory Educational Programme: Mathematics</u></b>  <b><i>In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></b></p>	<p>Alive in 5  Mass and Capacity  Growing 6,7,8  Length, height and time  Building 9 and 10  Explore 3D Shapes</p> <p><b>Nursery :</b>  Patterns – ABB and ABBC patterns, patterns around us, patterns in a circle  Shape and Space – developing shape awareness through construction, representing spatial relationships, similarities between shapes, properties of shapes  Cardinality and Counting – subitising, numerals  Composition – part whole, inverse operations, 1 more/1 less, partitioning into different pairs of numbers  Measures – comparing, estimating and predicting, relationship between size and number of units</p> <p><b>Additional Activities in Provision:</b></p> <ul style="list-style-type: none"> <li>• Carrying out surveys e.g. of hair colour, eye colour, number of brothers and sisters and record results.</li> <li>• Sing a range of number rhymes and songs focusing on one more and one less.</li> <li>• Explore weight and measure through looking at their own bodies – measuring their heights, comparing shoe size, hand and foot printing</li> <li>• Use measuring and weighing equipment to record weight, height, shoe size, how far they can jump etc.</li> <li>• Role play using mathematical language and exploring weight and measure in play– baby clinic, hospital, shoe shop</li> <li>• Recognising and writing numbers – making birthday badges, birthday cards, 100 days of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a range of number rhymes.</li> <li>• Identify what number comes before and after a given number from 1-10.</li> <li>• Identify one more and one less than a given number from 1-10.</li> <li>• Use simple measuring equipment such as scales, tape measures and height charts to explore weight, height and length in reference to their on bodies.</li> <li>• Be interested to explore mathematical concepts of weight and measure in practical activities and role play.</li> <li>• Use mathematical vocabulary and language related to shape and pattern.</li> </ul> <p><b>Birth To 5 Matters (Ranges 5-6):</b></p> <ul style="list-style-type: none"> <li>• Responds to and uses language of position and direction (M 5 – <i>spatial awareness</i>).</li> <li>• Attempts to create arches and enclosures when building, using trial and improvement to select blocks (M 5 - <i>shape</i>).</li> <li>• Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next (M 5 - <i>pattern</i>).</li> <li>• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items (M 5 - <i>measures</i>).</li> <li>• Recalls a sequence of events in everyday life and stories (M 5 - <i>measures</i>).</li> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers (M 6 – <i>comparison</i>).</li> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 (M 6 - <i>counting</i>).</li> <li>• Counts out up to 10 objects from a larger group (M 6 - <i>cardinality</i>).</li> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (M 6 – <i>composition</i>).</li> </ul>
<p><b><u>UW</u></b>  <b>ELG: Past and Present</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Make family photo albums</li> <li>• Make time lines of children’s lives</li> <li>• Visit from the Health Visitor/ Baby to find out about caring for babies</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Compare experiences in their own lives with those of others e.g. comparing their own toys with those of their parents/ grandparents generation.</li> <li>• Begin to understand the concept of passing time through</li> </ul>

- 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, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities**

Children will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**ELG: The Natural World**

Children will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Looking at photos of the children at different ages and talking about changes.
- Explore how people lived in the past through exploring toys from the past.
- Use the book Peepo to find out about life in the past
- Set up the home corner with domestic items from the past
- Provide opportunities to talk about, share and role play experiences of celebrations e.g. birthday party, baptism, wedding. Explore how these may have changed over time through talking to older relatives, looking at photos, reading stories.

**People, Culture and Communities**

- Locate where children’s families come from on World Maps. Look on Google Earth at these places and talk about them. How are they different to where they live?
- Find children’s homes on google maps or google earth. Make a map of where everyone lives in the class. Talk about who lives closest to school and who lives furthest away.
- Find out what children like and dislike about where they live. Create a map of their favourite places

*See below for additional RE following the SACRE locally agreed objectives*

**The Natural World (and Science)**

- Explore seasonal changes and the weather – Winter and Spring
- Investigate dissolving, mixing and melting
- Cooking activities which demonstrate change e.g. making bread, jelly, ice lollies, cakes
- Exploring senses e.g. feely bags, food tasting, texture collages, making instruments, sensory play etc.
- Investigating our bodies e.g. looking at skeleton, x rays, labelling parts of the body, taking photos, comparing similarities and differences, hand and foot printing

exploring past, present and future in their own lives.

- Sequence events.
- Identify changes in their own bodies and abilities over time
- Identify special times for themselves and others e.g. celebrating their birthday, baptism or other naming ceremonies, weddings. Explore how these have changed through looking at pictures and photographs and reading stories.
- Explore books and artefacts that depict what everyday life was like in the past e.g. Peepo, household objects in role play.

**People, Culture and Communities**

- Be comfortable to talk about themselves, their families and communities.
- Explore similarities and differences between their family, culture and religion and others.
- Talk about how they celebrate special occasions and find out about how others celebrate. Make simple comparisons.
- Identify and describe locations in the local area of significance to them e.g. their home, special places.
- Make comparisons between where they live and other places (including in other countries)
- Use and create maps of familiar locations.

**The Natural World (and Science)**

- Find out about some simple properties of different materials e.g. if they dissolve, what happens when they change state, what happens if you combine them with other materials.
- Examine process of change over the short term and long term e.g. melting ice, cooking, growing plants, life cycles, seasons.
- Know about the different seasons and the features identified with them.
- Show curiosity, ask questions and suggest solutions during practical investigations and activities.

**Birth To 5 Matters (Ranges 5-6):**

- Enjoys joining in with family customs and routines (PC 5/6).
- Remembers and talks about significant events in their own experience (PC 5).

		<ul style="list-style-type: none"> <li>• Talks about past and present events in their own life and in the lives of family members (PC 6).</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (W 5).</li> <li>• Developing an understanding of growth, decay and changes over time (W 5).</li> <li>• Shows care and concern for living things and the environment (W 5).</li> <li>• Looks closely at similarities, differences, patterns and change in nature (W 6).</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another (W 6).</li> <li>• Makes observations of animals and plants and explains why some things occur, and talks about changes (W 6).</li> </ul> <p><b>Technology</b>  <b>Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes.</b></p>
<p><b>EAD</b>  <b>ELG: Creating with Materials</b>  Children will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b>  Children will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> </ul>	<p><b>Creative Activities:</b></p> <ul style="list-style-type: none"> <li>• Painting, drawing and creating multi media self portraits</li> <li>• Feelings paintings – exploring colour linked to emotions</li> <li>• Exploring different media and materials and changing materials e.g. collage, fabric printing, junk modeling, bubble printing, exploding paint pictures, marbelling.</li> <li>• Role playing stories and family events</li> </ul> <p><i>See below for focus artist and artworks  Through continuous provision children have the opportunity to create and make imaginatively with a wide range of media and materials in 2d and 3d.  See Art and DT progression maps.</i></p> <p><b>Design and Technology Ongoing skills development:</b>  Focus on:  Designing, planning and making  Using a wider range of tools  Including – junk modelling, sewing, woodwork, construction and block</p>	<ul style="list-style-type: none"> <li>• Express their feelings through drawing and painting.</li> <li>• Identify and mix different colours and make decisions about what colours to use for different purposes.</li> <li>• Respond to different textures and develop understanding of properties of different materials.</li> <li>• Experiment with different media and materials to create new effects exploring the possibilities of combining different media.</li> <li>• Identify changes in the properties of materials, talk about what is happening and think about cause and effect.</li> <li>• Begin to describe the objects they represent.</li> </ul> <ul style="list-style-type: none"> <li>• Sing a range of songs and rhymes from different cultures.</li> <li>• Find out how sounds can be changed and be able to demonstrate changes in pitch, dynamics and rhythm.</li> <li>• Explore the different sounds of instruments and use instruments and sound to represent ideas, moods, characters and feelings.</li> <li>• Tap out simple repeated rhythms and make some up.</li> </ul>

<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p>play</p> <p><b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>• Singing a range of familiar and new nursery rhymes and traditional songs from a range of cultures.</li> <li>• Explore instruments and how sounds and voices can be changed – pitch, dynamics, rhythm</li> <li>• Use instruments in story telling.</li> <li>• Create sound patterns and record them.</li> <li>• Body percussion</li> </ul> <p><i>Children also follow the Jolly Music programme Beginners Level in music lessons. See Music progression map.</i></p>	<ul style="list-style-type: none"> <li>• Enjoy responding to ideas through music and movement.</li> </ul> <p><b>Birth To 5 Matters (Ranges 5-6):</b></p> <ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed (CM 5).</li> <li>• Continues to explore colour and how colours can be changed (CM 5).</li> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces (CM 5).</li> <li>• Experiments and creates movement in response to music, stories and ideas (BIE 5).</li> <li>• Engages in imaginative play based on own ideas or first-hand or peer experiences (BEI 5).</li> <li>• Uses available resources to create props or creates imaginary ones to support play (BEI 5).</li> <li>• Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to (CM 6).</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding (CM 6).</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects (BEI 6).</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (BEI 6).</li> <li>• Introduces a storyline or narrative into their play (BEI 6).</li> </ul>
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<b>Characteristics of Effective Learning</b>	<b>Playing and Exploring – engagement</b> <b>ELG links: Managing Self</b>	<b>Active Learning – motivation</b> <b>ELG links: Managing Self, Self Regulation</b>	<b>Thinking Creatively and Critically – thinking</b> <b>ELG links: Managing Self</b>
	<p><u>Finding out and exploring:</u></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Showing particular interests</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>• Taking on a role in their play</li> </ul> <p><u>Being willing to ‘have a go’:</u></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Taking a risk, engaging in new experiences, and learning by</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 involvement, 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</li> </ul>	<p><u>Having their own ideas:</u></p> <ul style="list-style-type: none"> <li>• Thinking of ideas that are new and meaningful to the child</li> </ul> <p><u>Making links:</u></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> </ul> <p><u>Working with ideas:</u></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal.</li> </ul>

trial and error

goals

**RE – refer to Islington scheme of work**

**Which people are special and why?**

- Concepts of who we are, what is special about me, friendship and families, exploring different cultures and communities from around the world

**Outcomes:**

- talk about people who are special to them
- hold conversations about what makes their family and friends special to them
- identify some of the qualities of a good friend and reflect on the question ‘Am I a good friend?’
- recall stories about special people in different religions and talk about what we can learn from them
- know some similarities and differences between religious communities in Britain.
- Know about some special people in different religions

**Key Vocabulary:**

**Suggested Books/ Stories:**



**Which places are special and why?**

- Festivals and communities from around the world

**Outcomes:**

- Talk about somewhere that is special to themselves, saying why
- Know some similarities and differences between religious communities in Britain
- Be aware that some religious people have places which have special meaning for them
- Identify some places of worship and significant features of sacred places using recently acquired vocabulary

**Which times are special and why?**

- Celebrating religious festivals – Chinese New Year, Eid, Holi, Mother’s Day, Lent/Easter

**Outcomes:**

- give examples of special occasions from their own lives and suggest features of a good celebration
- recall simple stories connected with Easter and a festival from another faith
- say why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith
- use new vocabulary to identify some similarities and differences between religious communities in Britain

**Key Vocabulary:**





Suggested weblinks:

<https://www.bbc.co.uk/cbeebies/shows/lets-celebrate>

[https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/10/cre\\_foundation.pdf](https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/10/cre_foundation.pdf)

## Focus Art and Artist

Portraits and Self Portraits



Focus Artist: Frida Kahlo



## Cooking, Nutrition and Growing

### Cooking and Nutrition

Recognising healthy and unhealthy foods (cooking healthy recipes/ change for life recipes – e.g. healthy muffins, pizzas)

Family kitchen club – enjoying cooking together

### Growing

Spring planting

Understanding life cycles of animals and where food comes from – farm visit, caring for the chickens, hatching eggs – farm to fork

## Use of ICT and early computing skills

### Computing Focus:

#### IT- Digital Media

*Create, Share, Respond Create, Share, Respond Use technology purposefully to create, organise, store, manipulate and retrieve digital content.*

Tinkering with Technology:

- To experience simple apps (BusyThings/ JIT/ LGfL Resources) (N)
- To input commands using a mouse or use finger control to interact with a tablet (N)

Digital Photography :

- Take a photo using an ipad/camera I can explain what makes a good photo (N)
- To take a photo using different forms of technology I know ways to improve a photo (filter/edit/crop) (R)

Audio:

- To use technology to record voice (Sound buttons/Microphones) (N)
- To use listening devices (CD Player, Headphones, Seesaw) (N)
- To change the way things sound using technology To use technology to listen to different sounds, music and audio books (Press play, pause and stop) (R)

Digital Painting:

- To make careful choices when painting a digital picture To use the shape, colour, eraser and line tools (N)
- To use a computer independently to paint a picture (R)
- Undo and redo (R)
- Save and retrieve work (R)
- To explain why they chose the tools they used (R)
- To compare painting a picture on a computer and on paper (R)

IT - Multimedia and Digital Writing

*Create, Share, Respond Use technology purposefully to create, organise, store, manipulate and retrieve digital content.*

Tinkering with Technology:

- To experience simple apps (BusyThings/ JIT/ LGfL Resources) (N)
- To input commands using a mouse or use finger control to interact with a tablet (N)

Keyboard skills:

- Recognise a keyboard
- Have some experience of using a keyboard (N)
- Use spacebar and backspace (R)
- To add and remove text on a computer (R)

Digital Writing:

- To make careful choices when creating digital writing (N)

- To identify that the look of text can be changed on a computer (size, colour, font) (N)
- To explain why they used the tools that they chose (Thinking about the audience and theme) (R)
- Use dictation to support writing (R)
- To compare writing on a computer with writing on paper (R)

**Opportunities to use technology:**

- Use digital camera/ disposable cameras to take pictures of their families to make digital photo albums.
- Use painting programme to draw self portraits.
- Play games on white board/ computer/ use programmable toys to practice turn taking and sharing.
- Use internet to find out information about life cycles.
- Investigate and find out about technology used in doctors/ hospital. Opportunities to use some simple medical equipment e.g. digital thermometers, stethoscopes, blood pressure monitor and to look at ultrasounds/ xrays.
- Use digital microscope to look closely at skin, hair etc – make comparisons with each other and look at animal fur, hair, feathers etc and compare.
- Use digital scales to weigh themselves and other things.
- Use a simple data handling programme to record results of surveys.
- Use an ipad, tape recorder or video camera to record themselves singing/ playing instruments. Record Sound patterns to copy back.

**Statutory ELG: None**

Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.]

**Resources:**

Digital Photography:

iPads, Camera, Chromebook, iPod

Audio: CD Players, Headphones, Sound Buttons, Talking books

Digital Painting: Class Computer, Smart Board , iPad/Tablet

Homework Software: J2E Toolkit (JIT) -J2write -j2pain -j2animate -j2data -j2mix, Busy Things, Dojo, Tapestry

Keyboard Skills: Chromebooks, iPad, Keyboard Floor Rug, Printed Keyboard

Digital Writing: Ipad Chromebook, Smart Board

Software: J2E Toolkit (JIT) -J2write -j2pain -j2animate -j2data -j2mix Busy Things, Tapestry

**Global Citizenship**

**Respect for Others**

**Identity and Diversity (8 weeks)**

What makes me me?

What makes me different?

What do I like about my friends?

What is a friend?

**Peace and Conflict (4 weeks)**

What happens if I do something wrong?

What does sorry mean?

How do we avoid upsetting others?

<p><b>P4C</b></p>	<p><b>Books/themes:</b> Not Now Bernard</p> <p><b>No David video</b> – should children be allowed to break things when playing? Why do parents say no? What would children do if they were in charge? What things that grown-ups do would children say no to?</p> <p><b>What’s the Big Idea? – Grown ups</b></p> <p>Is it OK to hurt someone? Is fighting OK? Is hitting OK?</p>	<p><b>What’s the Big Idea? – Different</b></p> <p>Are we all different? Can things be the same but different aswell? What is the odd one out? Why?</p> <p><b>Sara Stanley – Perfect People</b></p> <p><b>You Choose</b></p> <p>We all like different things. Justifying answers.</p> <p><b>Peepo</b> What’s better new toys or old fashioned toys? Are new things always best?</p>
<p><b>Useful Websites</b></p>	<p>Busy Things, LGFL, Espresso, BBC Bitesize</p>	
<p><b>Trips and Visits</b></p>	<ul style="list-style-type: none"> <li>• City Farm</li> <li>• Doctor/nurse/midwife visit</li> <li>• Museum of childhood</li> <li>• New baby visit?</li> <li>• Parent/family visit (different cultures)</li> </ul>	
<p><b>Links to sustainable development and Global Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Develop understanding of different cultures</li> <li>• Find out about life of a child in a different country</li> <li>• Find out about where their own families come from</li> <li>• Recognise how their life is different from their parents/grandparents childhood</li> </ul>	
<p><b>Core Books</b></p>		
<p><b>Other Useful Books</b></p>	<p><b>Reference:</b> Books about the body, senses, doctors, dentists, families, different cultures  <b>Story books:</b> Kipper’s Birthday, No Matter What, Rosie’s Babies, The Colors of Us, If all the World Were..., Julian is a Mermaid, Coming to England</p>	
<p><b>Poems, Rhymes and Rhyming Stories</b></p>		
<p><b>Environment and Additional</b></p>	<p><b>Displays:</b> Our families, self-portraits, senses, baby photos  <b>Resources:</b> Baby role play – baby bath, nappies, baby clothes, towels, baby toys and books, bottles, feeding equipment, cot, high chair, catalogues of baby equipment, baby weighing scales, ‘red books’, height chart</p>	

<b>Resources</b>	Doctor/Hospital – dressing up clothes, prescription pads, laminated ‘x rays/ultra sounds’, bandages, stethoscopes, thermometers etc., medical leaflets and posters in different community languages, scales, height charts, health eating material Investigations – different sensory materials e.g. different textured materials, small bags of different scented materials, different foods to taste, instruments, sound lotto; materials which change state e.g. jelly, salt, ice lollies and ice cubes, corn flour, soap flakes, bicarb of soda, bubble mixture
<b>Involving Families</b>	<ul style="list-style-type: none"><li>• Involve parents and carers in helping children to take photos of their families and making family photo albums</li><li>• Involve parents and carers in helping children to make time lines of their lives with photos of themselves when they were younger</li><li>• Invite parents and carers with babies to come in and demonstrate caring/ feeding/ bathing a baby.</li><li>• Invite parents and carers with babies to visit baby clinic at Moreland House with siblings.</li><li>• Mystery readers with parents</li><li>• Kitchen Club</li><li>• Parent workshops</li><li>• Invite parents in to talk about their cultures</li></ul>