Moreland Primary School EYFS Medium Term Planning

Autumn/Winter Theme : Food and Festivals

Focus Aspects of the Curriculum And Early Learning Goals	**Possible Activities and Experiences**. Select a range of these activities to cover the knowledge, understanding, attitudes and skills. **(**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** (plan outcomes as appropriate to children's experience, needs and age using Birth to 5 matters ranges 1-6 to support) Objectives that are <u>underlined</u> will be taught through adult focus and group activities.
<u>PSED:</u> **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. **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	● Settling in activities ● Establish routines using visual timetables and prompts. ● Introduce and use the mood meter. ● Support children to develop self-care skills in toileting, managing clothes, eating and personal hygiene. ● Help children to make friends – circle time, key group time ● Support children to get used to the new setting through reading stories about starting school and talking about feelings. ● Play games which help children to learn each other's names. ● Small group tours of the school. ● Encourage older children to support new children in the setting.	● Develop independence in using and accessing activities, resources and routines. ● Develop appropriate self-help skills ● Show understanding of the routines of the day and join in with routines. ● Begin to show awareness of the boundaries set and behavioural expectations. ● Be willing to have a go at activities and explore the environment. ● Begin to form relationships with other children and familiar adults e.g. key person. ● Be confident to separate from parent or career. ● Show an awareness of their own feelings and begin to show awareness of the feelings of others. ● Begin to use the mood meter to label their emotions. ● Show satisfaction and pride in their own achievements ● Be willing to have a go and initiate activities ● Talk about likes and dislikes, show enjoyment of food and be willing to try new foods.

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.		**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 and its consequences (UE 6). ● Can tell adults when hungry, full up or tired or when they want to rest, sleep or play (HSC 5). ● 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). ● Usually dry and clean during the day (HSC 6). ● Eats a healthy range of foodstuffs and understands need for variety in food (HSC 6).
<u>Communication and Language</u> **ELG: Listening, Attention and Understanding** Children will: ● 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; ● Make comments about what they have heard and ask questions to clarify their understanding; ● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	● Daily story sessions ● Opportunities to explore and share books and stories in the environment. ● Magic of Storytelling activity. ● P4C group activities. ● Global Citizenship and circle time activities. ● Opportunities for children to talk with adults and children one to one and in small groups ● Introduce phase 1 phonics activities in Nursery as appropriate to age and readiness of children. ● Small language group activities e.g. Crocodile group, Talk Boost	● Develop listening and attention skills ● Pay attention and remain focused. ● Enjoy talking with other children and adults about their own interests and ideas. ● Begin to develop phonological skills appropriate to their stage of development. ● Show an interest in stories, joining in with them and entering into discussions about what they hear. ● <u>Follow sequenced verbal instructions when cooking from a recipe and order and sequence the events when talking about what cooking.</u> ● <u>Order and sequence events when planning an activity e.g plan a party/ celebration</u>. ● Develop language skills when recreating their own experiences and taking on roles during role play in English and home language.

ELG: Speaking Children will: ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ● 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.	● First hand experiences – trip to the shop, bakery, market, café. ● Role play opportunities based on first hand experiences e.g. shopping, café, cooking, celebrations, home life, bakers ● Cooking activities - following recipes, looking at cook books, talking about what is happening to the food and the processes taking place, sequencing instructions and describing the taste, texture, smell and appearance of the food	● <u>Develop a vocabulary which reflects their experiences</u>. ● Pretend objects are things from their experience ● Represent their own experiences in their play **Birth To 5 Matters (Ranges 5-6):** ● Listens to others in one-to-one or small groups, when conversation interests them (LA 5). ● Listens to familiar stories with increasing attention and recall (LA 5). ● Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity (LA 6). ● Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture (U 5). ● Listens and responds to ideas expressed by others in conversation or discussion (U 6). ● Able to use language in recalling past experiences (S 5). ● Builds up vocabulary that reflects the breadth of their experiences (S 5). ● Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (S 6).
<u>PD</u> **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.	● Support children to develop self care skills by encouraging independence. ● Manipulating different foods through cooking and malleable play – dough, pasta, dried foods, jelly ● Opportunities to explore large physical play equipment ● Physical activities which encourage cooperation skills e.g. ball games, construction, racing and chasing games, circle games ● Finding out about healthy eating through tasting different foods, looking at information books, looking at food labels ● Looking at how we take care of our teeth ● Finding out about hygiene in food preparation when cooking and during snack and meal times ● Cooking activities – using different cooking tools **Complete PE Units (taught by PE coaches/ Dance teacher)**	● Develop self care skills in dressing, using the toilet, eating and hand washing. ● Be able to help lay the table, help serve food and clear up, manage cutlery and utensils, manage personal hygiene at meal times and when handling food. ● Use a range of tools safely and competently. ● Handle, manipulate and effect changes to a range of malleable materials. ● Develop good control and coordination in their large scale movements. ● Move in different ways. ● Use their hands to control a ball. ● Seek out challenge ● Take a risk when engaging in new experiences and developing new skills. ● Persist in developing new skills when faced with difficulty ● Be able to identify some healthy and unhealthy foods and have a simple understanding of what constitutes a balanced diet.

● Begin to show accuracy and care when drawing. **(For health and self-care see PSED – Managing Self)**	**Walking** ● Explore walking using different body parts in different directions, at different levels and at different speeds including marching.. ● Experience sustained walking following a route and instructions. **Hands** ● Explore different ways of using our hands to move with a ball, keeping control ● Understand why we need to keep the score during a game. **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 music ● Explore character movements with a partner	● Understand how brushing teeth and not eating sugar helps to keep teeth healthy **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)**
<u>Literacy</u> **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:	Focus Literacy Time and Activities in Provision: ● Singing nursery rhymes and other songs. ● Opportunities for children to explore a range of mark making activities and resources independently and alongside adults ● Draw children's attention to meaningful print in the environment e.g. timetables, labels, their own names, signs ● Daily story sessions ● Reading traditional tales and stories linked to food e.g. Goldilocks, The Gingerbread Man, The Little Red Hen, The Enormous Turnip, The Magic Porridge Pot, The Shopping Basket, Handa's Surprise, The Hungry Caterpillar. Opportunities for children to retell stories using props, puppets and costumes.	**<u>Reading Comprehension</u>** ● Enjoy listening to stories and sharing books with adults and other children ● Enjoy joining in with songs and rhymes ● Handle books carefully. ● To join in with patterned story language (N) ● To begin to identify the characters in familiar stories and start to predict what might happen next. (N) ● To retell and perform a story orally (R) ● To describe the characters in familiar stories and structure stories with a beginning, middle and end (R) **<u>Word Reading</u>** *See Little Wandle Planning Overview*

● 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)**	● Making books about different festivals and celebrations ● Writing linked to role play and practical activities e.g. menus, shopping lists, labels, signs, party invitations, cards ● Model oral blending of sounds to make words in everyday contexts ● Daily phonics sessions *Children in nursery take part in Phase 1 Phonics activities* *Children follow the Little Wandle Phonics Scheme in Reception*	**<u>Writing</u>** ● Be confident to have a go at mark making/ writing in different contexts ● Understand that writing can be used for a range of purposes and be able to use writing to record and communicate information. ● Be interested to explore different uses of writing. ● Understand and begin to use the features of different forms of writing: recipes, lists, greetings cards, invitations<u>.</u> ● <u>Include mark making in their play and distinguish between different marks they make (N)</u> ● <u>Ascribe meaning to signs, symbols and words they see and make. Start to imitate adult's writing in play.(N)</u> ● <u>Give meaning to the marks they make in a wider range of contexts. Begin to break the flow of speech into words, to hear and say the initial sound in words and start to segment the sounds in words and blend them together. Attempt to write their own name using recognizable letters. (R)</u> ● <u>Start to use phonic knowledge linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence to write simple words</u> (R) **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).
<u>Maths</u> **ELG: Number** Children will: ● Have a deep understanding of number to 10, including the composition of each number. ● Subitise (recognise quantities without counting) up to 5. ● 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. **ELG: Numerical Patterns** Children will: ● Verbally count beyond 20, recognising the pattern of the counting system. ● Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ● Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. ***<u>Statutory Educational Programme: Mathematics</u>***	**Maths focus** **Nursery** **White Rose Units** ● Comparison 1 – More than, fewer than, same ● Shape Space and Measure 1 – Explore and build with shapes and objects ● Pattern 1 – Explore repeats ● Counting 1 – Hear and say number names **Reception** **NCETM Mastering Number** Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. *See Mastering Number Overview* **White Rose Units**: ● Match, Sort and Compare ● Talk about Measures and Patterns ● Circles and Triangles ● Shapes with 4 sides **Additional activities in provision:**	● <u>Compare quantities using simple mathematical vocabulary</u> ● <u>Develop subitizing and counting skills and number recognition to 5.</u> ● Record and write quantities and numbers ● Use counting and number recognition skills in role play. ● <u>Understand how scales and balances work and use them to compare the weight of two objects using mathematical vocabulary</u> . ● Use vocabulary associated with quantity, capacity, size and weight – more, less, same, heavier, lighter, lots, few, big, small, little etc. ● <u>Know the names of some 2D shapes</u> ● <u>Create a repeating pattern</u> ● Be interested and enjoy attempting to solve simple practical problems such as how many plates they need to put out on the table or when sharing food. ● Use and describe simple mathematical calculations in practical situations e.g. We have put in one spoon of sugar so we need 2 more, Mohammed isn't here today so I will take his plate away. ● Finding ways to solve problems. **Birth To 5 Matters (Ranges 5-6):** ● Responds to and uses language of position and direction (M 5 – *spatial awareness*). ● Attempts to create arches and enclosures when building, using trial and improvement to select blocks (M 5 - *shape*). ● Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next (M 5 - *pattern*).

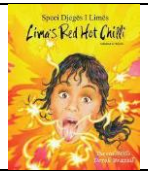
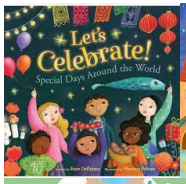
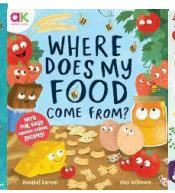
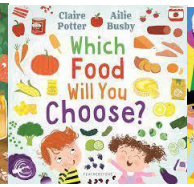
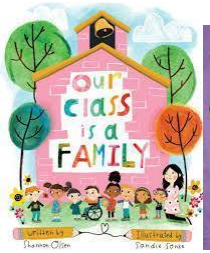
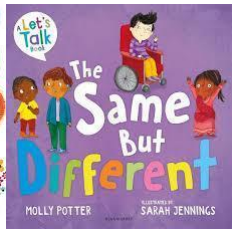
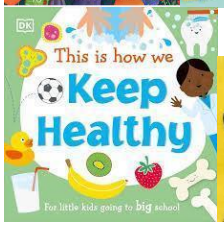
In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	● Opportunities to learn and explore number songs and rhymes e.g. group times, using props, on the computer, outside, in the water tray ● Focus on number and counting opportunities during routines and that are significant to the children e.g counting number of children, sequencing the day, house numbers, ages ● Exploring capacity and measure through sand and water play – cooking play in sand and water, measuring containers. ● Finding out about number, calculating and weight through shop/cafe role play ● Cooking activities – counting, weighing, measuring ingredients ● Carrying out surveys of people's favourite foods and recording the results ● Setting the table for meals - working out how many cups, plates etc they need and counting them out ● Sharing out food ● Looking at different shaped food packaging – 2d and 3d shapes	● In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items (M 5 - *measures*). ● Recalls a sequence of events in everyday life and stories (M 5 - *measures*). ● Uses number names and symbols when comparing numbers, showing interest in large numbers (M 6 – *comparison*). ● Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 (M 6 - *counting*). ● Counts out up to 10 objects from a larger group (M 6 - *cardinality*). ● Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (M 6 – *composition*).
<u>UW</u> **ELG: Past and Present** Children will: ● Talk about the lives of the people around them and their roles in society. ● 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.	**Past and Present:** ● Talk about and share experiences of festivals and celebrations. Give children the opportunity to talk about and share evidence of past experiences. ● Explore celebrations in the past and comment on similarities and differences e.g. grandparents photos or recollections of celebrations in their childhood, family photographs, artefacts e.g. illustrations on old Christmas cards ● Read stories that depict festivals and celebrations in the past. ● When carrying out activities linked to gardening, cooking and seasonal change support children to notice and comment on changes, sequence changes and use language linked to this e.g. before, now, next, then, after etc. **People, Culture and Communities:** ● Local trips to Chapel Market, the shops, a cafe	**Past and Present:** ● Identify special times for themselves and others e.g. festivals, celebrations. Explore how these occasions are marked e,g, what food is eaten, clothes people wear. ● Explore changes in celebrations and festivals between now and the past by looking at pictures and photographs and reading stories e.g. look at old fashioned Christmas cards ● Identify that changes occur over time e.g. changes in nature, look at seasonal change, **People, Culture and Communities:** ● Talk about significant events in their own lives and the lives of families and friends. ● Explore and describe a range of different foods and materials through using their different senses. ● Find out about the names and traditions of festivals from different cultures. How and why do different communities celebrate? ● Develop respect for own and other cultures.

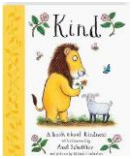
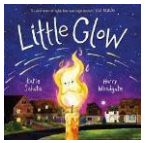
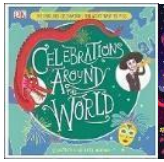
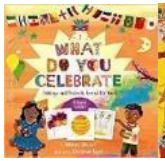
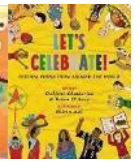
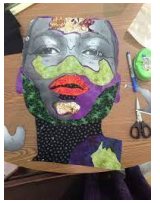
● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from 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.	● Weekly Cooking activities ● Exploring meal times and conventions around them through cooking, role play and lunch time routines ● Finding out about different cultures and religions through celebrating festivals e.g. Harvest, Black History Month, Diwali, Christmas ● Looking at the part food plays in celebrating important events such as festivals and birthdays through cooking activities ● Finding out where food comes from – look at food packaging, reference books, internet, labels in shops ● Exploring dough and baking bread – trying different breads from around the world ● Finding out about different cultures and religions through celebrating festivals eg. Harvest, Black History Month, Diwali, Eid, Christmas ● Visiting different places of worship – Mosque, Church, Temple ● Play with globes, atlases and other world maps. Talk about how the land and sea is represented. Where do they live? Where do family members live? ● Look at food packaging and find out on a map where different foods originate from. Create a pictorial map with where the ingredients come from e.g a round the world fruit salad. Which fruit travelled the furthest. ● Places in Stories – focus on the location of a story. Ask children to describe the location from the pictures/ text. Discuss the climate and vegetation and whether it is urban or rural. Try and find possible locations for the story on a map/ google earth e.g. Handa's Suprise *See below for additional RE following the SACRE locally agreed objectives* **The Natural World (and Science):** ● Find out where different animals live around the world and locate on a map – sort into animals that live in hot places, cold places, rain forests, woodland , the ocean etc. ● Explore seasonal changes – Autumn and Winter ● Explore different weather	● Understand how food is used tin different cultures to mark and celebrate important events. ● Find out about the origins of food including some food grows in different seasons and some food grows in different places around the world. ● Show an interest in maps and globes and locate (with support) places of significance to themselves or that relate to their learning e.g. identifying where a family member lives or where a food product is produced. ● Know on a globe or map what represents land and water. ● Explore locations through stories making simple observations and comparisons ● Use a variety of sources to gather information. **The Natural World (and Science)** ● Identify and describe the changes that occur when cooking with food. ● Observe, ask questions, hypothesise, make predictions, analyse information, record and evaluate. ● Talk about the changes that take place in Autumn. ● Explore and observe their natural environment, asking questions and seek to find out information about the living world. ● Identify some seasonal foods and vegetables and talk about the health benefits of certain foods e.g. vegetables are healthy because….. **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). ● Talks about past and present events in their own life and in the lives of family members (PC 6). ● Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (W 5). ● Developing an understanding of growth, decay and changes over time (W 5). ● Shows care and concern for living things and the environment (W 5). ● Looks closely at similarities, differences, patterns and change in nature (W 6). ● Talks about the features of their own immediate environment and how environments might vary from one another (W 6).

	● Cooking activities – explore changes that take place when cooking different foods e.g. changes of state	● Makes observations of animals and plants and explains why some things occur, and talks about changes (W 6). ***Technology*** ***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.***
<u>EAD</u> **ELG: Creating with Materials** Children will: ● 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. ● Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Children will: ● Invent, adapt and recount narratives and stories with peers and their teacher. ● Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	**Creative Activities** ● Explore pattern in a range of art works and textiles and create repeating patterns.. ● Print using a range of objects and with different media and materials ● Help children to access resources in workshop areas and to use new tools, materials and resources. ● Encourage children to express themselves creatively focusing on process not product. ● Opportunities for children to engage in role play and small world play based on their own experiences and familiar stories. ● Introduce Magic of storytelling when children are ready ● Setting up shop/café in imaginary play area inside and outside ● Setting up a party/festival in the home corner/ imaginary play area ● Make props to support role play – costumes, food etc. *See below for focus artist and artworks* **Design and Technology Ongoing skills development:** Focus on: ● Choosing resources ● Cutting and joining skills ● Including – junk modelling, sewing, woodwork, construction and block play	● Create artworks through printing with different objects and in different materials. ● Create simple patterns. ● Develop individual forms of expression and explore creatively. ● Make choices about resources, tools and materials to use to represent their ideas. ● Engage in role play based on first hand experiences ad play alongside other children who are engaged in the same theme. ● Use resources to create props to support role play. ● Develop skills in cutting (using scissors effectively, beginning to use a saw when ready) and joining using a range of tools and techniques. ● Learn some simple dances and songs from different cultures. ● Create their own dances and music and represent ideas through dance and music. ● Identify different instruments and recognize the sounds they make. ● Be able to change sounds for example make them loud or soft, fast or slow etc. ● Enjoy joining in with songs and rhymes. ● Find out about the part music and dance play in celebrations and festivals in different cultures. **Birth To 5 Matters (Ranges 5-6):** ● Explores and learns how sounds and movements can be changed (CM 5). ● Continues to explore colour and how colours can be changed (CM 5). ● Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces (CM 5).

	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.* **Musical Activities** ● Begin to learn a range of rhymes and songs. ● Exploring music and dance from different cultures – learning some dances, songs, watching performances, exploring different instruments and the sounds they make *Children also follow the Jolly Music programme Beginners Level in music lessons.*	● Experiments and creates movement in response to music, stories and ideas (BIE 5). ● Engages in imaginative play based on own ideas or first-hand or peer experiences (BEI 5). ● Uses available resources to create props or creates imaginary ones to support play (BEI 5). ● 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). ● 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). ● Creates representations of both imaginary and real-life ideas, events, people and objects (BEI 6). ● Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (BEI 6). ● Introduces a storyline or narrative into their play (BEI 6).

Characteristics of Effective Learning	Playing and Exploring – engagement **ELG links: Managing Self**	Active Learning – motivation **ELG links: Managing Self, Self Regulation**	Thinking Creatively and Critically – thinking **ELG links: Managing Self**
	<u>Finding out and exploring:</u> ● Showing curiosity about objects, events and people ● Using senses to explore the world around them ● Showing particular interests <u>Playing with what they know:</u> ● Representing their experiences in play ● Taking on a role in their play <u>Being willing to 'have a go':</u> ● Initiating activities Taking a risk, engaging in new experiences, and learning by trial and error	<u>Being involved and concentrating:</u> ● Maintaining focus on their activity for a period of time ● Showing high levels of involvement, energy, fascination <u>Keeping on trying:</u> ● Persisting with activities when challenges occur <u>Enjoying achieving what they set out to do:</u> ● Showing satisfaction in meeting their own goals	<u>Having their own ideas:</u> ● Thinking of ideas that are new and meaningful to the child <u>Making links:</u> ● Making links and noticing patterns in their experience <u>Working with ideas:</u> Planning, making decisions about how to approach a task, solve a problem and reach a goal.

Core Books	      
Lines of Enquiry	Where do our families come from? What do we celebrate? How and why do different communities celebrate? How are we similar and how are we different? How do we maintain a healthy lifestyle? Where does our food come from? How do we keep our teeth healthy and strong? Why do we need to wash our hands? How do we take care of ourselves?
Other Suggested Books	Linked Suggested Texts (to be used to in topic story time and to support learning about the topic):            **Story books**: Goldilocks and the Three Bears, The Little Ren Hen, Handa's Hen, The Magic Porridge Pot, One Child One Seed, Runaway Chipatti, The Empty Pot, Hannukah Bear, Dia de los Muertos,I Will Not Never Ever Eat a Tomato, Festival of Lights
RE (Islington Scheme)	**Where do we belong?** • Concepts of respect, love and care. How do we show these? How do we know we are cared for, loved and respected? • Understanding what others are feeling and how we know what they are feeling? • Making people feel welcome. • Why is it better to work together sometimes and what can we do better together than on our own. • Having a sense of belonging. Where do you belong? How do you know you belong?
	Which times are special and why? • Talking about special times and celebrations – ours and others. • Celebrating festivals - Diwali, Hannukah, Eid, Christmas – What happens and why? • What are the similarities and differences between different people's special times? • The story of Christmas – What is the story of Jesus's birth? **Outcomes** • give examples of special occasions and suggest features of a good celebration

	• What makes us feel special about being welcomed into a group of people? **Outcomes** • Explore and retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Find out about ceremonies and traditions that welcome babies into families in different religions including Christian Baptism   A Christian Baptism Story - https://www.bbc.co.uk/programmes/p0115hmj   	• recall simple stories connected with Christmas and festivals from another faith/ faiths • say why Christmas 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 • respond imaginatively and expressively to what happens at their favourite times.    •      Let's Celebrate - https://www.bbc.co.uk/cbeebies/shows/lets-celebrate My First Festivals - https://www.bbc.co.uk/cbeebies/shows/my-first-festivals
Focus Art and Artist	**Pattern and Print** Suggested activities:         Alma Thomas Bisa Butler  
Use of ICT and Early Computing Skills	**<u>Computing Focus</u>**: **Digital Literacy**	

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Online Safety:

- Know who to talk to if they ever feel worried whilst using technology (N)
- To create rules for using technology responsibly (R)
- To be aware that we need passwords to protect our work and will use them with an adult eg: for teachers to log onto their computers or a passcode for the iPads. (R)

Digital Wellbeing:

- I know when to take a break from technology (before bed, when teacher talking, Digital Free Meal Times) (N)
- To recognise the 'Digital 5 a Day' and give some examples of activities I know who to talk to if I ever feel worried whilst using technology (R)

Technology around us: Recognise common uses of information technology beyond school.

Technology around us:

- To sort different pieces of technology that they may find at school and what they may find at home (N)
- To recognise 'plugged' and 'unplugged' (online and offline) activities (N)
- To recognise technology that is used at home and in school. Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc (R)

Best Uses of Technology :

- To manage a device by correctly closing websites or apps and safely turning on and off. To input commands using the spacebar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet). (R)

Suggested opportunities to use technology:

- Use simple word processing programmes to make shopping lists, invitations, cookbooks and labels for shop.
- Use digital cameras to take photos of cooking activities and then use pictures to order and sequence and to make recipes.
- Use the internet to find recipes, find information about where food comes from and learn about celebrations.
- Use the internet for shopping.
- Use calculator in role play shop to add up cost of shopping.
- Record results of favourite food survey using simple data handling programme.
- Use digital scales, microwave, blender, digital thermometer etc when cooking (supervised!)
- Look at cash registers, scanners, scales, bar codes when visiting shops – use self service checkouts so children can experience using these first hand.
- Use CD player to listen to music from different cultures.
- Record songs and dances children have created.

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 Online Safety: Common Sense Media Childnet - Smartie the Penguin/Digiduck ThinkUknow - Jessie & Friends Digital Wellbeing: Digital 5 a Day Digital Charter	
Global Citizenship	**Equality and Rights** <u>Power and Governance (4 weeks)</u> ● What rules do we have in the classroom? ● How can we be Ready, Respectful and Safe? ● What can we do when someone doesn't follow the rules? <u>Social Justice and Equity (6 weeks)</u> ● Is it fair? ● Why should we share? ● How can we help someone who is struggling? ● Is it fair if some people get everything and some people get nothing? <u>Human Rights (5 weeks)</u> ● What would happen if we didn't have…..? ● What do we need to be cared for?	
Topic links to sustainable development and Global Curriculum	● Finding out about the origin of food and introducing the idea that we rely on things from other places in the world (global interdependence). ● Introducing ideas of eating local seasonal produce. ● Getting a compost bin for food leftovers and talking about recycling . ● Finding out about different cultures and developing respect for other cultures/religions	
P4C	Introduce yes/no cards **Starting school** Owl Babies, I am too Absolutely Small for School, Harry and his Bucketful of Dinosaurs Goes to School How do we feel when we start school? Is it ok to feel sad? Why do we feel worried? **Black History Month** Are we all the same?	**Core books:** The Gingerbread Man Rama and Sita Runaway Chapatti Is it OK to trick someone? Is it OK to lie? Is it OK to steal? **Different cultures** Are we all the same? What makes us different?

	What makes us different? Can we be the same and be different as well?	Can we be the same and be different as well? **Christmas and Conditions** Main idea: What is Christmas? What are the things that make it Christmas and what would it still be Christmas if certain things were missing https://www.philosophy-foundation.org/enquiries/view/christmas-and-conditions
Trips and Visits	• Garden Classroom – Bread, Butter and Jam or Pizza Plot • Bollywood Vibes workshop • Traditional African and Caribbean Folk Tales Workshop • The Postal Museum – The Jolly Christmas Postman • Visits to local shops and markets • Visit places of worship	
Environment and Additional Resources	**Displays:** Celebrations, Healthy foods **Role Play** Areas: Shop, Café, Santa's Grotto, Party, Open ended multi -cultural role play space **Resources**: Cooking utensils, cooking ingredients, cookbooks, shopping props (tills, baskets, empty food packaging, toy food, money, shopping list pads, credit cards, bags), home corner cooking and meal time props, measuring containers and scales/balances, pictures/videos of celebrations and festivals in different cultures, music from different cultures, instruments from different cultures, clothes from different cultures	
Involving Families	• Early reading parent talk • Early reading/language workshop • Borrow a book library • Parent cooking workshops/Kitchen Club • Mystery readers • Christmas Sing Along	
Activity Suggestions for Provision - adapt to children's interests and needs	   	


Bakery
PLAYDOUGH
"Who will help me bake some bread?" asked the Little Red Hen.


FINE MOTOR SKILLS

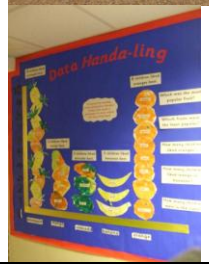

make & deliver
friendship bread


Exploring Grains








Pata Handa-ling











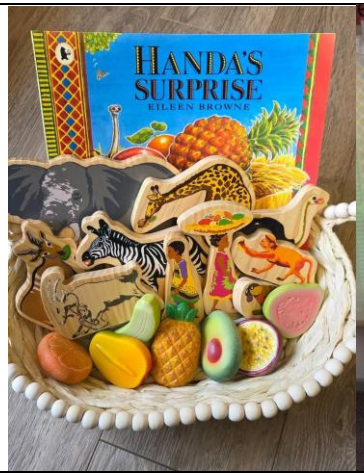


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Please refer to the LTP and subject progression maps for more information		