

# Ducklings - Long Term Planning

2024-25

	<u>AUT1</u>  <u>Autumn</u>  <u>All about Me</u>	<u>AUT2</u>  <u>Light and Dark</u>  <u>Light festivals</u>	<u>SPR1</u>  <u>Space</u>	<u>SPR2</u>  <u>People Who Help Us</u>	<u>SUM1</u>  <u>Life Cycles</u>	<u>SUM 2</u>  <u>Animals and Habitats</u>
Value	<b>Koinonia</b>	<b>Compassion</b>	<b>Courage</b>	<b>Truthfulness</b>	<b>Creativity</b>	<b>Service</b>
Trips/ Events	Excellence exhibition	Bedtime story	Space Dome	Inspirational visitors in to school to meet the children	Frog spawn, chicks, caterpillars	Zoo Trip - Longleat safari park.
Parent Workshop	Excellence exhibition Phonics workshop	Christmas crafts Nativity	DT/ Space Workshop	Mothers Day Celebration with singing and baking	Number Workshop Class assembly	Clay modelling workshop Class assembly
Reading spine	<p><b>T4W Quality Text</b> Owl Babies by Martin Waddell</p> <p><b>Rhyme/Repeated Pattern</b> Shark in the Park by Nick Sharratt</p> <p><b>Number</b> 1 to 10 and back again by Nick Sharratt</p> <p><b>PSED/Well Being</b> The Colour Monster by Emma Yarlett</p> <p><b>Diversity</b> Lulu's First day by Anna McQuinn</p> <p><b>Understanding the World Topic</b> Martha Maps it out by Leigh Hodgkinson</p>	<p><b>T4W Quality Text</b> Don't hog the hedge</p> <p><b>Rhyme/Repeated Pattern</b> The Smeds and the Smoos by Julia Donaldson We're Going on a Bear Hunt by Micheal Rosen</p> <p><b>Number</b> Shape Trilogy by Mac Bennett</p> <p><b>PSED/Well Being</b> Barbara Throws a Wobbler by Nadia Shireen</p> <p><b>Diversity</b> The best Diwali ever by Sonali Shah</p> <p><b>Understanding the World Topic</b> Tree by Britta Teckentrup</p> <p><b>Art and Creativity</b> The Dot by Peter H Reynolds</p>	<p><b>T4W Quality Text</b> Whatever Next by Jill Murphy</p> <p><b>Rhyme/Repeated Pattern</b> Zim Zam Zoom by James Carter</p> <p><b>Number</b> Six dinner Sid by Inga Moore</p> <p><b>PSED/Well Being</b> Be Kind by Pat Zietlow Miller</p> <p><b>Diversity</b> Look Up! by Nathan Byron</p> <p><b>Understanding the World Topic</b> What is the moon? by Katie Daynes</p> <p><b>Art and Creativity</b> I am not a box by Antonette Portis</p>	<p><b>T4W Quality Text</b> The Three Little Pigs The Little Red Hen</p> <p><b>Rhyme/Repeated Pattern</b> Oi Frog by Kes Grey</p> <p><b>Number</b> One is a snail, ten is a crab by April Sayre</p> <p><b>PSED/Well Being</b> The Perfect Fit by Naomi Jones</p> <p><b>Diversity</b> I am Nefertiti by Annemarie Anang</p> <p><b>Understanding the World Topic</b> George saves the world by Lunchtime by Jo Redman</p>	<p><b>T4W Quality Text</b> The Tiny Seed by Eric Carle</p> <p><b>Rhyme/Repeated Pattern</b> Duck in the Truck by Jez Alborough</p> <p><b>Number</b> 10 little Dinosaurs by Mick Brownlow</p> <p><b>PSED/Well Being</b> The Ugly Five by Julia Donaldson</p> <p><b>Diversity</b> Dogs don't do ballet by Anna Kemp and Sara Ogilvie</p> <p><b>Understanding the World Topic</b> Rosa's Sunflower</p>	<p><b>T4W Quality Text</b> Handas surprise</p> <p><b>Rhyme/Repeated Pattern</b> There was an old lady who swallowed a fly</p> <p><b>Number</b> How Much Does a Ladybird weigh? by Alison Limentani</p> <p><b>PSED/Well Being</b> The Lion inside by Rachel Bright</p> <p><b>Diversity</b> So Much by Trish Cooke</p> <p><b>Understanding the World Topic</b> One day on our Blue Planet by Ella Bailey</p>

<p><b>PSED</b></p>	<p><b>Jigsaw - Being Me</b></p> <p>Weekly session with links to current events and teachings. Worship/ Worship Champions</p> <p>Embedded school values and expectations</p>	<p><b>Jigsaw - Celebrate Difference</b></p> <p>Weekly session with links to current events and teachings. Worship/ Worship Champions</p> <p>Children Mental Health Day</p>	<p><b>Jigsaw - Dreams and Goals</b></p> <p>Weekly session with links to current events and teachings. Worship/ Worship Champions</p> <p>Mental Health Week</p>	<p><b>Jigsaw - Healthy Me</b></p> <p>Weekly session with links to current events and teachings. Worship/ Worship Champions</p>	<p><b>Jigsaw - Relationships</b></p> <p>Weekly session with links to current events and teachings. Worship/ Worship Champions</p>	<p><b>Jigsaw - Changing Me</b></p> <p>Weekly session with links to current events and teachings. Worship/ Worship Champions</p>
<p><b>Pedagogy</b></p>	<p>Children’s personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and later in life.</p>					
<p><b>Curriculum goal</b></p>	<p>To become an Independent Individual who can follow the Golden rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others’ ideas and feelings.</p>					
<p><b>Ongoing provision throughout the year</b></p>	<p>Daily routines Self-registration, book voting, change independently for pe, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time, lunchtimes, getting ready for home</p> <p>Golden rules School golden rules embraced in classes with age appropriate language and ‘fingerprint’ promises</p> <p>Zones of regulation 4 emotions recognised, with children encouraged to place photos of self in appropriate place</p> <p>Bucket time Weekly sessions for R, in two groups if felt appropriate, plus small group interventions as appropriate.</p> <p>Toilet training Children in EYFS to be supported in conjunction with families for becoming independent in managing personal hygiene</p> <p>Trackit lights: Children to receive trackit lights that are then converted into House points for recognising positive behaviour and participation School value tree One child a week who has demonstrated a school value to be recognised in assembly.</p> <p>Head teacher’s award for R for individual achievement within class</p> <p>Celebrating diversity Weekly themed music on first thing in the morning that provides a rich cultural experience eg African drumming, Haka, Irish dance etc Recognition verbally as a class to country and celebrate differences and similarities.</p>					
<p><b>Physical</b></p>	<p><b>Specific Teaching</b></p> <p>Get set for PE - Fundamentals 1</p> <p>Weekly welly walks</p> <p>Dough Discos, Pen Disco</p> <p>Yoga</p> <p>Hold and use a knife and fork correctly</p>	<p><b>Specific Teaching</b></p> <p>Get set for PE - Dance 2</p> <p>Weekly welly walks</p> <p>Dough Discos, Pen Disco</p> <p>Yoga</p> <p>Hold and use a knife and fork correctly</p>	<p><b>Specific Teaching</b></p> <p>Get set for PE: Games unit 2</p> <p>Weekly welly walks</p> <p>Dough Discos, Pen Disco</p> <p>Yoga</p> <p>Hold and use a knife and fork correctly</p>	<p><b>Specific Teaching</b></p> <p>Get set for PE: introduction Unit 2</p> <p>Weekly welly walks</p> <p>Dough Discos, Pen Disco</p> <p>Yoga</p> <p>Hold and use a knife and fork correctly</p>	<p><b>Specific Teaching</b></p> <p>Get set for PE: Ball skills unit 1</p> <p>Weekly welly walks</p> <p>Dough Discos, Pen Disco</p> <p>Yoga</p> <p>Hold and use a knife and fork correctly</p>	<p><b>Specific Teaching</b></p> <p>Get set for PE: Gymnastics 1</p> <p>Weekly welly walks</p> <p>Dough Discos, Pen Disco</p> <p>Yoga</p> <p>Hold and use a knife and fork correctly</p>
<p><b>Pedagogy</b></p>	<p>Physical activity is vital in children’s all round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p><b>Curriculum goal</b></p>	<p>To become an Amazing Athlete who can show strength, balance and coordination when playing, move confidently and safely in a variety of ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools safely and with confidence.</p>					

<b>Ongoing provision throughout the year</b>	<p>Funky finger disco/pen disco Reception targeted children to have interventions as appropriate Finger gym Reception daily - morning challenge and table top Lunch/snack time Hold and use a knife and fork correctly, understand about healthy eating</p> <p>Handwriting daily, gross motor and fine motor warm up then focussed session</p> <p>Outdoor environment Gross motor challenges set up and rotated</p>					
<b>Communication and Language</b>	<p><b>Specific Teaching</b></p> <ul style="list-style-type: none"> <li>- Daily Reading Spine story time</li> <li>- Developing oracy - Think whilst you drink. What am I? Full sentence talking.</li> <li>- Reading for pleasure/library time</li> <li>-Songs and poetry</li> </ul>	<p><b>Specific Teaching</b></p> <ul style="list-style-type: none"> <li>- Daily Reading Spine story time</li> <li>- Developing oracy - Think whilst you drink. What am I? Full sentence talking.</li> <li>- Reading for pleasure/library time</li> <li>-Songs and poetry</li> </ul>	<p><b>Specific Teaching</b></p> <ul style="list-style-type: none"> <li>- Daily Reading Spine story time</li> <li>- Developing oracy - Think whilst you drink. What am I? Full sentence talking.</li> <li>- Reading for pleasure/library time</li> <li>-Songs and poetry</li> </ul>	<p><b>Specific Teaching</b></p> <ul style="list-style-type: none"> <li>- Daily Reading Spine story time</li> <li>- Developing oracy - Think whilst you drink. What am I? Full sentence talking.</li> <li>- Reading for pleasure/library time</li> <li>-Songs and poetry</li> </ul>	<p><b>Specific Teaching</b></p> <ul style="list-style-type: none"> <li>- Daily Reading Spine story time</li> <li>- Developing oracy - Think whilst you drink. What am I? Full sentence talking.</li> <li>- Reading for pleasure/library time</li> <li>-Songs and poetry</li> </ul>	<p><b>Specific Teaching</b></p> <ul style="list-style-type: none"> <li>- Daily Reading Spine story time</li> <li>- Developing oracy - Think whilst you drink. What am I? Full sentence talking.</li> <li>- Reading for pleasure/library time</li> <li>-Songs and poetry</li> </ul>
<b>English T4W</b>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and forth interactions from an early age form the foundations for language and cognitive development. The number of and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<b>Fiction</b>	<p><b>Text</b> The Colour Monster/Owl Babies/The map book</p> <p><b>Genre</b> Friendship</p> <p><b>Focus</b> Exploring emotions and feelings</p>	<p><b>Text</b> Funnybones/The Owl who was afraid of the dark/The Greatest Diwali ever/Little Glow/Cant you sleep little bear?/ The Christmas Story</p> <p><b>Genre</b> Fantasy</p> <p><b>Focus:</b> Verbal retelling and sequencing</p>	<p><b>Text</b> Whatever Next Zim, zam, zoom, Look up! What is the moon?</p> <p><b>Genre</b> Warning Tale</p> <p><b>Focus</b> Story maps /retell Non fiction texts</p>	<p><b>Text</b> The Little Red Hen Emergency The Easter Story</p> <p><b>Genre</b> Poetry</p> <p><b>Genre</b> Problem</p> <p><b>Focus</b> Sentences</p>	<p><b>Text</b> The Very hungry Caterpillar One odd egg, The Tiny Seed</p> <p><b>Genre</b> Warning Tale</p> <p><b>Focus</b> Invention</p>	<p><b>Text</b> The Three Little Pigs Dear Zoo Handas Surprise</p> <p><b>Genre</b> Adventure tale</p> <p><b>Focus</b> Settings and description</p>
<b>Non-Fiction</b>	<p><b>Text</b> The map book</p> <p><b>Genre</b> Journey Tale</p> <p><b>Focus</b> Verbal retelling and mapping</p>	<p><b>Text</b> Dear Father Christmas</p> <p><b>Genre</b> Letters and lists</p> <p><b>Focus</b> Using CVC format for writing</p>	<p><b>Text</b> Dear diary</p> <p><b>Genre</b> Diary Entry</p> <p><b>Focus</b> Beginning, Middle, End</p>	<p><b>Text</b> Recipe books</p> <p><b>Genre</b> Instructions</p> <p><b>Focus</b> Sequencing and sentence order</p>	<p><b>Text</b> Card writing</p> <p><b>Genre</b> Diary Entry</p> <p><b>Focus</b> Beginning, Middle, End</p>	<p><b>Text</b> A first book of animals</p> <p><b>Genre</b> Recount trip</p> <p><b>Focus</b> Fact writing Description</p>
<b>Curriculum Goal</b>	<p>To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>					
<p><b>Ongoing provision throughout the year</b></p> <p>Circle time Jigsaw weekly in Reception.</p> <p>Story/song time Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs daily across EYFS.</p> <p>Bucket time Weekly group session for identified children in Reception, whole class to introduce new key vocabulary across EYFS, Reception to have daily session on oracy skills (eg pobble 365, Explorify, Mrs Wordsmith, Guess who, news, show and tell, Bucket)</p> <p>Signs to support learning Use of signs and signals throughout the day (eg Talk to your partner, My turn, your turn, sorry, hello, look, listen, stop, toilet, visual timetable, curriculum goals, now and next boards for SEND children.</p>						

<b>Literacy</b>	<p><b>Specific Teaching</b>  <b>Emergent writing</b>  <b>Labels</b>  <b>Name writing</b>  Oral retelling of stories  Drawing story maps  Role play, small world, large construction  Teach specific story language 'once upon a time'.  Say what we think a book is about by looking at the cover - to say who is your favourite character Hearing and writing initial sounds - Autumn 1 ULS  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known-letter sound correspondences. Form lower-case and capital letters correctly.</p>	<p><b>Specific Teaching</b>  <b>Poetry</b>  <b>Labelling</b>  <b>Letter writing</b>  Oral retelling of stories  Drawing story maps  Role play, small world, large construction  Teach descriptive language 'too big, too scary'.    Explain how a character is feeling and to answer simple questions about what has happened  Writing CVC words using our Autumn 2 ULS  Read some letter groups that each represent one sound and say sounds for them.  Read common exception words  Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p><b>Specific Teaching</b>  <b>Fact writing</b>  <b>Recount</b>  <b>Labelling/captions</b>  Oral retelling of stories  Drawing story maps  Role play, small world, large construction  Beginning to understand Beginning, middle and end of a story.  Use words to describe a character or setting - to say what has happened first in the story. Writing captions using Spring 1 ULS.  Reread writing to ensure it makes sense.  Read simple phrases and sentences made up of words with known-letter sound correspondences and where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment .</p>	<p><b>Specific Teaching</b>  <b>Thankyou letters</b>  <b>Book review</b>  <b>Procedural/instructional</b>  Oral retelling of stories  Drawing story maps  Role play, small world, large construction  Reteach colours, senses, animals.    Say what you think will happen next - to explain why something happened Read and write simple sentences Spring 2 ULS To recall text and retell stories in depth. 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.</p>	<p><b>Specific Teaching</b>  <b>Captions</b>  <b>Diary writing</b>  Oral retelling of stories  Drawing story maps  Role play, small world, large construction  Teach days of the week.    Explain why we like a character or story.  Read and write sentences using Summer 1 ULS.  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.</p>	<p><b>Specific Teaching</b>  <b>Recount</b>  <b>Fact writing</b>  Oral retelling of stories  Drawing story maps  Role play, small world, large construction  Teach fruits names and animals.  Say what happened at the beginning, middle and end of a story.  Continue to read and write sentences using Summer 2 ULS. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop .</p>
<b>Phonics</b>	Unlocking letters and sounds	Unlocking letters and sounds	Unlocking letters and sounds	Unlocking letters and sounds	Unlocking letters and sounds	Unlocking letters and sounds
<b>Pedagogy</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
<b>Curriculum Goal</b>	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					

<b>Maths</b>	<b>Text</b> How to count to one by Casper Salmon <b>White Rose Focus</b> Getting to know you Just Like Me (3 weeks) Talk about Measure and Patterns <b>Number Sense Books 1 -3</b>	<b>Text</b> Shape Trilogy by Mac Bennett <b>White Rose Focus</b> It's me 1 2 3 (3 weeks) Circles and Triangles 1 week 1,2,3,4,5 4 sided shapes <b>Number Sense Books 4 -5</b>	<b>Text</b> 1 to 10 and back again by Nick Sharrat <b>White Rose Focus</b> Alive in 5 (3 weeks) Growing 6 7 8 (3 weeks)  <b>Number Sense Books 6 - 8</b>	<b>Text</b> How Much Does a Ladybird weigh? by Alison Limentani <b>White Rose Focus</b> Building 9 and 10 (3 weeks)  <b>Number Sense Books 9 - 10</b>	<b>Text</b> 10 little Dinosaurs by Mick Brownlow <b>White Rose Focus</b> To 20 and Beyond (3 weeks) First, then and now (3 weeks)  <b>Number Sense Books 11 -13</b>	<b>Text</b> Six dinner Sid by Inga Moore <b>White Rose Focus</b> Find my pattern (3 weeks) On the move (3 weeks)  <b>Recap where needed</b>
<b>Pedagogy</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. 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 measure. 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.					
<b>Ongoing provision throughout the year</b>	Maths working wall Covering: days of the week, date, season, Birthdays, number of children present/absent, tens frames, 100 square, weather, bar model Daily review 3/5 minutes each day in R, recapping concepts previously taught to help secure in long term memory Daily routines Self registration, visual timetable, book voting, resources in mark making, resources in outdoor area					
<b>Curriculum goal</b>	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5					

<p><b>Understanding the World</b></p>	<p><b>Topic Specific Learning</b></p> <p>Families (Past and Present)</p> <p>Local Area (People, Culture and Communities)</p> <p>Season Autumn (The Natural World)  <a href="https://docs.google.com/presentation/d/1mJuXzaBFnlSScotBf2xTFnr67WgZg1Ny/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1mJuXzaBFnlSScotBf2xTFnr67WgZg1Ny/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true</a></p> <p>Black History Month - Phyllis Wheatley (Poet) Paddington Bear  <a href="https://www.youtube.com/watch?v=epOwMn04BA&amp;list=PL_nccfpnXFki5-CliQx3QbDQVnQqomc_4">https://www.youtube.com/watch?v=epOwMn04BA&amp;list=PL_nccfpnXFki5-CliQx3QbDQVnQqomc_4</a>          Floella Benjamin story  <a href="https://www.youtube.com/watch?v=r8Fc-jaBlBo">https://www.youtube.com/watch?v=r8Fc-jaBlBo</a></p>	<p><b>Topic Specific Learning</b></p> <p>Autumn/Winter Festivals (People, Culture and Communities)  <a href="https://docs.google.com/presentation/d/1vPgSWFJUGemePYzpsVmQ7yPLUuKQnC_x/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1vPgSWFJUGemePYzpsVmQ7yPLUuKQnC_x/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true</a></p> <p>Nocturnal Animals (The natural World)</p> <p>Ice - States of Matter</p> <p>Remembrance - Reflection and Past</p>	<p><b>Topic Specific Learning</b></p> <p>Seasons Winter (The Natural World)  <a href="https://docs.google.com/presentation/d/19v69wtzQ2BQmC3eOf8uyhafTE2UbjgLv/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/19v69wtzQ2BQmC3eOf8uyhafTE2UbjgLv/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true</a></p> <p>Neil Armstrong (Past and Present)  <a href="https://docs.google.com/presentation/d/1QlaufjM30KY0hQRKDJ7nNfE-v6fz Y/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1QlaufjM30KY0hQRKDJ7nNfE-v6fz Y/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true</a></p>	<p><b>Topic Specific Learning</b>  <b>National Science Week</b></p> <p>People who Help Us (People, Culture and Communities)  <a href="https://docs.google.com/presentation/d/1k4i1T52KHMBckjSnp0be6BLIW9fBw3EM/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1k4i1T52KHMBckjSnp0be6BLIW9fBw3EM/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true</a></p> <p>Seasons Spring (The Natural World)  <a href="https://docs.google.com/presentation/d/16HyeJskyqIMbVPlhZqECt3oP0wHvC3g_/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/16HyeJskyqIMbVPlhZqECt3oP0wHvC3g_/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true</a></p>	<p><b>Topic Specific Learning</b></p> <p>Plants and crops (The Natural World)</p> <p>Life Cycles (Hen, Dandelion and Butterfly)</p> <p>Seasons Summer (The Natural World)  <a href="https://docs.google.com/presentation/d/1G7REDaCFohW-G2E7SI487jyCR7FDolt9/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1G7REDaCFohW-G2E7SI487jyCR7FDolt9/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true</a></p> <p>Eggs - States of Matter</p>	<p><b>Topic Specific Learning</b></p> <p>Farming (People, Culture and Communities)  <a href="https://docs.google.com/presentation/d/1znaZetpiMWOWrG4a8_tSv7SG2NBrYmav/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1znaZetpiMWOWrG4a8_tSv7SG2NBrYmav/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true</a></p>
<p><b>Specific Teaching</b></p>	<p>Religious Education - Christianity          Special Me – Who are we? (Reflection / Values)</p>	<p>Religious Education - Christianity / Judaism          Special Times 1 – Christmas and Hanukkah (How Beliefs are Conveyed)</p>	<p>Religious Education - Christianity / Judaism          Special Places – Church and Synagogue (Practices and Lifestyles)</p>	<p>Religious Education - Christianity / Judaism          Special Times 2 – Easter and Passover (How Beliefs are Conveyed)</p>	<p>Religious Education - Christianity          Special Stories – God / Creation (Beliefs and Teachings)</p>	<p>Religious Education - Christianity / Judaism          Special Stories \- Jesus (Reflection / Values)</p>
<p><b>Key vocabulary linked to NC subjects</b></p>	<p>RE Belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, temple, Jew, Judaism, synagogue, Muslim, Islam, mosque</p> <p>History Present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar</p> <p>Geography Polar region, desert, rainforest, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons</p> <p>Science Question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, float, sink, plant, grow, flower, tree, soil, roots, stem, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, baby, adult, human, wood, metal, plastic, glass, rock, hard, smooth, rough</p>					
<p><b>Pedagogy</b></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p><b>Curriculum Goal</b></p>	<p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Bathnes is special, have an awareness of other people’s cultures and beliefs.</p>					

<b>Ongoing provision throughout the year</b>	Whiteboard Appropriate games and learning Story/song time Experience, explore and talk about different people and occupations, comment in images from the past or different cultures/countries. Environment natural materials accessible indoors and outdoors, including outdoor learning Prayer table/reflection area in R Set up in clas					
<b>Expressive Arts and Design</b>	<b>Specific Teaching</b> <b>Whole School Art Project</b> <b>Exhibition of Art Work with parents</b> <b>Remembrance art whole school project.</b>	<b>Specific Teaching</b> <b>Kandinsky</b>  <b>Link:</b> <a href="https://docs.google.com/presentation/d/1zGOBXM-EOV2-zz4RdDSseyuw_xvug7Ra/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1zGOBXM-EOV2-zz4RdDSseyuw_xvug7Ra/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true</a> <b>Moving parts - Christmas cards</b> <b>DT</b>	<b>Specific Teaching</b>  <b>Spaceships and space collage</b> <b>Junk modelling - space parent workshop</b>	<b>Specific Teaching</b> <b>Collage - Mother's Day Cards</b> <b>Easter cards</b> <b>Flowers - In the Style of Henry Mattise</b> <b>Spring crafts - tissue paper flowers</b>	<b>Specific Teaching</b> <b>Moving Parts Father's Day Cards</b>	<b>Specific Teaching</b> <b>Clay modelling</b> <b>Andy Goldsworthy</b>  <b>Link:</b> <a href="https://docs.google.com/presentation/d/1eSksYFHS2Md09_V7ufG47-ZYNJQkpmAR/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1eSksYFHS2Md09_V7ufG47-ZYNJQkpmAR/edit?usp=sharing&amp;ouid=103427113473946898810&amp;rtpof=true&amp;sd=true</a>
<b>Pedagogy</b>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
<b>Curriculum Goal</b>	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.					
<b>Ongoing provision throughout the year</b>	Story/song time Sing a range of songs/nursery rhymes. Understand the structure of stories. Mark making areas .Set up in both EYFS classes and outside Role play Home corner set up permanently. /interest Paint To have free access to paint with structured support Malleable resources To have free access to variety of malleable sensory resources and appropriate tools to support use Small world Variety of changeable small world resources to include loose parts Construction Variety of changeable construction kits to include loose parts					
<b>Key vocabulary linked to NC subject</b>	Art paint, draw, colour, mark-make, lines, circles, shapes, mix, primary, secondary, texture, form, sculpt, print, technique, pattern, artist, imprint DT Appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe Music Song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style					