



## TOPIC TITLE: Houses, Homes and Neighbourhood



### TOPIC OVERVIEW

This term, we will be thinking about our local community. We will first think about our own homes, before designing our very own dream home! We will also look at how other people from around the world live.

After half term, we will focus on our local community and people who help to keep us safe.

### HOME LEARNING

Each Friday, you will receive a sheet with a suggested maths and phonics activity to complete at home. We really encourage you to have a go at some of these activities with your child, as it will impact greatly on their understanding and progress in school.

Please ensure you regularly read at home with your child.

When reading:

- Talk about the book and ask questions before, during and after Reading.
- Encourage your child to segment and blend when needed.
- Encourage fluency through reading repeated phrases, common words seen frequently in books and tricky words.

### PARENT ENGAGEMENT

A few activities to get you started on this topic...

- Build a junk modelling house for your favourite toy
- Draw a picture of your dream home!
- Go for a walk and look at how many different types of home you can find i.e. house, bungalow, flat, caravan etc. What is the most unusual home you can find?
- What is the highest number house on your street?



<b><u>Key Texts:</u></b> Mr Wiggle and Mr Waggle The Three Little Pigs Six Dinner Sid Whatever Next!  Bear Hunt Rosie's Walk Mr Gumpy's Outing Mrs Armitage on Wheels	<b><u>Key Experiences:</u></b> Visit to fire station Visit from police officer Visit from school crossing patrol/caretaker Visit from Saint John's ambulance/air ambulance/first responder (tbc)
<b>Celebrations:</b> Celebration of Work Assemblies, Chinese New Year	
<b>RE Focus:</b> Epiphany, Revelations, Lent, Holy Week	
<b>Using and Applying:</b> Staff to provide a range of opportunities for children to practice these skills inside and outside the classroom. Staff to provide a range of opportunities for children to develop skills in a range of contexts, both real and imaginary. Staff to provide a range of meaningful adult led, adult initiated, child led, child initiated and continuous provision activities to support learning, and develop a flexible planning approach to reflect the children's interests. Through an enabling environment, developing positive relationships and celebrating the uniqueness of each child and their individual learning journey.	



Prime Areas of the Early Years Foundation Stage Curriculum	
Skills	Success Criteria
<b>Personal, Social and Emotional Development</b> <b>Age Band: 40-60 months</b>  <b>Making Relationships</b> <b>Self-Confidence and Awareness</b> <b>Managing feelings and Behaviour</b>	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.  Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.  Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
<b>Communication and Language</b> <b>Age Band: 40-60 months</b>  <b>Listening and Attention</b> <b>Understanding</b> <b>Speaking</b>	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.  Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.
<b>Physical Development</b> <b>Age Band: 40-60 months</b>  <b>Moving and Handling</b> <b>Health and Self-Care</b>	Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment.



	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>
<b>Specific Areas of the Early Years Foundation Stage Curriculum</b>	
<p><b>Literacy</b></p> <p><b>Age Band: 40-60 months</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p>	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>



<b>Maths</b> <b>Age Band: 40-60 months</b>  <b>Numbers</b> <b>Shape, Space and Measure</b>	<p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>
<b>Understanding the World</b> <b>Age Band: 40-60 months</b>  <b>People and Communities</b> <b>The World</b> <b>Technology</b>	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>



<p><b>Expressive Art and Design</b> <b>Age Band: 40-60 Months</b></p> <p><b>Exploring Media and Materials</b> <b>Being Imaginative</b></p>	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>	
<b>Characteristics of Effective Learning:</b>		
<p><b><u>Playing and exploring - Engagement</u></b></p> <p>Finding out and exploring Playing with what they know Being willing to ‘have a go’</p>	<p><b><u>Active learning – Motivation</u></b></p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>	<p><b><u>Creating and thinking critically – Thinking</u></b></p> <p>Having their own ideas. Making links Choosing ways to do things</p>