



TOPIC TITLE: People who help us.



ENTRY POINT

Our Talk for Writing stories will be “The Enormous Turnip” and “The Little Red Hen.”

These fabulous tales will not only inspire some fantastic work in Literacy and Communication and Language, but will be a starting point to discover more about our food; where it comes from, who makes it and so on. We will find out about healthy eating, about shops, transportation and recycling. The stories also illustrate attitudes of helping, so we will look at jobs people do that help us, as well as ways we can help one another.

HOME LEARNING

You are welcome to borrow a book from our book corner to share with your child and return. Some children take a different book each day. Building this vocabulary is essential to support excellent learning skills, as well as being relationship strengthening.

Children take part daily in phonics sessions. We use “Jolly Phonics.” There is a wealth of material online. Please ask us for any more information or resources and we will be happy to help.

The excellent resource “What to expect and when” will provide you with all you need to understand the Early Years Framework.

PARENT ENGAGEMENT

Your Barnabuddy will contact you through tapestry. This is our two way communication method. You will find out about your child's progress and ways to help through tapestry. You are welcome to add comments and photos on tapestry too.

Tapestry is a great way to engage with your child at home, sharing the photos and finding out, together, about the fun learning experiences they have had.



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The Big Idea: Working together. All having a part to play.

Key Texts: The enormous turnip.
The little red hen.

Key Experiences: Teamwork games
Visit to shops.

Celebrations: Epiphany, Chinese new year, Easter.

RE Focus: Helping one another. Look at the example of Jesus. Awe and wonder of Epiphany.

Prime Areas of the Early Years Foundation Stage Curriculum	
Skills	Success Criteria
Personal, Social and Emotional Development: To become familiar with rules, routines and expectations. To be aware of boundaries set and behavioural expectations. To learn the names of others in the unit. To develop friendships and play together. To instigate interaction with others.	I can take turns, work collaboratively and have made good relationships with my peers. I have developed trusting relationships with adults and can ask for what I need. I can follow the rules, routines and behavioural expectations of the classroom and the school.



<p>To show understanding of the needs of self and others.</p> <p>To find where things are and access resources independently</p> <p>To be engaged and show high levels of involvement and curiosity</p> <p>To take turns and share fairly with the support of an adult</p> <p>To develop listening skills to develop relationships</p> <p>To talk about own experiences</p> <p>To talk positively about themselves</p> <p>To show and respond to a range of emotions</p> <p>To make their needs known to an adult</p> <p>To develop self-regulation and self-control.</p>	<p>I can choose resources and put them away afterwards.</p> <p>I am developing my concentration, attention and focus for longer periods of time.</p> <p>I can listen to others at appropriate times and respond to questions and discussion.</p> <p>I can understand a range of emotions and emotional responses to situations.</p> <p>I can behave appropriately, I know who to turn to for help, and I am begin to solve conflicts when they arise.</p>
<p>Communication and Language:</p> <p>To listen carefully in a range of situations</p> <p>To listen and respond to stories and experiences</p> <p>To speak with confidence within familiar groups</p> <p>To begin to ask questions</p> <p>To initiate role play</p> <p>To look at the person speaking to them</p> <p>To sit quietly and calmly when appropriate</p> <p>To sing and learn rhymes</p> <p>To finish rhyming sentences with cues and prompts</p> <p>To use language to imagine and re-create roles in play</p> <p>To follow two step intrusions</p> <p>To re-tell parts of familiar stories.</p>	<p>I can listen, attend and show understand of what I have heard and seen.</p> <p>I can ask questions about what I have heard and seen.</p> <p>I can use language to re-create roles, set up imaginative play, explain what I am doing or what I need to develop relationships with peers.</p>
<p>Physical Development:</p> <p>To balance travelling over, under, through, around and on large equipment</p> <p>To show awareness of space and of others when moving around</p> <p>To show control over large body movements</p>	<p>I can show developing control over large and small body movements, and with tools and equipment.</p> <p>I can show a sense of special awareness and hand-eye coordination.</p> <p>I can talk about ways to keep healthy and keep myself safe.</p>



<p>To lift and carry objects of varying size and weight</p> <p>To use scissors to cut a straight or curved line</p> <p>To use tape and string to join materials</p> <p>To take responsibility and manage own personal hygiene</p> <p>To notice changes in our bodies when we exercise</p> <p>To develop a sense of healthy living</p>	
Specific Areas of the Early Years Foundation Stage Curriculum	
<p>L:</p> <p>To make marks in a variety of contexts and talk about these</p> <p>To develop an interest in books and stories</p> <p>To tell stories from memory or picture clues</p> <p>To make predictions in stories</p> <p>To ask relevant questions and make comments</p> <p>To know that information can be retrieved from books and computers.</p> <p>To develop knowledge of characters, plot and story settings.</p>	<p>I am aware of print in the environment.</p> <p>I can handle books carefully.</p> <p>I know some book describe information.</p> <p>I can make marks.</p> <p>I can explain the marks I make.</p> <p>I am interested in books, can talk about what I have read, ask questions and make comments and predictions.</p>
<p>M:</p> <p>To count reliably from 0-10 (20) forwards and backwards</p> <p>To recognise some numerals and begin to form these correctly</p> <p>To experiment with different strategies when counting/sorting/measuring</p> <p>To begin to recognise one more and one less than a given number</p> <p>To begin to familiarise self with different mathematical resources</p> <p>To begin to use the language of heavier/lighter and longer/shorter to compare</p> <p>To name and talk about some familiar 2D shapes</p> <p>To use shapes and blocks to build and create pictures</p> <p>To continue and make own repeating patterns</p>	<p>I am developing my counting skills, and count reliably using 1:1 matching to 10 (20) forwards and backwards.</p> <p>I am beginning to know one more or one less and sequence numbers correctly. I am developing the language I need to talk about measurement and shape.</p> <p>I am beginning to use maths language in my free learning.</p>



To use the language of money in role play.	
UW: To look at similarities and difference in the environment To recognise changes in the local environment and observe seasonal changes To ask questions about what they see To know about similarities and differences in communities and cultures, and talk about traditions. To use programmable toys i.e. Bee-bots To use technology in class to support their learning	I can talk about changes, similarities and differences in the environment. I can talk about similarities and differences in different communities and cultures. I can comment on traditions and personal experiences. I can use technology to support my learning.
EAD: To experiment with music making and sounds To move to music showing an awareness of rhythm and beat To use a variety of media and techniques to represent experiences To use imagination and think creatively To experiment with colour and textures To manipulate malleable materials through pinching, squeezing and rolling To join materials effectively To explore pattern and shapes through artwork. To take care of art materials, tools and resources.	I enjoy music, singing, dancing and exploring sounds and instruments. I can explore and use a variety of materials, mediums and tools to create artwork. I can plan and talk about what I want to create, and give reasons as to why I have chosen materials/colours/tools etc. I can perform confidently in a small group.
Characteristics of Effective Learning:	
Finding out and exploring Motivation and engagement Critical thinking and thinking creatively Asking questions Noticing patterns and links	



Think about what you are learning

Finding another way

Developing resilience and perseverance

Developing self-esteem and self-confidence

Being imaginative