



## TOPIC TITLE: The Queen and Our Community



### ENTRY POINT and OVERVIEW

We are living now in times that will be looked back on as significant historical events. We want the national and local context to be important in our children's lives. Unity in celebration is an important aspect of our existence together as people. The church has a significant role to play as part of that community, especially as a faith school, where we have the privilege to learn about and experience God's love and teaching.

### HOME LEARNING

We will be asking you to take part in Jubilee celebrations, including a day to dress up in our finest clothes.

We would like some parent helpers to escort us down to the church for a visit.

Share what you know about the queen, where she lives, what she does. Ask grandparents too. Maybe they remember the silver jubilee in 1977 when the country had street parties to celebrate.

### PARENT ENGAGEMENT

Keep sharing and looking on tapestry.

Keep us updated about any changes to circumstances and phone numbers.

Always let us know who is picking your child up; we may not release them unless we know beforehand. Stay up to date with renewing HMRC 30 hour codes, or you may miss out.



**The Big Idea:** to experience the Queen's Platinum Jubilee as part of a local and national community.

**Key Texts:**

The Queens Hat  
I really want that cake  
Pass the jam Jim

**Key Experiences:**

Visiting the church  
Dressing up as if visiting the queen  
A big celebration picnic

**Celebrations: Queens Platinum Jubilee Pentecost**

**RE Focus: what is a church, Pentecost.**

**Using and Applying:**

- 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**

Area of Learning	EYFS 2021 Development Matters
<b>Communication and language</b>	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 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



	<p>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>Personal social and emotional development</b>	<p>Children's personal, social and emotional development (PSED) 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 in later life.</p>
<b>Physical Development</b>	<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, co-ordination 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, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and</p>



precision helps with hand-eye co-ordination, 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.

### Specific Areas of the Early Years Foundation Stage Curriculum

<b>Literacy</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>Mathematics</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 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.
<b>Understanding the World</b>	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 increases 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	
<b>Expressive Art and Design</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>Characteristics of Effective Learning:</b>		
<b><u>Playing and exploring - Engagement</u></b> Finding out and exploring Playing with what they know Being willing to ‘have a go’	<b><u>Active learning – Motivation</u></b> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	<b><u>Creating and thinking critically – Thinking</u></b> Having their own ideas. Making links Choosing ways to do things