



TOPIC TITLE: The Spirit of Adventure



ENTRY POINT

Our Talk for Writing story will be The Three Little Pigs
We will learn the text and find out all we can about the story.
We will acting the story out, adding rhythm and instruments to our story, all sorts of activities to help the learning experience come alive.
We will learn about other quest tales and will be going on lots of quests and adventures ourselves.

HOME LEARNING

Your Barnabuddy will contact you through tapestry. This is our two way communication method. Please add any experiences, information you have that will help us understand and build a relationship with your child. Staff will add targets that we are working on, and you will receive at least one observation on your child per week.

PARENT ENGAGEMENT

Early in the term we will have a meeting with parents to discuss three main topics; tapestry, communication and language and phonics. Please come to the meeting, and find out about our plans for the term, and ways that you can support your child.



The Big Idea: Explore the story of Jack and the Beanstalk.

Key Texts:

The Three Little Pigs.

Key Experiences:

Trip to Exmoor

Celebrations: Celebration of Work assemblies. Harvest.

RE Focus: Creation.

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

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.

To show understanding of the needs of self and others.

To find where things are and access resources independently

To be engaged and show high levels of involvement and curiosity

To take turns and share fairly with the support of an adult

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.

I can choose resources and put them away afterwards.

I am developing my concentration, attention and focus for longer periods of time.



<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 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>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>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>



To notice changes in our bodies when we exercise To develop a sense of healthy living	
Specific Areas of the Early Years Foundation Stage Curriculum	
L: To make marks in a variety of contexts and talk about these To develop an interest in books and stories To tell stories from memory or picture clues To make predictions in stories To ask relevant questions and make comments To know that information can be retrieved from books and computers. To develop knowledge of characters, plot and story settings.	I am aware of print in the environment. I can handle books carefully. I know some book describe information. I can make marks. I can explain the marks I make. I am interested in books, can talk about what I have read, ask questions and make comments and predictions.
M: To count reliably from 0-10 (20) forwards and backwards To recognise some numerals and begin to form these correctly To experiment with different strategies when counting/sorting/measuring To begin to recognise one more and one less than a given number To begin to familiarise self with different mathematical resources To begin to use the language of heavier/lighter and longer/shorter to compare To name and talk about some familiar 2D shapes To use shapes and blocks to build and create pictures To continue and make own repeating patterns To use the language of money in role play.	I am developing my counting skills, and count reliably using 1:1 matching to 10 (20) forwards and backwards. 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. I am beginning to use maths language in my free learning.
UW: To look at similarities and difference in the environment	I can talk about changes, similarities and differences in the environment.



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



Developing self-esteem and self-confidence

Being imaginative