



TOPIC TITLE: Laudato Si' – Caring for our Common Home	ENTRY POINT and OVERVIEW
	<p>We were inspired by Mrs Recycle's visit, and wanted to find out more. Luckily this term our whole school topic is about caring for our world. As a community we want to have a clean, safe planet for our children to inherit. As you drive into North Devon there is a sign saying "North Devon- world class by nature". That's something to be proud of.</p> <p>The story of 'The Very Hungry Caterpillar' is celebrating its 50th birthday this month and is our talk for writing text. Another classic children's story is the Tiger Who Came to Tea. We are visiting the theatre to see this exciting performance.</p>
	HOME LEARNING
	<p>Please ensure you regularly read to your child. You are welcome to borrow books from us.</p> <p>When reading...</p> <ul style="list-style-type: none">• Talk about the book and ask questions before, during and after Reading.• follow your child's lead.• choose books wisely, simple, fun, not too much text, board books, open the flap books. "You choose" is a fabulous book, but you could be there for hours as there is so much to talk about! <p>Talking and listening to your child cannot be underestimated. This is one of the most vital things you will do. You will never get this time with them again. Give the children 7 seconds to answer you. Talk slowly. Don't use questions too much, comment, repeat what they have said so they know you have heard.</p>
	PARENT ENGAGEMENT



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

- Go on a minibeast hunt – what can you find and where?
- Visit your favourite local beauty spot and enjoy a picnic!
- Walk, bike or scoot to school.
- Volunteer to help out at a local beach/park clean.





The Big Idea: To think about the 'big problems' facing our world, how these affect us and what we can do to help.

Key Texts:

The Very Hungry Caterpillar
The tiger who came to tea.
Oi get off our train.
The world came to my place today
Michael Recycle
George saves the world by lunchtime
What a waste!
The messy magpie
Charlie and Lola: Look after your planet
Commotion in the Ocean

Key Experiences:

Rosemoor Gardens Trip
Growing caterpillars into butterflies
Ground Force Day
Aquarium and beach visit
Life guard visit and talk

Celebrations: Celebration of work assembly and open classroom – date TBC in July
Graduation from the EYFS – date TBC in July

RE Focus: Easter, Pentecost and Mission, Other Faiths (Judaism, Sikhism, Hinduism), Big Questions

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.



Area of Learning	Learning Objectives from EYFS Development Matters
Personal, Social and Emotional Development Age Band: between 8-20 months and 40-60	Making relationships – Our children are learning to make new relationships. You are their first role model. They will need to learn how to approach someone, how to start play off, how to include others or spend time alone if they want. They will need to deal with difficult emotions if things don't go their way, how to come back with a different approach or compromise. Self-Confidence and Self - Awareness – Children will develop a sense of sense as separate to their parents. They will adjust to different situations, they will become aware of their capabilities and qualities. Managing feelings and behaviour - Children will begin to understand that there are rules and routines. Some of those may be different in different places and times, and they will learn to follow the rules and deal with changes when they occur.
Communication and Language Age Band: between 8-20 and 40-60 months	Listening and Attention – Children are developing their ability to listen, attend and focus. Understanding - Children will learn to follow instructions. They will know what objects stand for and use language appropriately. Speaking - Children will be developing their ability to communicate in a variety of ways, using gesture, eye gaze and so on. They will develop a vocabulary and use language appropriately.
Physical Development Age Band: 16-26- 40-60 months	Moving and handling - Children will begin to develop control and co-ordination in large and small movements. They will negotiate space, stairs and climbing equipment in increasingly competent ways. Health and Self-Care – Children will learn to use the toilet when developmentally appropriate. They will use good hygiene practices through clear support leading to independence. They will become increasingly competent in dressing themselves and eating and drinking independently.
Specific Areas of the Early Years Foundation Stage Curriculum	
Literacy Age Band: 16-26 -40-60 months	Reading - Children will listen to a wide range of stories and rhymes, joining in. They will notice and enjoy the rhythm and flow of language, beginning to learn about books, print, story settings and characters. They will begin to notice



	<p>print in the environment and become aware that print carries meaning. Through listening and talking they will develop the ability to hear sounds in words.</p> <p>Writing –</p> <p>Children will explore mark making through a variety of tools in a variety of ways, using large movements and equipment as well as smaller pencils and so on. The children will be able to talk about their writing and marks. They will become more aware of what the letters they see mean and can create.</p>
<p>Maths Age Band: 16-26 - 40-60 months</p>	<p>Number -</p> <p>Children will explore number and pattern through playful activities. They will begin to count and notice that numerals represent quantity. They will use everyday equipment to experiment with more and less and share objects out. They will begin to understand early concepts and problem solving through playful hands on experiences, and use songs and rhymes to reinforce learning of number.</p> <p>Shape, Space and Measure -</p> <p>Children will explore size, shape and space through playful activities and hands on, tactile resources that will develop their spatial awareness. They will develop an understanding of mathematical language.</p>
<p>Understanding the World Age Band: 16-26 - 40-60 months</p>	<p>People and Communities –</p> <p>Children will be aware of themselves in relation to their direct family and community. They will learn about different types of people and similarities. They will explore their local community and experience community events.</p> <p>The World -</p> <p>Children will learn about the world around them, beginning to notice and talk about features of the environment, changes and patterns. They will develop an awareness of how they fit in their world and the part they have to play in taking care of the environment and living things.</p> <p>Technology –</p> <p>Children will have opportunities to explore a range of technology and develop skills to be able to use toys and resources of a technical nature.</p>
<p>Expressive Art and Design Age Band: 40-60 Months</p>	<p>Exploring and Using Media and Materials</p> <p>Children will explore music, dance, movement and creative resources. They will have opportunities to create, invent and develop their own ideas through a variety of media.</p> <p>Being Imaginative –</p>



Children will develop their imaginative play skills through role play, small world toys and open ended resources, as well as familiar resources. They will develop confidence and social skills as well as the ability to cooperate with others and initiate play.

Characteristics of Effective Learning:

Playing and exploring - Engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – Motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – Thinking

Having their own ideas.
Making links
Choosing ways to do things