



TOPIC TITLE: Journeys



ENTRY POINT

This term, we will continue with our overarching them 'journey's'. Children will be introduced to the Papaya fruit. We will then begin our journey through the rainforest, using all of our senses to explore a part of the world which is very different to ours!

HOME LEARNING

At the beginning of the year, parent's will be given a home learning back with useful resources in to support your child's learning at home. Each week, we will then out a sheet with suggested activities to support the maths and phonics work in school. Your child will also have their guided reading book changed every week. 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.

PARENT ENGAGEMENT

A few activities to get you started...

- Look for exotic fruits when you go shopping. You could buy some the children find interesting and taste them!
- Have a look at maps and globes together,
- Choose a country and begin a learning project. You could make a booklet all about that country.

If you think you or someone you know has a job, hobby, skill or experience that would excite and benefit the children's learning around our topic, please come in and speak to us!



The Big Idea: To explore scientific ideas in the world around us using our senses,

Key Texts:

The papaya that spoke
Mr Gumpy's outing
Rosie's walk
Whatever Next!
The magic pencil
My grandmother's quilt
Anna's amazing multi-coloured glasses
Memory bottles
Scratch and Sniff
Kipper's Monster
Ketchup on your cornflakes
Noisy poems/tasty poems

Key Experiences:

Science investigations around senses
Visit to the market
Keeping a fish
Chinese New Year
Languages Day
British Sign Language Week
Easter

Celebrations: Celebration of work assemblies – dates TBC

RE Focus: Epiphany, Revelations, Lent, Easter

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	Learning Objectives from The EYFS Development Matters 2017
Personal, Social and Emotional Development Age Band: 40-60 months Making Relationships Self-Confidence and Awareness Managing feelings and Behaviour	<p>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.</p> <p>Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>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.</p>
Communication and Language Age Band: 40-60 months Listening and Attention Understanding Speaking	<p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>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.</p> <p>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.</p>
Physical Development Age Band: 40-60 months Moving and Handling Health and Self-Care	<p>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. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>



	<p>Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. 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. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>
Specific Areas of the Early Years Foundation Stage Curriculum	
<p>Literacy Age Band: 40-60 months</p> <p>Reading Writing</p>	<p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together.</p>



	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</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>
<p>Maths</p> <p>Age Band: 40-60 months</p> <p>Numbers</p> <p>Shape, Space and Measure</p>	<p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item. 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. 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>Selects a particular named shape.</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>



	Measures short periods of time in simple ways.	
Understanding the World Age Band: 40-60 months People and Communities The World Technology	Enjoys joining in with family customs and routines.	
	Looks closely at similarities, differences, patterns and change.	
	Completes a simple program on a computer.	
	Uses ICT hardware to interact with age-appropriate computer software.	
Expressive Art and Design Age Band: 40-60 Months Exploring Media and Materials Being Imaginative	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.	
	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.		
Characteristics of Effective Learning:		
<u>Playing and exploring - Engagement</u> Finding out and exploring Playing with what they know Being willing to ‘have a go’	<u>Active learning – Motivation</u> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	<u>Creating and thinking critically – Thinking</u> Having their own ideas. Making links Choosing ways to do things



Our Lady's Catholic Primary School

TERM: Spring

Class: EYFS – Robins