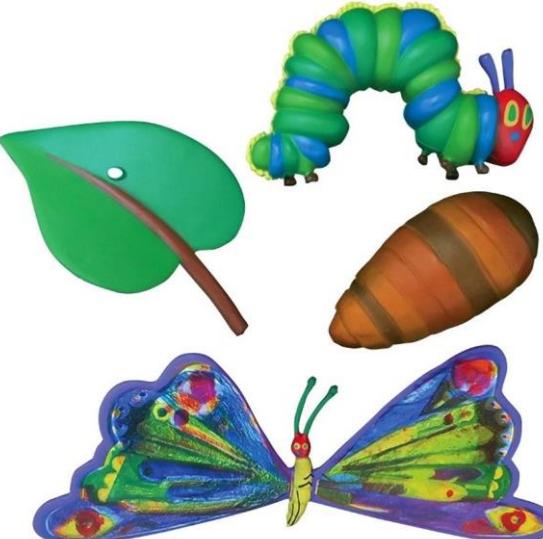
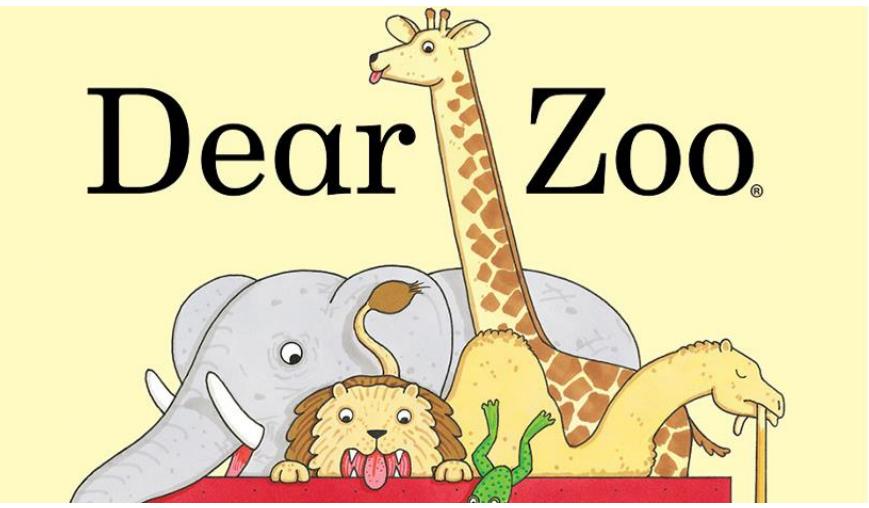




TOPIC TITLE: Our Environment	ENTRY POINT and OVERVIEW
 	<p>The Very Hungry Caterpillar is the perfect story for healthy eating! 5-10 portions of fruit and vegetables a day are essential for health and wellbeing. No chocolate or sweets in lunchboxes please. We will be making fruit kebabs, fruit smoothies, fruit juice, and maybe trying sausage or chocolate cake, in very small doses so we don't get a stomach ache like the caterpillar!</p> <p>HOME LEARNING</p> <p>We are focussing on nature this term. We will be thinking about our planet and what makes it so special. We have been particularly grateful to be able to get outdoors this year, as its safer in terms of virus germs. Search for butterflies, bugs, caterpillars, tadpoles, birds. Talk about the different names of plants and animals. Grow things at home.</p> <p>TURN OFF THE DEVICES! Get out and play! Talk and listen- you will never get this precious time back, and your attention and love means the absolute world to your child.</p> <p>PARENT ENGAGEMENT</p> <p><i>We are a Let's Talk More trained setting now. Here are some of the guidelines that form part of the Let's talk more strategy.</i></p> <ul style="list-style-type: none">• Be face to face with your child: every time you talk to your child make sure you are face to face with them and down at their level – this makes it easier for them to hear what you say and see your mouth moving.• Switch off and talk: it's easy to get distracted by phones. And social media! When you play with your child make sure you can give them all your attention – don't try and be on your phone at the same time.



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| | <ul style="list-style-type: none">• <i>Try not to have noise or any other distractions in the background:</i> Little children can't block out distractions like we can. Help them learn how to concentrate by turning off anything distracting in the background while you play, like TV or tablets etc.• <i>Always respond to your child when they try to communicate with you:</i> let them know that what they have to say is important to you – this will motivate them to keep trying. If they aren't using words yet, just respond if they point or make a sound..... it's all communication. |
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**The Big Idea:** Finding out about Journey stories.**Key Texts:**

The Very Hungry Caterpillar
Dear Zoo

Key Experiences:

The Big Wiggle
Holy Spirit birthday party
Virtual Zoo visit

Celebrations: Pentecost**RE Focus: The Holy Spirit, the fruits of the spirit, 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	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 being a unique individual. They will adjust to different situations, they will become aware of their capabilities and qualities. Managing feelings and behaviour -



	<p>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.</p>
Communication and Language Age Band: between 8-20 and 40-60 months	<p>Listening and Attention – Children are developing their ability to listen, attend and focus.</p> <p>Understanding - Children will learn to follow instructions. They will know what objects stand for and use language appropriately.</p> <p>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.</p>
Physical Development Age Band: 16-26- 40-60 months	<p>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.</p> <p>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.</p>
Specific Areas of the Early Years Foundation Stage Curriculum	
Literacy Age Band: 16-26 -40-60 months	<p>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 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 – 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>
Maths Age Band: 16-26 - 40-60 months	<p>Number - 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>



	Shape, Space and Measure - 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.	
Understanding the World Age Band: 16-26 - 40-60 months	People and Communities – 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. The World - 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. Technology – 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.	
Expressive Art and Design Age Band: 16-26 - 40-60 Months	Exploring and Using Media and Materials 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. Being Imaginative – 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