



Characteristics of effective learning	Intended Learning Outcomes	Spontaneous Learning Opportunities and ongoing.	Planned Activities	Resources, events, outings and visitors.
<p>Playing & Exploring Engagement</p> <ul style="list-style-type: none"> Shows curiosity Explores Uses senses Engages, focuses Shows particular interests Takes Risks Tries new things Has self-belief Uses imagination Works in a team <p>Active Learning Motivation</p> <ul style="list-style-type: none"> Motivated Enthusiastic Making Choices Persevering Attentive Confident Shows pride Energetic Achieving <p>Creating & Thinking</p>	<p><u>Moving and handling</u> : is able to <u>30-50m</u></p> <ul style="list-style-type: none"> -Move freely and with pleasure and confidence in a range of ways. -Mount stairs, steps or climbing equipment using alternate feet. -Run skilfully and negotiate space successfully adjusting speed or direction to avoid obstacles. -Stand momentarily on one foot when shown. -Catch a large ball. -Draw lines and circles using gross motor movements. -Use one handed tools and equipment. -Hold pencil between thumb and fingers. -Copy some letters. <p><u>40-60m</u></p> <ul style="list-style-type: none"> -Experiment with different ways of moving. - Jump off an object and land appropriately. -Negotiate space successfully when racing and chasing games with other children. -Travel with confidence and skill around, under, over and through balancing and climbing equipment. 	<ul style="list-style-type: none"> ◆ Encourage children to move with controlled effort and use associated vocabulary, strong, firm, gentle, heavy, stretch, reach, tense and floppy. ◆ Use music from different styles and cultures to create moods and talk about how people move when they are sad, angry, cross, link to feelings work. ◆ Teach children the skills they need to use equipment safely. ◆ Encourage the children to use the vocabulary of movement in their play, gallop, slither, slide, creep... ◆ Discuss with the children how they need to match their actions to the space they are in. ◆ Encourage the children to use the vocabulary of manipulation, squeeze, prod, poke, pinch. ◆ Develop daily funky finger challenges in order to promote fine motor control. ◆ Explain why safety is an important factor in handling tools. ◆ Provide opportunities for the 	<ul style="list-style-type: none"> ◆ Use of outdoor area for children to have experience of moving, travelling on different surfaces. ◆ Use of outdoor area, balancing beams, wood planks, den making equipment, tyres, crates, magnifying glasses, binoculars, collecting baskets for active exploration and investigation ◆ Wheeled vehicles, scooters, bikes and trikes in order to develop PD ◆ Groups and pairs playing games using small games apparatus: balls, bats, beanbags, quoits and hoops with adult support. ◆ Play games in P.E to stop and start to different signals i.e. traffic lights, the bean game... ◆ Independent choosing of resources, tyres, balancing planks, small games 	<ul style="list-style-type: none"> ◆ Establish positive relationships with parents and carers via parent/ teacher interviews to ensure a smooth transition between home and school. ◆ Take the children on a tour of the school to meet the staff and children. ◆ Send first reading books home ◆ RWI Phonics workshop ◆ Send home maths challenges/ chatter bags. ◆ Establish Y6 buddy system. ◆ Choose a name for our class teddy bears and develop a diary to complete when the children take the bears home for the weekend.

<p>Critically Exploring</p> <ul style="list-style-type: none"> • Thinks of new ideas • Solves problems • Adapts • Predicts • Orders • Describes • Plans • Evaluates • Collaborates 	<p>-Show increasing control over an object in pushing, patting, throwing, catching or kicking it. -Use simple tools to effect changes to materials. -Handle tools, objects, construction and malleable materials safely and with increasing control. -Show a preference for a dominant hand. -Begin to use anti clock wise movement and retrace vertical lines. -Begin to form recognisable letters. -Use a pencil and hold it effectively to form recognisable letters most of which are correctly formed.</p> <p><u>ELG</u> -Shows good control and co-ordination in large and small movements. Moves confidently in a range of ways, safely negotiating space. Handles tools and equipment effectively, including pencils for writing.</p> <p><u>Health and self-care : is able to 30-50m</u> -Tell adults when hungry or tired. -Observe the physical effect of exercise on the body -Understand that equipment and tools have to be used safely. -Attend to toileting needs most of the time themselves. -Manage washing and drying hands. -Dress with help.</p> <p><u>40-60m</u> -Eat a range of healthy foodstuffs</p>	<p>children to move portable equipment together safely and build their own structures.</p> <ul style="list-style-type: none"> ◆ Provide a range of construction toys of different sizes that fix together in a variety of ways. ◆ Discuss with the children why they need to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors. ◆ Provide a cosy place with a cushion and a soft light where a child can rest quietly if needed. ◆ Discuss what happens to our bodies when we exercise and when we cool down. ◆ Talk about the importance of hand washing, exercising and eating a healthy diet. 	<p>equipment.</p> <ul style="list-style-type: none"> ◆ Action songs, rhymes and dances- to promote physical activity. ◆ Dance ribbons, streamers, pom poms, musical instruments to enhance stage show performances ◆ Discuss safety and awareness of space when working alongside others. ◆ Discuss reasons for wearing appropriate clothing and footwear for P.E, outdoor activities. ◆ Drinks freely available. Discuss the need to drink lots of water. Discuss the effects of exercise on the body during outdoor and PE sessions. ◆ Develop correct use of tools, scissors, pencils, clay tools... ◆ Create own outdoor obstacle courses with resources available in the outdoor environment, move confidently and freely (under, over and through balancing and climbing equipment) ◆ Encourage children to work together safely to lift, carry and place equipment safely and to transport equipment from the playground to the 	<ul style="list-style-type: none"> ◆ Invite new mum and baby into school. ◆ Reception welcome assembly/ certificates. ◆ Macmillan coffee morning ◆ National poetry day ◆ Visit to Rainhill library
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	<p>and understand the need for variety in food.</p> <p>-Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>-Show an understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>- Show understanding of how to transport and carry equipment safely.</p> <p>-Practice some appropriate safety measures without direct supervision.</p> <p><u>ELG</u></p> <p>-Knows the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage own basic hygiene and personal needs successfully including dressing and going to the toilet independently.</p>		<p>container safely.</p> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> ◆ Listen to stories and sing songs related to looking after ourselves: having a bath, brushing our teeth, handwashing, 5 senses ◆ Display and discuss fiction/non-fiction books ◆ Make healthy faces with small wraps, bodies using fruit and vegetables ◆ School nurse- handwashing ◆ Develop baby wash and care activity in the tuff spot tray. ◆ Wash and hang baby clothes on the line to dry 	
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