



| Characteristics of effective learning | Development Matters | Spontaneous Learning Opportunities and ongoing. | Planned Activities | Resources, events, outings and visitors. |
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| <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>Understanding the World.</u> <u>People and communities</u> 30-50m</p> <p>-Show an interest in the lives of people who are familiar to them. -Remember and talk about significant events in their own lives. -Recognise and describe special times or events for family and friends -Know some of the things that make them unique -Talk about similarities and differences in relation to friends or family</p> <p>40-60m -Join in with family customs and routines. <u>ELG</u></p> <p>-Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <ul style="list-style-type: none"> Explore textures such as wet/dry sand, dough, soapy sand, soap flakes, powdered snow, and cellulose. Talk about significant events in home lives. Continue to ask parents to contribute to learning journeys asking about important events both past and present. Observe things closely, record through drawing and modelling Introduce new vocabulary to enable children to talk about their observations and ask questions. Discuss changes, patterns, similarities and differences e.g. observe and record the weather, changes in the seasons. Observe the environment as a stimulus for painting own pictures on the decking area. Use computers, calculators, programmable toys, tape recorders, cameras confidently Explore modelling through clay, junk, fabric, construction kits, and cookery. | <ul style="list-style-type: none"> Set up a wide variety of sensory experiences in the indoor/ outdoor area i.e. coloured spaghetti sensory play, wormy spaghetti, sprinkles, noisy rice krispies tuff spot, porridge oats, baby bath tuff spot, shaving foam and powder paint, discovery balloons and sensory gloves ... Set up investigation station in class focusing upon one of the 5 senses each week (see weekly plans) Build dens/houses on a large scale in the outdoor area using a variety of materials; encourage children to work together in order to build positive relationships with others Use the story of Bruno's Box as a stimulus. Talk about 'my special place' and places the children like to play, hide, be alone, quiet... | <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. Invite new mum and |

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| <p>Critically Exploring</p> <ul style="list-style-type: none"> • Thinks of new ideas • Solves problems • Adapts • Predicts • Orders • Describes • Plans • Evaluates • Collaborates | <p><u>The World</u> <u>30-50m</u> -Comment and ask questions about the place where they live or the natural world. -Talk about some of the things they have observed such as plants, animals, natural and found objects. -Talk about why things happen and how things work. -Develop and understanding of growth and change. -Show care and concern for living things and the environment.</p> <p><u>40-60m</u> -Look closely at similarities and differences pattern and change.</p> <p><u>ELG</u> -Identify similarities and differences in relation to places, objects, materials and living things. Talk about features of their own immediate environment and how environments may vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Technology</u> <u>30-50m</u> - Know how to operate simple equipment. -Show an interest in technological toys -Show skill in making toys work. -Know that information can be</p> | <ul style="list-style-type: none"> ◆ Use small world and role play to explore woodland environments ◆ Visit other people and places ◆ Find out My Body through looking at books, pictures, artefacts, talking to visitors ◆ Develop language of time through sequencing events and daily routines ◆ Provide stimuli and resources for children to create simple maps and diagrams, paintings, drawings and models of observations of known and imaginary landscapes. ◆ Provide materials and objects that work in different ways for different purposes, egg whisk, torch, winder, construction kits, toy till, tape recorder. ◆ Provide beebots to explore changing direction. ◆ Use a variety of ICT software linked to unit focus. | <ul style="list-style-type: none"> ◆ Encourage the children to make models of themselves, family members, homes, using a variety of construction, natural and collage materials. ◆ Familiarise the children with regular journeys within the school premises e.g. class to dinner hall, class to KS1 hall ◆ Go on a tour of the school to meet staff and pupils. ◆ Observe things closely, record through drawing and modelling in areas of provision. Develop I can build display area. Place clip boards and investigation sheets, magnifying glasses in small world area. ◆ Note seasonal changes in outdoor area. Encourage the children to take videos, photographs of the natural environment and outdoor area throughout the seasons. Autumn work with Mrs McTomney ◆ Use computers, calculators, old mobile phones, programmable toys, tape recorders, cameras confidently to support and extend learning. | <p>baby into school. Reception welcome assembly/ certificates.</p> <ul style="list-style-type: none"> ◆ Macmillan coffee morning |
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| | <p>retrieved from a computer. <u>40-60m</u> - Complete a simple program on a computer. -Use ICT hardware to interact with age appropriate computer software. <u>ELG</u> -Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.</p> | | <ul style="list-style-type: none"> ◆ Use small world and role play based upon the children’s interests to explore other lives and environments i.e. dinosaur world, woodland elves... ◆ Touch different fabrics and materials in class. Make own feely hand. ◆ Play feely bag/ tub games/ sensory gloves describing objects hidden within using appropriate vocabulary. ◆ Experiment with bubbles, magnets, torches, magnifying glasses, mirrors, telescopes, binoculars, colour paddles, kaleidoscopes at the investigation station and in the outdoor area. ◆ Talk about a visit to the hospital, dentist, and baby clinic, set up teddy hospital in class. ◆ Invite new mum and baby into school and ask questions about what a new baby needs and how to care for them. ◆ Bring in photos of children as babies – guess who is who? Develop interactive display ‘Me as a baby.’ ◆ Wash, dress and undress baby dolls. Talk about what babies can and can’t | |
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| | | | <p>do and what they need when they are young e.g. bottle, cot and explain why</p> <ul style="list-style-type: none">◆ Read and discuss The Baby's Catalogue, Bye Bye Baby, Avocado Baby and other baby stories.◆ Sequence pictures on the washing line from a baby to an adult.◆ Discuss significant events in own life and how special events are celebrated (I am Unique board)◆ Learn about the external parts of the face and body using a variety of stories, songs and rhymes. Outline the body using building blocks, how many blocks did you need? How did you place the blocks?◆ Explore the senses using feely bags/ boxes.◆ Explore the sense of smell, smelling pots◆ Make telescopes linked to Shark in the Park story.◆ Make string telephones, musical instruments linked to hearing. | |
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