

## Topic overview: Are We There Yet?

**Overview** This half term the children will begin a topic about transport and find out how it has changed over time. They will look at images from stories, non-fiction books and the internet to comment on how things have changed eg in shape, design and materials. They will look at and discuss some similarities and differences between things in the past and now, drawing on their experiences and what has been learned in class. They will look at where they live and the types of transport there is in Tamerton Foliot and the United Kingdom. They will begin to look at maps and draw information from them. They will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will enjoy the texts *Duck in the Truck*, *Mrs Armitage on Wheels* and *Mr Gumpy's Motor Car*.

## Learning Intentions (We are learning to...)

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

**Overarching principles** Four guiding principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through **positive relationships**.
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

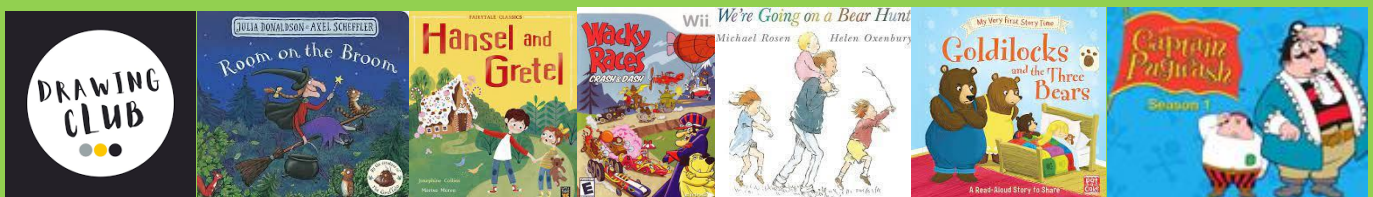
The EYFS curriculum is divided into seven areas of learning. There are three prime areas and four specific. The three prime areas are Communication and Language, Physical Development and Personal, Social and Emotional Development. The specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. At Mary Dean's CE Primary Academy the children will have the opportunity to learn through adult led teaching, group work, one to one coaching and through the continuous play based learning provision.

### Literacy

The children will continue to have a daily phonics session taught through the Little Wandle phonics programme. This half term they will learn the phonemes 'ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er. They will learn words with double letters and some longer words. They will learn the new tricky words was, you, they, my, by, all, are, sure and pure.

They will continue to have three reading sessions per week. They will take part in discussions about the books and find out about 'prosody' which means reading with expression.

The children's literacy will continue to be developed through 'Drawing Club' created by Early Years expert Greg Bottrill. They learn vocabulary related to each book through image and action. They use their imaginations to 'story dream' ideas for what could happen to the characters, settings and events of the stories. This half term they will look at the following stories and animations:



In addition the children will develop their communication and language (oracy) skills through taking part in story, rhyme and song sessions. They will use Helicopter Stories which promotes story-telling and acting. They will use story sacks, engage in role-play, use vocab mats, use Colourful Semantics resources and enjoy sentence creation activities using a picture stimulus.

## Mathematics

This half term, the children will use their perceptual subitising skills (seeing the quantity without counting) in increasingly complex arrangements, moving from dots in a line and arrangements of 2, to a focus on standard dice arrangements. For larger quantities, the children will begin to use skills of conceptual subitising, beginning to quickly see the sub-groups within these larger numbers. Using spatial language to describe sub-groups within these arrangements will deepen the children's understanding of part-whole relationships and allow them to further consider composition (the numbers within numbers). The children will consolidate their understanding of the composition of 5. Composing and decomposing numbers involves the children investigating part-part-whole relationships, e.g. seeing that 5 can be made of 3 and 2. The children will deepen their understanding of a 'whole' being made up of smaller parts through practical experience, in this case moving frogs from a log to a pool in a nursery rhyme. They will begin to recognise that numbers can be made by combining parts in different ways.

## Topic Sessions Understanding the World

The children will begin to understand the past through settings, characters and events encountered in books read in class and storytelling. They will look at the following texts. They will begin to build the concept of chronology by sorting and ordering pictures of transport from different eras, explaining their thinking. They will also continue to develop their sense of place by looking at their local area and describing its features.



## Religious Education:

The children will follow the Plymouth Local Authority agreed syllabus for RE. This half term the children will start a unit about Special Places. The children will think about and discuss places that are special to them eg home, the park, the library, favourite walk etc. They will then go on to learn about places that are special to people from a religious perspective and look at different places of worship for Christians, Jewish families and Muslim families.

## Physical Development

The children will work on their physical development by taking part in gross and fine motor control activities such as using the outdoor bikes and trikes, the obstacle course, threading, using tweezers, screwing and unscrewing nuts and bolts, using chinks, paint brushes, dough and placing marbles on golf tees. They will continue to develop their ability to manage their own personal hygiene and think about healthy choices for food, exercise and sleep.

The PE sessions this half term will focus on games, where the children will develop their skills in aiming, rolling, throwing, sending, receiving, targetting, catching, kicking, striking, dribbling and stopping.

## Expressive Arts and Design

Music: The children will learn about repeating patterns in music, repeating patterns in rhythms and repeating patterns using words.

In creative work they will explore their ideas about transport and make model vehicles using recycled materials.

## Reward Systems

In foundation children learn about behaviour through creating their class rules. They then use the class rules to discuss what the expected behaviour should look like. When they are successful in their behaviour, learning, manners or in their friendships, they move their photo up the class rocket. A treat is given to any child/children who successfully reach the planets by the end of the week. Children can also move their photo back down the rocket if they make a wrong choice. Children who make a wrong choice are given the opportunity for reparation after discussion with the teacher about what went wrong etc.

Each week two children are chosen to receive either a Busy Bee or a Head Teacher Achiever of the Week certificate.

