

## Curriculum Information

Term: Spring Term 1

Class/Year Group: YR - Mice

### Inspiration/Theme:

Children in the Foundation Stage learn best and most effectively when they are given the opportunity to explore, investigate and learn about things that interest them. At The Mead School we give children the freedom to follow their own lines of enquiry by planning a skills based curriculum, based around a theme. This term our focus will be on **'People Who Help Us'**, but this theme will evolve as the children show us their particular interests.

Core texts/artefact/film	Provocation -Inspire, Immerse	Role-play	Investigation Table
<p><u>Familiar stories</u></p>	<p><u>Super Starter</u> Visit from paramedics with their ambulance.</p> <p><u>Marvellous Middle</u> Visit from a nurse to show us how to bandage a teddy!</p> <p><u>Fabulous Finish</u> Mice in the role of chefs, cooking and decorating cakes and inviting our grown ups in to eat them!</p>	<p>We will have a vet's surgery and a doctor's surgery for the children to act out these roles.</p> <p><u>Key questions</u> What is like to be a shopkeeper/ ambulance driver/teacher/vet? Why do we have jobs? What would like to be and why? What do you think sounds like an interesting job?</p> <p><u>Key vocabulary</u> job, work, shop, people who help us <b>Doctors' and vets surgery:</b> bones, xray, operation, stethoscope, bandage.</p>	<p>We will have small world trays based on emergency services. We will also have investigation table linked to the cold winter weather, including a polar world and ice melting experiments.</p> <p><b>Emergency services</b></p>

Literacy	Mathematics	Communication and Language
<p><u>Outcome of learning:</u> We will share non fiction texts and create a large non fiction class book about what we would all like to be when we grow up. Each child will write a page for the book.</p> <p><u>Key Skills:</u> <b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>Be confident with writing their name and begin to read and write the "red" words I, to, the, no, go and into.</li> </ul> <p><u>Phonics (Read, Write, Inc)</u> The children are now in groups, consolidating sounds, word building and writing letters and short words.</p> <p><u>Key Skills:</u> <b>Children will continue to:</b></p> <ul style="list-style-type: none"> <li>Hear and say sounds in words.</li> <li>Begin to read simple words.</li> <li>Use some clearly identifiable words and letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>	<p><u>Outcome of learning:</u> Use knowledge of number to play games using numbers to 20, such as counting games. Create their own counting games. Use tens frames, egg boxes and hoops to explore number bonds within 10.</p> <p><u>Key Skills:</u> <b>Children will learn to:</b> Categorise and order items by weight, size, length and capacity. Count, recognise and begin to write numbers to 20.</p> <p>Explore the number 10, finding ways to make this number.</p>	<p><u>Outcome of learning:</u> This term our focus will be on <b>understanding</b>. We will focus on the language of deduction (I think... because/ It will.... because/ It has.... because) to clarify thinking and understanding.</p> <p>We will focus on following 2 part instructions in PE, and informally within the class.</p> <p><u>Key Skills:</u> <b>Children will learn to:</b> Respond to how/why and who questions. Listen and respond to each others' ideas informally and during circle times.</p>

Understanding of the world	Physical development	Expressive arts/design	Personal, social and emotional development
<p><b>Outcome of Learning:</b> Exploring our community, our grown-ups' occupations, people who help us and how they do this. Explore the changes that happen as winter turns to spring.</p> <p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>• Comment and ask questions about the natural world.</li> <li>• Look closely at patterns and change.</li> <li>• Show interest in different occupations and ways of life.</li> <li>• Remember and talk about their own experiences. Share some of the things that make them unique.</li> </ul>	<p><b>Outcome of Learning:</b> Children will explore balancing and different ways they can move their bodies, using large apparatus. Develop cursive handwriting style as they learn to hold a pencil correctly and begin to form letters in our phonics lessons.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>• Experiment with different ways of moving</li> <li>• Jump off an object and land appropriately</li> <li>• Move around, over, under and through balancing and climbing equipment.</li> </ul>	<p><b>Outcome of Learning:</b> The children will explore line and colour, and use careful observation in order to create self portrait showing what they would like to be when they grow up.</p> <p><b>Key Skills:</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>• Explore colour and how colour can be changed</li> <li>• Use lines to enclose a space</li> <li>• Experiment with design, texture, form and function.</li> </ul>	<p><b>Outcome of Learning:</b> This term we will be focussing on making and maintaining friendships. Through circle time and modelling by adults, the children will be supported to discuss ways we can solve problems and disagreements.</p> <p><b>Key skills</b> <b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>• Take turns</li> <li>• Share resources</li> <li>• Negotiate to solve problems</li> <li>• Resolve conflict by finding a compromise</li> </ul>
Playing and exploring- engagement		Active learning-Motivation	Creating and thinking critically
<p><b>Positive Relationships</b> <b>The adults will:</b> Explore, discuss and discover with the children different occupations and ways of life, to allow the children to explore their curiosity about the people around them in their communities.</p> <p><b>Enabling Environment</b> <b>Adults will provide:</b> A stimulating classroom with lots of role play opportunities to act out and represent their familiar experiences of different job roles in play.</p>	<p><b>Positive Relationships</b> <b>The adults will:</b> Help children to become aware of their own goals, make plans, and to review own progress and successes.</p> <p><b>Enabling Environment</b> <b>Adults will provide:</b> An environment that allows children to opportunities to revisit their learning over a period of time, displaying and referring to photos as a reminder of previous learning.</p>	<p><b>Positive Relationships</b> <b>The adults will:</b> Encourage open thinking by not settling on the first ideas, but asking "what else is possible?"</p> <p><b>Enabling Environment</b> <b>Adults will provide:</b> Opportunities to solve problems and visit linked experiences that enable them to extend their learning.</p>	
<p><b>Home School Learning</b> Weekly Home Learning: Children will have reading books sent home on weekly basis and we encourage children to read or be read to daily. Please revisit and review previously learnt single letter sounds this term. 'Red' words will be sent out on keys to learn at home. Key Dates for enrichment activities: Paramedic visit, planned for week beginning 8.1.18 (dependent on availability of the ambulance) Parents invited into Mice to share learning on 8.2.18</p>			