



The Creative Learning Journey

The Big Wide World

Wow Starter: Introducing songs, rhymes and poems associated with our WINTER topic.

Final Event: Classroom Displays - Elmer the elephant & Winter

Teacher: mdate
School: Stanbridge Lower



UNDERSTANDING THE WORLD

- People and communities 0-5**
- Enjoys joining in with family customs and routines.
- People and communities 0-5**
- Children talk about past and present events in their own lives and in the lives of family members.
 - They know that other children don't always enjoy the same things, and are sensitive to this.
 - They know about similarities and differences between themselves and others, and among families, communities and traditions.
- The world 0-5**
- Looks closely at similarities, differences, patterns and change.
- The world 0-5**
- Children know about similarities and differences in relation to places, objects, materials and living things.
 - They make observations of animals and plants and explain why some things occur, and talk about changes.
- Technology 0-5**
- Completes a simple program on a computer.
 - Uses ICT hardware to interact with age-appropriate computer software.
- Technology 0-5**
- Children recognise that a range of technology is used in places such as homes and schools.
 - They select and use technology for particular purposes.

MATHEMATICS AND COMPUTING

- Numbers 0-5**
- Recognise some numerals of personal significance.
 - Recognises numerals 1 to 5.
 - Counts up to three or four objects by saying one number name for each item.
 - Counts actions or objects which cannot be moved.
 - Counts objects to 10, and beginning to count beyond 10.
 - Counts out up to six objects from a larger group.
 - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
 - Counts an irregular arrangement of up to ten objects.
 - Finds the total number of items in two groups by counting all of them.
 - Says the number that is one more than a given number.
 - Finds one more or one less from a group of up to five objects, then ten objects.
 - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.**
- Shape, space and measure 0-5**
- Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes.
 - Selects a particular named shape.
 - Can describe their relative position such as behind or next to.
 - Orders two or three items by length or height.
 - Orders two items by weight or capacity.
 - Uses familiar objects and common shapes to create and recreate patterns and build models.
 - Uses everyday language related to time.
 - Beginning to use everyday language related to money.
 - Orders and sequences familiar events.

PHYSICAL EDUCATION

- Moving and Handling 0-5**
- Experiments with different ways of moving.
 - Jumps off an object and lands appropriately.
 - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
 - Travels with confidence and skill around, under, over and through balancing and climbing equipment.
 - Uses simple tools to effect changes to materials.
 - Handles tools, objects, construction and malleable materials safely and with increasing control.
 - Shows a preference for a dominant hand.
 - Begins to form recognisable letters.
 - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Health and self-care 0-5**
- Eats a healthy range of foodstuffs and understands need for variety in food.
 - Usually dry and clean during the day.
 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
 - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
 - Shows understanding of how to transport and store equipment safely.
 - Practices some appropriate safety measures without direct supervision.

The children will be encouraged to talk about significant events in their own lives and find out about other children's experiences.
 Topic - winter/seasonal changes.
 Finding out about winter and the changes in seasons through visits to the school field and wildlife area.
 Science experiments to encourage prediction (melting ice, making coloured ice lollies & jelly). Question what might happen & why.
 Animals that do/do not like snow. How they survive in the cold.
 Wildlife in winter and which animals hibernate (feed birds/make bird cakes).
 Discussions on the clothes we need to keep warm.

Learning about different cultures/customs:
 Chinese New Year - how do they celebrate? Focus on Year of the Monkey.
 Share with children the traditional animal race story.
 Preparing and tasting a variety of Chinese food and using chopsticks as well as experiencing traditional clothing, music and ribbon dancing.
 Pancake day/Shrove Tuesday, St Patrick's Day.

Continue to explore the outdoor environment:
 Bug hotel, mini beasts/bugs adapting to changes in weather/seasons.
 Learning to respect the environment & things we have in it.
 Gardening/planting bulbs.

Access a range of ICT equipment - IWB, tablets, laptops, Bee Bots, digital cameras.
 Use IWB and Google to find information.

Number activities will be Winter themed and visual aids will be used as props to accompany number songs.
 Will we continue to teach numeracy through a range of practical and fun activities, both inside and outdoors.
 Count to 5, 10 and then 20. Counting rhymes, helping children link numbers to quantity. Sequence numbers.
 Count out sets accurately and match numbers to sets they have counted.
 Adding and subtracting numbers up to 5, 10 and 20.
 Recognising and forming numbers to 10.
 Number line counting forwards and backwards. Adding and combining one more, one less.
 Respond to vocabulary involved in simple maths games.
 2D shape- naming, sorting and describing properties using mathematical language such as corners and sides. Introduce 3D objects.
 Graphs and charts to show items counted in class e.g. winter clothes - hats, gloves, scarves.
 Collecting data - Bug Hotel.
 Money, using 1p and 2p coins in the village shop.
 Working with measurements including weight and capacity - activities such as cooking, playdough, science experiments & making bird seed cakes.

Managing personal needs and hygiene routines.
 Dressing and undressing for P.E.
 Teaching children to use equipment in a safe way.
 PE lessons, outside play, moving to music (link to topic of winter and celebrations such as Chinese New Year)
 Ring games with songs and actions.
 Effect of exercise/keeping healthy.
 Adults to motivate the children to be active through games.
 Explore different movements using floor, mats and different apparatus.
 Develop balancing skills and climbing up and over equipment (link in with prepositions & numeracy)
 Observe and develop gross motor skills, moving and handling equipment.
 Observe and develop fine motor skills. Continue improving pencil and scissor skills.
 Use resources such as tweezers, peg boards, threading, cutting, writing and dough.

Children will express their own ideas, thoughts and feelings through design and technology, art, music and dance.
 Painting, drawing & pattern making.
 Art work featuring cold colours, using different media and methods to interpret the winter season.
 Crafts linked to topics - Winter & Chinese New Year: Ice sculptures, snowman collage, red lucky envelopes, Elmer elephants.
 Imagination: learning new songs linked to topics, creating their own make believe scenarios. Role play- The village shop, Antarctica, Chinese restaurant, French bakery.
 Singing songs about our topics - Winter/emotions
 Cooking - salt dough bread, biscuits.
 Story sacks/Helicopter stories
 Musical sessions using a variety of musical instruments to accompany singing songs and rhymes.
 Making music and looking at the sounds instruments make.
 Musical patterns, clap and dance sequences.
 Loud and quiet.

The Big Wide World

Playing cooperatively, sharing with others, listening to others and demonstrating friendly behaviour towards one another.
 Children will have plenty of opportunities to take part in role-play activities (shop) and adults will model appropriate behaviour.
 Trying new activities saying what they like and dislike.
 Maintaining positive relationships with everyone in the class.
 Learning to take turns in class activities and games - support & develop through everyday activities in the classroom and at school, and through games that involve turn taking.
 Circle time - Talk, listen, ask questions and contribute their feelings and ideas. (Link to topic on emotions and to stories covered in literacy such as The Stick Man). How do we feel? How might others feel?

My favourite toys - show & tell
 Sing Nursery rhymes to develop language.
 Listen to stories and be able to retell their favourite - link to topics of winter/emotions e.g. Gruffalo's Child, The Stick Man, Elmer in the Snow, One Snowy Night.
 Following instructions - art/craft activities, cooking, ICT.
 Develop confidence to speak in a familiar group - show & tell, circle time, class discussions.
 Circle times - talking about emotions, celebrations e.g. Pancake Day, Chinese New Year.
 Learning new words linked to our topics - Alphabet Soup Game, table top games, story sacks.
 Use pictures and objects to help children with emerging language and to talk about past events.
 Inspire children to use words functionally in a variety of ways - asking, sharing, commenting, role play, problem solving, asking for help, making plans etc.
 Sensory play.
 Develop French speaking phrases, days of the week, numbers etc. and use role play shop to reinforce.
 Use the Time to Talk programme.
 Use Makaton to sing Hello Song.

Writing - supporting children with their mark making and writing.
 Resources available to support this - Explorer rucksacks, Role play shop (Village Shop, Boulangerie/Parisserie) which will encourage children to write lists, take notes etc.
 Continuing to practise writing own name, to be able to recognise their name and ensure that they label their own pieces of work with their name.
 Begin to write recognisable letters, using the correct formation.
 Children who are able to read/write some letter sounds can begin to write - starting with simple CVC words and then moving on to a simple sentence.
 We will begin to write short sentences using full stops, capital letters and finger spaces.
 Writing in their journal - what they did at the weekend, about celebrations or special events.
 Writing both inside and outside the classroom.
 Helicopter stories - children will use their imagination to draw a picture and then an adult will scribe their story.
 Children can act out their stories with the help of their peers.
 Letters and Sounds Phase 1 & 2.
 Listening to sounds in the environment and in words.
 Linking sounds to letters.
 Developing blending and segmenting words.
 Alongside phonics, children will learn to read whole words/tricky words.

Reading books linked to topics about winter, Chinese New Year and emotions/feelings - The Stick Man, Gruffalo's Child, Elmer in the Snow, Little Polar Bear, Percy the Park Keeper, One Snowy Night & the traditional animal race story for Chinese New Year.
 The children will have story time at least once a day. Always before they go home.
 Children will have access to Story sacks - Stories with items linked to that particular story.

There will be winter themed spoken and written language opportunities. Using adjectives to describe the weather, ice cubes and bird cake making.
 Poems, rhymes and songs will also link to our topics of winter and feelings and will support/reinforce literacy.

PSED & RELIGIOUS EDUCATION

- Making relationships 0-5**
- Initiates conversations, attends to and takes account of what others say.
 - Explains own knowledge and understanding, and asks appropriate questions of others.
 - Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Making relationships 0-5**
- Children play co-operatively, taking turns with others.
 - They show sensitivity to others needs and feelings.
- Self-confidence and self-awareness 0-5**
- Confident to speak to others about own needs, wants, interests and opinions.
 - Can describe self in positive terms and talk about abilities.
- Self-confidence and self-awareness 0-5**
- Children are confident to try new activities.
 - They say when they do or don't need help.
- Managing feelings and behaviour 0-5**
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
 - Aware of the boundaries set, and of behavioural expectations in the setting.
 - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Managing feelings and behaviour 0-5**
- Children talk about how they and others show feelings.
 - They talk about their own and others behaviour, and its consequences.
 - They know that some behaviour is unacceptable.

COMMUNICATION AND LANGUAGE

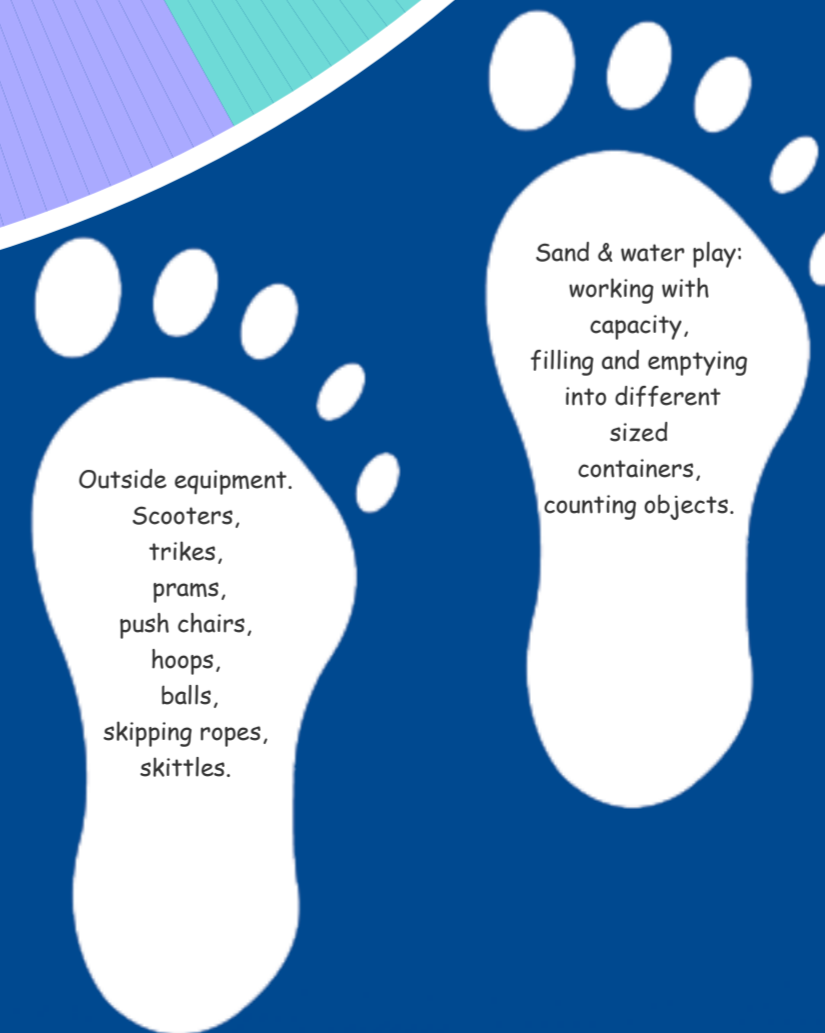
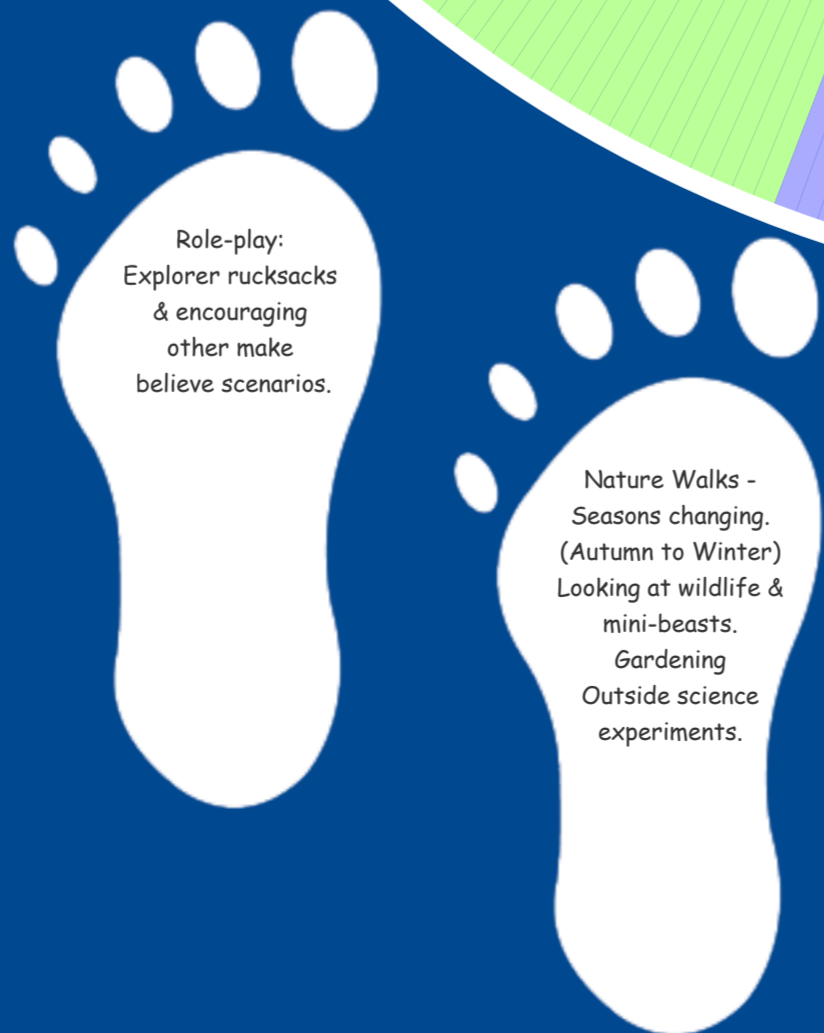
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 - Two-channelled attention - can listen and do for short span.
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- Children listen attentively in a range of situations.
 - They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Understanding 0-5**
- Responds to instructions involving a two-part sequence.
 - Able to follow a story without pictures or props.
 - Listens and responds to ideas expressed by others in conversation or discussion.
- Understanding 0-5**
- They answer how and why questions about their experiences and in response to stories or events.
- Speaking 0-5**
- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
 - Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
 - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Speaking 0-5**
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
 - Uses language to imagine and recreate roles and experiences in play situations.
 - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
 - Introduces a storyline or narrative into their play.

LITERACY

- Reading 0-5**
- Continues a rhyming string.
 - Hears and says the initial sound in words.
 - Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
 - Links sounds to letters, naming and sounding the letters of the alphabet.
 - Enjoys an increasing range of books.
- Writing 0-5**
- Gives meaning to marks they make as they draw, write and paint.
 - Begins to break the flow of speech into words.
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EXPRESSIVE ARTS AND DESIGN

- Exploring and using media and materials 0-5**
- Begins to build a repertoire of songs and dances.
 - Explores the different sounds of instruments.
 - Explores what happens when they mix colours.
 - Experiments to create different textures.
 - Understands that different media can be combined to create new effects.
 - Manipulates materials to achieve a planned effect.
 - Constructs with a purpose in mind, using a variety of resources.
 - Uses simple tools and techniques competently and appropriately.
 - Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.**
- Being imaginative 0-5**
- Create simple representations of events, people and objects.
 - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
 - Chooses particular colours to use for a purpose.
 - Introduces a storyline or narrative into their play.
 - Plays alongside other children who are engaged in the same theme.
 - Plays cooperatively as part of a group to develop and act out a narrative.



The Big Wide World - Stage Coverage

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CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring – engagement

Active learning - motivation

Creating and thinking critically - thinking

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