

**St Anne's CEVA
Primary School**



**Year Groups R
Terms 1 & 2**

Learning Theme Big Question:

What would you like to be when you grow up?

Why is this so important? To show that we are capable, creative and independent young learners.

Other questions worth asking:

What matters to you?

What interests you?

Where do you like to learn?

How can you do it?

What do you need to know?

How can you make it even better?

What matters to children? (Children's questions about the big question)

Playing and having fun

Learning through their interests

Children are powerful agents in their own learning

Exploring how we like to learn

Learning new skills

To be inspired by experts

To imagine possibilities

Belonging to a community of learners

Having access to real life experiences

Being engaged with authentic purposes.

PSED:

To play together and build good relationships. To make new friends. To initiate conversation. To take turns and share. To be confident leaving carers. To be responsible for classroom and self. To be confident seeking adult support. To begin to develop independence. To recognise similarities and differences in self and others. To respond to the needs and feelings of others. To understand how their actions can affect others. To recognise own emotions and feelings of others.

PD:

To experiment with different ways of balancing and moving. special awareness. To use simple tools. To develop fine and gross motor skills. To observe the effects of exercise on their bodies. To manage their own personal hygiene. To dress and undress independently. To eat a range of healthy foods. To begin to understand why staying healthy is important.

C&L:

To listen to others, to join in with repeated refrains, anticipate key events; follow instructions, to speak to others with confidence, to speak in more complex sentences, to retell a simple event. To build relationships through talk. To use talk to sequence ideas, to increase vocabulary. To understand simple instructions, to understand how and why questions, to begin to understand humour and respond to adults and peers.

Literacy:

Rhyme, alliteration, poems, stories, talk for writing, recognise and write name, make predictions, information books. Oral blending and segmenting to name and say letters of the alphabet.

Maths:

Numbers as labels, counting, subitising, number recognition, number ordering, part, part, whole, conservation of number, shape, pattern, size, measuring, length. Number rhymes, ordering numbers, more /less.

UW:

Talk about family and self. Share significant experiences, respect for own and other cultures. Use simple ICT equipment, to ask and answer simple questions, to develop an understanding of growth, decay and changes over time. To look at similarities and difference.

EAD:

To build, design and construct with purpose. To keep a steady beat, to match movements to music, to keep simple rhythm, to respond to music, to sing a familiar song, to begin to combine materials, to begin to mix media, to explore texture.

Computing

All about me

Cultural

British values: democracy, the rule of law

GRT Link: Celebrate GRT Culture as an integral part of the Unique Child aspect of the Foundation Stage Curriculum.

RE

God/Creation Incarnation

Practitioners' promise to the children:

We will encourage, extend and deepen their fascination with their world.

We will develop the children's love of learning

We will allow children to develop their creativity.

We will observe and develop their characteristics of effective learning.

We will provide a stimulating and thought provoking learning environment.

How will you launch the learning theme?

(Authentic experience)

Through discovering the children's interests through home visits, induction, and observation of play, conversation, provocations and stimulating stories.

What are the mini projects along the way:

Inviting parents and members of the community as experts. Role play stations using children's interests

How do the children want to celebrate and share their learning? (End of theme celebration of learning)

Through photographs and video demonstrating themselves as expert learners

What are the big ideas? (Concepts and values)

Values for Life
Being aspirational
Identity
Human ingenuity
Imagination
Possibility thinking
Change and reflection

Where can we visit? Who can visit us? (Real life experiences)

Experts coming in – parents and community
Gardening
Cooking ~ engineering with biscuits.

What books/films can we use? (High quality literature)

The Three Little Pigs, Rosie Revere Engineer, Iggy Peck Architect, The Three Little Pigs an Architectural Tail, When I Grow Up Book, Ada Twist Scientist.
Further books, jigsaws and toys from RB (GRT liaison)

What can we make?

Construction houses for the three pigs, den, house for baggy dog, make a kite, things that interest them. Clay models, bridge for the goats, biscuit / sweet bridge

What can we use? (High quality resources)

Real building materials
Dressing up
Role play – fancy dress shop, hairdressers, teachers, astronauts, Chef
Touch and explore ~ gravel and stones, bricks. Wood, moss, grass, mud, sand.
Den building in the garden
Willow, clay, plasticine, dough, real tools, paper mache
Toy Trailer, Traveller Photo Library in T drive

What big words will we use? (High level vocabulary)

Career, skills, talents, experts, ambition, achievement, determination, perseverance, attitude, disposition, architect, engineer, designer, aerodynamic, forces, construction, demolition, environment, perspective.

What can we collect? (Tactile display to aid learning)

Resources, provocations, role play areas which reflect the children's fascinations.

What can our role –play area be? (Outdoor imaginative play)

Home corner – dressing up various
Planning office
Architects office,
Builders' yard

What do we want them to be able to do better?

What do we want them to be like? (Values, dispositions and attitudes)

We want them to have a positive first experience of school life and to value learning. We want them to feel safe and secure at school. To feel part of the crew and develop positive relationships. We want them to be excited about learning! We want them to have positive identities as learners and for them to feel like they can be anything they want to be and that we believe in them.

What did the children think? (Review)

What do they need next/more of? (Extend during next learning theme)

What will I do next time to make this learning theme even better? (Develop)