

	TITLE	Making the right choice!		
CONCEPTS	Choice, Consequences, Individuality, Free will	KEY QUESTION	How do we know if we have made a good choice?	
GROUNDING TEXT	The Naughty Bus The Smartest Giant in Town	PROJECT FOCUS	Make and publish a book "Crazy Car at Blackmoor Park"	
WRITING ACROSS THE CURRICULUM	CROSS CURRICULAR LINKS			
<ul style="list-style-type: none"> • Labelling vehicles • Drawing and labelling maps • Role play props-bus tickets, registration numbers, road signs • Making own books of bus adventures • Designing vehicles • Writing instructions (eg brushing teeth) 	<p>PSED: Jigsaw - Dreams and Goals / Healthy Me, manage their own needs, personal hygiene, identify and moderate their own feelings socially and emotionally. See themselves as a valuable individual. Understanding how to make a good choice, playing cooperatively, consequences of behaviour choices.</p> <p>C&L: Understand how to listen carefully and why listening is important. Learn new vocabulary (geographical) and use it throughout the day. Describe events in some detail. Engage in story times (role play, drama narrative) Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.</p> <p>Phy: To revise and refine the fundamental movement skills they have already acquired. Progress towards a more fluent style of moving with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Further develop the skills they need to manage the school day successfully.</p> <p>L: Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letters. Write short sentences with known sounds and words using a capital letter and a full stop. Write recognisable letters most of which are correctly formed. Retell stories and narratives using their own words and recently introduced vocabulary. Read words consistent with their phonic knowledge by sound blending.</p> <p>M: Count objects, actions and sounds. Count beyond 10. Link the number symbol with its cardinal number value. Understand the "one more than/one less than" relationship between consecutive numbers. Automatically recall number bonds for numbers 0-10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>UW: Draw information from a simple map. Recognise some environments that are different to the one in which they live. Describe what they see, hear and feel whilst outside.</p> <p>EAD: Develop story lines in their pretend play. Create collaboratively sharing ideas resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>			
BRITISH VALUES	Individual liberty- take responsibility for actions, including knowing their rights Respect and Tolerance- of those of different faiths and beliefs	OUTDOOR LEARNING OPPORTUNITY	Large scale models, create a bus stop role play, draw maps, road safety, road markings/signs	

VOCABULARY DEVELOPMENT

PROJECT SPECIFIC <i>(Geography, DT)</i>	Geography – Changes, Seasons, Winter, Summer, Spring, Autumn, school, home, country, city, map, plan. DT – construct, design, plan, evaluate, challenge, materials, recyclable materials, join, moving parts	ONGOING <i>(word of the day, etc)</i>	Concept words-choice, consequences, individuality, free will,
		ORACY OPPORTUNITY	Role play, hot seat characters from the bus queue

EYFS CHARACTERISTICS OF EFFECTIVE LEARNERS

Playing & Exploring	Active Learning	Creating & Thinking Critically
<ul style="list-style-type: none"> Respond to new experiences that you bring to their attention Realise that their actions have an effect on the world, so they want to keep repeating them Bring their own interests and fascinations into early years settings. Plan and think ahead about how they will explore or play with objects. 	<ul style="list-style-type: none"> Keep on trying when things are difficult Begin to correct their mistakes themselves 	<ul style="list-style-type: none"> Sort materials Use pretend play to think beyond the “here and now” and understand another perspective. Review their progress as they try to achieve a goal. Check how well they are doing. Know more so feel confident about coming up with their own ideas. Make more links between those ideas.

KEY/PLANNED EVENTS

	Pre Assessment Task:	Explore key concept question: how do we know if we have made a good choice?				Post Assessment Task: Revisit key Concept question. Add to pre assessment Task, what do we now know?
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Favourite 5 Texts Spring 1

Hugless Douglas Vocab focus: feelings	Text: Chinese New Year (Non-Fiction) Vocab focus: non-fiction, contents, glossary, festival	Text: Harold’s Treasure Hunt Vocab focus: imagination, journeys, problem solving	The Tortoise and the Hare Aesops’ fables Vocab focus: Traditional story language	Text: The Rainbow Fish Vocab focus: choice, consequences, making friends
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Favourite 5 Texts Spring 2

Text: Give Peas a chance	The Mole and the Baby Bird	Text: Winnie the Witch	The Tiny Seed	Text: Easter Story
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Vocab focus: free will, choices, rhyming words	Vocab focus: wild animals and pets, caring, making a good choice	Vocab focus: choices, consequences, consideration for others	Vocab focus: Seasons, geographical environments	Vocab focus: new life, acceptance, approval