

TITLE		WHO AM I? – Kindi3+ - Autumn 2021		'Discover'
CONCEPTS	Identity, Individuality, Fairness, Responsibility	KEY QUESTION	Should we still care about things we cannot see?	
GROUNDING TEXT	Happy to be me Stick Man	PROJECT FOCUS	Proud Display Walls shared with parents Stick Man Hunt around the school grounds	
CROSS CURRICULAR LINKS				
Prime Areas of Learning				
Communication & Language		Personal, Social & Emotional Development		Physical Development
<p>Children learn to:</p> <p><i>Understand simple questions - 'who', 'what' and 'where'</i></p> <p>Enjoy listening to stories and begin to remember some key events</p> <p>Pay attention to one thing at a time across the day</p> <p>Follow an instruction with one part</p> <p>Begin to understand some 'why' questions related to own experiences</p> <p>Begin to use a wider range of vocabulary, linked to daily routine / theme</p> <p>Begin to learn new rhymes / songs and develop a repertoire</p> <p>Continue to develop use of different tenses, not always correct</p> <p>Begin to use longer sentence of 4/5 words ▪ Begin to use talk to organise selves / play</p>		<p>Children learn to:</p> <p><i>Begin to show 'effortful control'</i></p> <p><i>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</i></p> <p>Begin to talk about their feelings using words like 'happy', 'sad'</p> <p>Begin to select and use activities and resources, with help when needed</p> <p>Begin to (with support) follow classroom rules</p> <p>Begin to develop independence within self-care routines</p> <p>Begin to play with one or more other children</p> <p>Begin to see themselves as part of a community – nursery class</p>		<p>Children learn to:</p> <p>Continue to develop movement skills – <i>walking, running, jumping & climbing</i></p> <p>Continue to develop balancing skills – at low level</p> <p>Continue to develop riding skills – scooter / trike / balance bike</p> <p>Continue to develop ball skills – rolling</p> <p>Begin to use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><i>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</i></p> <p><i>Learn to use the toilet with help, developing independence</i></p> <p>Show a preference for a dominant hand</p> <p>Use some one-handed tools and equipment e.g. jugs for pouring</p> <p>Begin to hold a pencil with a comfortable grip</p>

Specific Areas of Learning

Literacy... including Phase 1 Phonics	Mathematics	Understanding the World	Expressive Arts & Design
<p>Children learn to:</p> <p>Joins in with P1 activities, aspects 1 to 6:</p> <ul style="list-style-type: none"> • Distinguish between different sounds: Environmental Sounds, Instrumental Sounds & Body Percussion • Enjoy and join in with rhymes and songs, tuning in and paying attention • Begin to hear initial sounds in name during alliteration • activities • Explore different vocal sounds <p>Enjoy sharing a book with an adult</p> <p>Begin to understand some of the five key concepts about print:</p> <ul style="list-style-type: none"> • handle books carefully & correctly • name some book parts • read name with visual prompt <p>Make marks on picture to represent name</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Begin to attempt to write name with some recognisable letters – first letter</p> <p>* See CL for comprehension skills</p>	<p>Children learn to:</p> <p>Join in with number rhymes to 5 using props / fingers</p> <p>Begin to use fingers to represent numbers</p> <p>Use some numbers names in play</p> <p>Sort and match objects accordingly e.g. <i>patterns, colour etc.</i></p> <p>Begin to copy and continue a pattern – <i>ABAB, including actions, body percussion, objects</i></p> <p>Begin to compare quantities using language <i>more / less</i></p> <p>Select some shapes appropriately for tasks</p> <p>Begin to talk about shapes and patterns <i>e.g. round, pointy, spotty, stripy</i></p> <p>Compare objects using appropriate vocabulary according to size - <i>big / little / smaller</i></p>	<p>Children learn to:</p> <p>Begin to make sense of their own life history and explore family history</p> <p>Name key body parts</p> <p>Begin to notice differences between people</p> <p>Begin to show an interest in different occupations, <i>linked to body care – Dr, Dentist</i></p> <p>Begin to use all their senses in hands on exploration of natural materials</p> <p>Talk about what they see, beginning to use a wider vocabulary</p> <p>Begin to talk about changes in materials</p>	<p>Children learn to:</p> <p>Explore different materials and textures</p> <p>Use lines / shapes to represent objects</p> <p>Begin to add more detail to their drawings</p> <p>Explore colour</p> <p>Take part in pretend play</p> <p>Develop stories using small world</p> <p>Listen with increased attention to sounds</p> <p>Sing and remember some simple rhymes and songs</p> <p>Play instruments with increasing control</p> <p>Make movements to music</p>

EYFS CHARACTERISTICS OF EFFECTIVE LEARNERS

Playing & Exploring <i>(Finding out and exploring, playing with what they know, being willing to have a go)</i>	Active Learning <i>(being involved and concentrating, keep on trying, enjoying achieving what they set out to do)</i>	Creating & Thinking Critically <i>(having their own ideas, choosing ways to do things)</i>
Children learn to: Explore different resources and materials Begin to make independent choices follow their own interests Respond to new experiences	Children learn to: Participate in routines Develop a range of strategies to reach a goal Begin to correct their mistakes Begin to keep on trying when things are getting difficult	Children learn to: Take part in pretend play Sort materials Begin to feel more confident developing their own ideas Begin to concentrate on achieving something that is important

BRITISH VALUES	Individual Liberty- take responsibility for behaviour Respect and Tolerance-promote respect for individual differences	OUTDOOR LEARNING OPPORTUNITY	Looking after the outdoor environment. Where do things go? How do we use the resources? Exploring the school grounds, and different outdoor spaces-mud kitchen, forest school etc Making our own stick man
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VOCABULARY DEVELOPMENT

PROJECT SPECIFIC: <i>(Geography, DT)</i>	Key body parts, family members, belong, belonging, love, trust, care, twig, stick, branch, log, attach, glue, hammer, rules, safety, careful...	ONGOING <i>(word of the day, etc)</i>	Become familiar with our immediate environment and recall various area names, and resources in the areas. Hello song, names of our friends, weather song and types of weather, days of the week. Rules, sharing, taking care, looking after, honesty
		ORACY OPPORTUNITY	Singing our favourite nursery rhymes, join in with repeated refrains in stories. Use story props to retell stories. Talk about what stickman could play or make in all the areas in nursery. E.g. tree house (blocks), drawing his family (creative).

KEY/PLANNED EVENTS

Pre Assessment Task: Should we care about things we can not see?	Geography of the school grounds – learning about the school environment.	What do we know about stickman? Ideas on how to design and create a stick man	Cooking for stickman (continuous)	Display Floor book/Proud Wall for critical audience	Post Assessment Task: Revisit key Concept question. Add to pre assessment Task, what we now know.
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Favourite 5 Texts-Autumn

Text: The Invisible String Book orientation. Who is our invisible string attached to?	Text: Colour Monster Book orientation. Discuss the range of emotions and what makes us feel the different ways	Text: The Loudest Roar Book orientation. How our actions can make others feel.	Text: Hello Friend Book orientation. How to make friends and be a good friend	Text: We are all Welcome Book orientation. We are all different, look at the different characters in illustrations.
Text: Oi Frog Book orientation. Rhyming words, humour, funny	Text: Room on the Broom Book orientation. Rhyming words. Friendship, helping each other	Text: Amazing Book orientation. Pets, parties, what makes us feel excited	Text: Nativity Story Book orientation. Key events, characters, traditions	Text: Dear Santa Book orientation. Writing letters to Santa/Father Christmas, lift the flap books, size language, presents, gifts, post, stamp