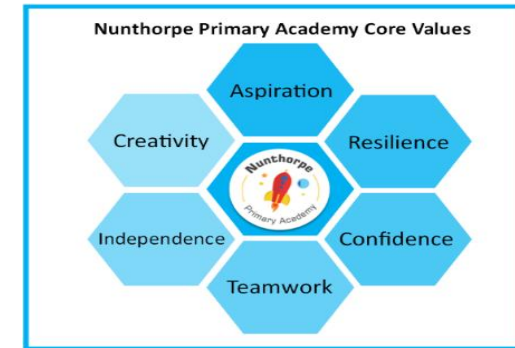




New Life



Characteristics of Effective Learning

Playing and exploring – engagement	Active Learning – Motivation	Creating and thinking critically
Finding out and exploring Playing with what they know Being willing 'to have a go' Choosing ways of doing things	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.	Having their own ideas Making links

Intent

This unit of learning has opportunities to explore, investigate and create. The children will look back into history by exploring castles as a direct link to the traditional tale, Jack and the Beanstalk. The same story provides opportunities to cultivate beans, explore character traits, estimate and measure, all providing opportunities to add new vocabulary. Learners will explore lifecycles by observing the changes in tadpoles. Children will explore their identity as a pupil of Nunthorpe Primary Academy by considering our school values and what that means to them as an individual. The unit finishes with an exploration into the signs and symbols associated with Easter.



Communication and Language	Skills	Overview
<ul style="list-style-type: none">• Listening and Attention • Speaking	<ul style="list-style-type: none">• Children extend, clarify and secure their general knowledge by asking and answering questions. • Use conversation effectively to talk about personal events, point of view, to express an opinion or make a prediction usually using well formed sentences with increasing subject specific language.	<p><i>Children will be encouraged to ask questions about new topics. Staff will pose questions regularly for children; e.g. Why do you think Jack's mother was angry with him? Would you knock on the door of the Ogre's castle? What changes do you notice today about the tadpoles?</i></p> <p><i>Children learn to read simple questions as part of the continuous provision in the writing area. They will learn to read 'silly questions' linked to reading development.</i></p> <p><i>Children will be encouraged to speak for a range of purposes and in a variety of situations; through play, at snack times or during class discussions. They may discuss Pancake day, Mother's Day, the Easter story, plant growth or any other areas of personal interest.</i></p>

Personal, Social, Emotional Development	Skills	Overview
<ul style="list-style-type: none">• Self- Regulation • Managing Self	<ul style="list-style-type: none">• Children select activities and focus on a task for an appropriate length of time, seeing it through to completion. • Children show independence with dressing, hand washing, fastening coats, tooth-brushing etc and are able to talk about their overall health and well-being.	<p><i>Children refer to the class 'choice chart' to identify focused independent learning activities. Staff will support children with tasks and help them to develop the resilience and perseverance needed to continue when difficulties occur.</i></p> <p><i>Staff will encourage children to develop independence around self-care and praise individuals when they make personal accomplishments in these areas. Particular focus on dressing and undressing independently for P.E. lessons.</i></p>



<ul style="list-style-type: none"> ● Building Relationships 	<ul style="list-style-type: none"> ● Children listen to others, share and negotiate ideas whilst working co-operatively to reach shared goals. 	<p><i>Children will talk about the different factors that support their overall health and wellbeing; regular physical activity, sensible amounts of ‘screen time’.</i></p> <p><i>Children will be encouraged to work together on a variety of play-based projects; building and constructing, role-playing and problem solving.</i></p> <p><i>They will show sensitivity to their own and to others’ needs.</i></p> <p><i>As part of the PSHE curriculum children will explore what their responsibilities are as a pupil of the school (sharing, taking turns, manners etc). They will also identify ways in which they know they are part of Nunthorpe Primary Academy.</i></p>
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Physical Development	Skills	Overview
<ul style="list-style-type: none"> ● Gross Motor Skills ● Fine Motor Skills 	<ul style="list-style-type: none"> ● Combine movements, negotiate space and demonstrate strength, balance and coordination. ● Children refine their control when using scissors and cutlery. ● Children will also develop a comfortable and confident pencil grip where possible. 	<p><i>Children will be supported to develop and refine large aiming, throwing and catching of a large ball to a partner as part of a small group during PE lessons and also outdoor games.</i></p> <p><i>Regular daily provision will ensure that children access a range of activities to refine fine motor movements. e.g children will manipulate nuts and bolts, screwdrivers and spanners, threading and use pipettes.</i></p> <p><i>Daily provision of cutting activities as part of the choice chart activities. (Provision will include a variety of simple and more</i></p>



	<p>representing them with letters, which are sequenced correctly.</p> <ul style="list-style-type: none"> • Begin to write short sentences with words, which consist of known sound-letter correspondences. 	<p><i>Regular guided session to ensure children form letters accurately. When pupils demonstrate that they have developed a confident pencil grip they will be introduced to pre-cursive letter formation. Children will apply the technique of; 'holding a sentence in their head' before writing it down and then be encouraged to re-read, checking that it makes sense.</i></p>
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Mathematics	Skills	Overview
<ul style="list-style-type: none"> • Number • Shape, space and measures 	<ul style="list-style-type: none"> • Compare numbers – Use language to compare quantities and numbers; e.g. '7 is more than 5'. • Children identify and explore the composition of numbers up to 5 and then 10. • Automatically recall number bonds 0-5. • Accurate 1:1 correspondence to 10. • Sequence numbers to 10. • Continue, copy and create three step patterns. • Select, rotate and manipulate shapes to develop spatial reasoning. • Compose and decompose shape to understand that a shape can have other shapes within it, just as numbers can. 	<p><i>Children match objects to numerals based on practical first-hand experiences linked to topic such as counting and matching beans to numerals. Adding with eggs at Easter time. Counting chicks, sharing out hot cross buns etc.</i></p> <p><i>Introduce lots of practical opportunities to count forwards and backwards as a class or group. Compare sets of objects and introduce vocabulary to scaffold language needed to compare groups of objects.</i></p> <p><i>Children set up a garden shop, make price labels and write receipts for items using coins of small value.</i></p> <p><i>Children will have access to 2D and 3D shapes in the construction and maths areas. They will be encouraged to design and build castles, including decorative features using 3D shapes and repeating shape patterns as floor designs.</i></p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

- To compare objects by height using comparative language such as longer/ shorter.
- Learn how to tell the time.

Children plant beans and compare the growth of them. They may also estimate and measure footprints, comparing their footprint to the giant's footprint.

Children will explore clocks, looking at how the numbers are arranged and learning the purpose of the 'big' and 'little' hands of the clock. They will begin learning to tell the time to the hour.

Knowledge and Understanding	Skills	Overview
<ul style="list-style-type: none"> • Past and Present • The Natural World • People, Cultures and Communities 	<ul style="list-style-type: none"> • Children talk about the roles of others in society and people who are familiar to them • Demonstrate an understanding of the effects of changing seasons in the natural world around them, describing the changes and effect on their immediate environment. • Recognise that others may have different beliefs, either, religiously, culturally or regionally within this country or others. They will identify some similarities and differences between these and share their experiences. 	<p><i>Children talk about the people who are special to them such as their mum/ grandma etc. They will share stories and picture books relating to simple acts of kindness which make them special. (This will be around Mother's Day).</i></p> <p><i>Children will observe the changes of the plants and bulbs from autumn and early spring. They will talk about the changes that they see and recognise what a plant needs to grow well. Children will plant and cultivate their own beans and keep their own simple bean diary. Observe the changes in tadpoles and talk about them.</i></p> <p><i>Children will learn about the Muslim festival of Eid. They will watch some short video clips and use information books to learn how this festival is celebrated and why. As a class, we will compare similarities in how families celebrate special religious events (being together, special meals, new clothes). Children will be able to talk about the signs and symbols associated with Easter and begin to develop a basic awareness of The Easter Story.</i></p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

	<ul style="list-style-type: none">Describe their immediate environment using maps and discussion.	<i>Children will use simple maps of the local area and identify key landmarks.</i>
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Expressive Arts and Design	Skills	Overview
<ul style="list-style-type: none">Creating with Materials	<ul style="list-style-type: none">Use a variety of tools and techniques following some safety measures to explore and experiment with colour, design, texture, form and function.	<i>Children explore painting, printing and collage techniques relating to Jack and the Beanstalk, spring crafts and Easter.</i>

	Skills	Overview
<ul style="list-style-type: none">Being Imaginative and Expressive	<ul style="list-style-type: none">Sing familiar songs, building a repertoire of well-known, topic or themed songs.	<i>Children will be introduced to a range of songs around spring and Easter. these will be performed at the Easter service. Design a castle.</i>



Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
<ul style="list-style-type: none">• Talk about special people and why it is important to say thank you to them when we can.• Talk about spring time being a celebration of nature and new life – why?	<ul style="list-style-type: none">• Children take part in an Easter crafts session which is a collaborative effort between EYFS to help children understand the significance of different customs.	<ul style="list-style-type: none">• <i>Jack and the Beanstalk - Traditional</i>• <i>Jim and the Beanstalk – Raymond Briggs</i>• <i>Eddie’s Garden – Sarah Garland</i>• <i>The Tiny Seed – Eric Carle</i>• <i>Pancake, Pancake – Eric Carle</i>• <i>Mr Wolf’s Pancake – Jan Fearnley</i>• <i>My Mum – Anthony Browne</i>• <i>Super mum – Timothy Knapman</i>• <i>Easter story</i>• <i>Life Cycle of a Chick</i>• <i>Tadpole to Frog</i>