



Can we build it?



Overview

During the topic '*Can we build it?*' the children will be provided with lots of opportunities to explore and develop their creativity by designing, planning and creating. Traditional tales will provide a stimulus and purpose for creating and the children will develop their construction skills through completing missions set by different characters in the stories we share.

For the second half term the children will learn more about growing as they are challenged to design, plan and create a new outdoor area for EYFS! The children will share their ideas about how to enhance our outdoor area and then '...work together to get the job done!'.

Curriculum Focus

Focussed attention will be placed on Expressive Arts and Design, Physical Development and Literacy.

WOW Start

- To launch our topic the children will enter the classroom and discover a crime scene! The children will collect clues to find out who could have caused such a mess.

Environment Enhancement

- Building yard roleplay area (Spring 1)
- Shoe shop roleplay area (Spring 1)
- Fruit and vegetable shop roleplay area (Spring 2)

Trips and Experiences

- Wall and den building
- Baking gingerbread
- Visit East Park for a winter walk in a woodland story setting
- Visit a local supermarket/market

Showcase

- Retell *The Three Little Pigs* to the F1 children
- F2 fashion show
- Whole school art exhibition to display our collages
- A special tea party to celebrate Mother's Day and showcase learning



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Prime Areas of Learning

Communication and Language Development

Overview

During this topic, we will share a range of traditional tales and develop our understanding of the structure, settings and characters within these special stories. We will continue to develop our thinking, speaking and listening skills by using independent thinking time (ITT) and *talk partners* to share ideas. We will listen to stories; predicting what will happen next and listening to our friends' thoughts. We will answer 'how' and 'why' questions in response to these stories.

We will use *Talk for Writing* strategies to orally rehearse stories to support writing. As we learn more about the characters and settings within our favourite stories, we will develop our own narratives using role play, props and puppets.

We will use *Chatta* - in collaboration with a variety of other apps- to support learning new vocabulary, building oral sentences, storytelling and explaining ideas by creating storyboards.

We will continue to have daily class circles and listen to one another and respond with our thoughts and opinions.

Assessment Links

ELG1 Listening and Attention

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. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG2 Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG3 Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Provision

- ✓ We will have a cosy reading corner with a selection of banded books, recommended reads and copies of our current text, for the children to share.
- ✓ We will create props, masks, puppets and other role play items connected to the stories we are reading.
- ✓ We will encourage the children to listen to one another's stories within the provision.
- ✓ The classroom will be text rich and story language will be highlighted and modelled to the children.
- ✓ We will model giving our opinions about the books we share e.g. "My favourite part was..." and encourage the children to listen to each other and do the same.
- ✓ We will have a variety of roleplay areas linked to the texts we are sharing e.g. building yard, shoe shop, fruit and vegetable stall, Chinese takeaway. These areas will be used to encourage communication and language skills.
- ✓ We will have a small world construction area with characters and other small word items for the children to develop their language through play.



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Prime Areas of Learning

Physical Development

Overview

Whilst reading *The Three Little Pigs*, the children will develop targeted construction skills such as sawing, tightening/loosening nuts and bolts and hammering to prepare them for creating structures out of wood. The children will gain an understanding of how to stay safe when using and transporting tools.

When we share *The Elves and the Shoemaker* there will be access to velcro, laces and buttons and the children will be challenged to think about which join would be the most suitable for their shoe and clothes designs. The children will have access to one handed scissors and practise cutting along straight lines, curved edges and zigzags. We will create patterns to decorate shoes using cotton bud printing, dabbers, collage and printing.

We will explore where our food comes from by planting seeds, visiting a local supermarket and looking at labels. We will develop our understanding of the importance of a healthy diet and taste a variety of food and share our preferences. We will explore a range of cooking methods such as oven baking, toasting and frying and select the ingredients needed to bake gingerbread people (Mother's Day tea party), Chinese stir fry (Chinese New Year), pancakes (Shrove Tuesday) and toast hot cross buns. We will practise cutting, mixing, peeling and grating food. We will use knives to cut more detailed patterns and shapes to decorate the gingerbread people. We will sieve flour, crack eggs, use a knife to spread, tear herbs and drizzle icing.

To celebrate the *Rugby Six Nations*, we will think about our own city's rich sporting heritage and practise our ball skills and how to safely negotiate space.

Assessment Links

ELG4 Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG5 Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Provision

- ✓ We will have a range of tools in the building yard for the children to explore sawing and joining.
- ✓ The children will have access to tape, elastic bands, paper clips, staples, hole punch, split pins to join materials. They will be supported to stitch and use more complex tearing/folding skills.
- ✓ We will have sweeping brushes and paint rollers in the outdoor area to support gross physical movements.
- ✓ We will have playdough/clay/plasticine activities set up to build finger strength. This will include the use of rollers and cutters.
- ✓ We will have daily *Funky Fingers* sessions to promote fine motor control and hand/eye coordination and activities may involve small construction, threading, moulding etc.
- ✓ We will encourage name writing using different materials.
- ✓ Have daily access to the climbing apparatus in our outdoor area.
- ✓ Independent and guided baking opportunities.
- ✓ The children will create obstacle courses so that the pigs can escape from the wolf.



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Prime Areas of Learning

Personal, Social and Emotional Development

Overview

We will explore the 'good' and 'bad' characters in traditional tales thinking about the choices they make e.g. the wolf blowing down the pigs' houses, Jack stealing the giant's things etc and think about the choices the characters could have made instead. We will encourage the children to relate these discoveries to their own lives and draw on their own experiences of making choices. Through exploring traditional tales, we will talk about key positive values such as helping each other, being kind to others and also negative behaviours such as stealing and lying and how these make us feel.

Through our daily class circles, we will continue to encourage the children to develop the skills to name their feelings, talk about why they are feeling a certain way and problem solve how to find solutions. We will continue to have weekly Jigsaw sessions; covering the topics 'Dreams and Goals' (Spring 1) and 'Healthy Me' (Spring 2).

To celebrate 'Random Acts of Kindness Week' we will create opportunities for the children to recognise kindness through roleplay, social stories etc and show kindness to their friends, family and adults at school. We will have a mission to spread kindness throughout the community.

Assessment Links

ELG 6 Self-confidence and self-awareness

Children are confident about trying new activities and say why they like some activities more than others. They are confident in speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG7 Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

ELG8 Making relationships

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings and form positive relationships with adults and other children.

Provision

- ✓ We will continue to use images and items in the snack area as a stimulus for conversations and discussions.
- ✓ We will continue to have daily class circles; encouraging the children to share their thoughts and ideas.
- ✓ We will use talk partners as an opportunity for children to share their ideas beyond their social group.
- ✓ We will set missions which encourage the children to share their skills and work as a team to solve problems and create for a purpose.
- ✓ We will use the roleplay area to re-enact scenarios from the stories we've shared and consider how to solve problems.



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Specific Areas of Learning

Literacy

Overview

We will continue to develop a love of reading by having access to a wide range of fictional and fact-based topic specific texts, familiar stories and banded texts. To encourage home reading we will launch our 'Reading Champions' initiative, which will reward children who read five or more times a week.

We will continue to build on our growing phonics knowledge by reading CVC words, captions and simple sentences containing Phase 2 and taught Phase 3 phonemes. We will continue to practise reading and writing Phase 2 and Phase 3 non-decodable words and sort words into those that are 'real' and those that are 'alien'. The children will answer questions about what they have read or what has been read to them, they will sing an alphabet song and gain accuracy naming letters of the alphabet.

We will learn about the structure of traditional tales and use *Talk for Writing* techniques to help us internalise stories to then support storytelling and writing. We will seek out new, rich vocabulary and this will be visible in our classrooms. We will describe the characters and settings in our stories and through guided sessions (involving puppet shows, role play and drama games) the children will gain confidence and the imagination to create their own. We will use Chatta to create story boards to support our oracy in preparation for writing.

We will have weekly *Stay and Read* sessions for parents/carers, take regular trips to our school library and invite familiar adults from around the school to share their favourite stories during *National Story Telling Week*.

Assessment Links

ELG 9 Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

ELG10 Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Provision

- ✓ We will have a variety of banded books, familiar books and books related to the topic available in the provision for children to explore, share and enjoy themselves.
- ✓ We will have our *recommended read* texts available in the classroom.
- ✓ We will constantly model reading to the children.
- ✓ We will discuss and collect key vocabulary to use when speaking and writing.
- ✓ We will have a range of writing activities available to the children such as: sentence stems, CVC words and pictures to copy, wide lines and pictures to write about.
- ✓ We will have various writing materials available for the children to experiment with.
- ✓ We will provide a range of reading activities such as pegging the correct initial sounds, 'Buried Treasure', jumbled sentences and pegging CVC words to pictures.



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Specific Areas of Learning

Maths

Overview

The children will continue have daily *Big Maths* sessions during which we will practise counting, learn number facts, make links and use numbers to solve calculations. All our maths sessions are practical; involving songs, physical movement, actions and tactile resources. We will continue to practise counting from 1 to 20 and gain confidence counting on from a given number and recognising numerals. The children will sing their doubling rhyme and use it to recall doubling facts.

When sharing *The Elf and The Shoemaker* we will recognise, create and describe patterns using a variety of materials. We will compare the size of different shoes and begin to explore using non-standard units of measure. When reading *The Gingerbread Man*, we will follow pictorial recipe cards to gain practical experiences of weighing out ingredients; using measuring spoons, cups and balance scales to weigh. We will also use this text as a stimulus to explore positional language using the Bee-Bots.

The children will gain experience using real money in our fruit and vegetable stall roleplay area and will be challenged to count out coins to match a total and recognise coins to pay for items.

For the *NSPCC Number Day*, we will plan lots of practical opportunities to solve problems. The children will be encouraged to explain their reasoning by 'proving it' and we will celebrate our growing number knowledge.

Assessment Links

ELG 11 Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 Shape, space and measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Provision

- ✓ Each class will have their own birthday display board.
- ✓ We will have a calendar with the date and days of the week which children will be supported to update daily.
- ✓ We will have a maths challenge shelf where the children can independently complete activities previously rehearsed during taught sessions.
- ✓ We will provide opportunities for independent weighing of ingredients to explore following a recipe.
- ✓ We will have 2D and 3D shapes available for the children to use during construction play, pattern making etc.



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Specific Areas of Learning

Understanding the World

Overview

We will celebrate Chinese New Year by creating a Chinese takeaway roleplay area, cooking and tasting Chinese food and listening to the Chinese New Year story. We will look at the similarities and differences between how New Year is celebrated in England and China.

We will learn about festivals such as Holi and Purim and how these are celebrated. We will make cards for Valentine's Day and talk about the people and things that we love. We will celebrate Mother's Day by inviting mothers/carers into school for a special showcase event.

We will learn about Easter and talk about our family traditions, create Easter bonnets and join the rest of the school for our annual Longhill Easter bonnet parade around the local community.

We will visit East Park and compare it to the woodland settings in the traditional stories we share. We will use iPads to take photos of the trees, plants etc and use these as a stimulus to discuss the changes from autumn to winter. The children will look for animals and insects which live in the park and compare these to those we see in our outdoor area. We will find out more about the animals in the traditional tales we share; thinking about where they live, what they eat etc.

We will plant flowers, vegetables and herbs in our outdoor area. The children will create a sensory garden and learn about the types of plants which attract insects and why these are important. We will feed the birds in our outdoor area and take photos of any visitors we have as part of the *RSPB Big Garden Bird Watch*.

Assessment Links

ELG13 People and Communities

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.

ELG14 The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

ELG15 Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Provision

- ✓ We will create decorations for the different festivals we learn about.
- ✓ We will create a winter discovery table.
- ✓ We will grow plants outdoors for the children to gain experience of changes.
- ✓ We will create a bug hotel and natural habitats to encourage wildlife into our outdoor area.



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Specific Areas of Learning

Expressive Arts and Design

Overview

We will have weekly *Charanga* sessions where we will sing songs, make music and experiment with ways of adapting these to create something unique. The children will create their own dances, songs or stories and perform them for an audience in our outdoor stage area. The children will record their shows and take photos using I pads.

We will listen to a selection of music and decide which would be suitable for a 'good' or 'bad' character's theme tune and explain why. The children will learn a range of songs about winter, Easter and Mother's Day and perform these during our showcase events.

When sharing *The Three Little Pigs*, the children will be challenged to cut soft wood using a saw and vice. They will develop the vocabulary to name basic woodwork tools such as hammers, screw drivers, saw, drill, screw and nail and be able to select the one they need for a purpose.

Through exploring *The Elves and the Shoemaker*, the children will understand that there are different fabrics. They will feel and describe different textured fabrics and select fabrics for purpose when creating an East Park collage. The children will showcase their collage in our Longhill art exhibition - which parents and carers will be invited to.

We will use cutting skills to create our own masks and accessories for the characters from the stories we share, and the children will choose materials to decorate them with, paying attention to purpose e.g. grey furry material for the wolf's ears. The children will have access to child initiated sewing activities - using a plastic needle and fabric with large holes e.g. net curtain.

Through this topic the children will have opportunities to design and make. With modelling and guidance, the children will begin to evaluate their creations by telling an adult or friend about what they have made and how they might improve it.

Assessment Links

ELG 16 Exploring and using media and materials

Children sing songs, make music and dance, and experiment with ways of changing them. The safely use and explore a variety of materials, tools and techniques, experiments with colour, design, texture, form and function.

ELG17 Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. The represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Provision

- ✓ We will continue to enhance our outdoor stage area so the children can share their talents and perform for an audience.
- ✓ We will have instruments available for the children to experiment with.
- ✓ The children will have access to a variety of tools and purposeful materials such as: wood, textiles etc in our building yard roleplay area and creative areas.
- ✓ Children will be set challenges in the creative area and the children will then adapt these ideas as their confidence and imaginations develop.