



Can we build it? Can we grow 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 example building a new *Hansel and Gretel* house.

For the second half term, our topic question will change to 'Can we grow it?' and 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!'

Throughout this term, as well as planting seeds and learning about growing, the children will also have lots of opportunities to taste a variety of food, follow simple recipes and be encouraged to orally evaluate their creations.

Although we have ideas of what we will cover through this topic, the joy of the Early Years Foundation Stage is that we plan from the children's interests, fascinations and questions so adult led activities, and enhancements (added to the continuous provision) will be adapted in line with the children.

Curriculum Focus

Focussed attention will be placed on *Expressive Arts and Design, Understanding the World and Literacy*.

WOW Start

- The children will enter the classroom to discover a trail of breadcrumbs, some tasty treats, and some unusual props! The children will be challenged to discover *who has visited our classroom?*
- Make a chocolate mug cake.

Environment Enhancement

- Woodwork area
- Tinker table
- Fruit and vegetable shop roleplay area (Spring 2)

Trips and Experiences (may change due to COVID-19 restrictions)

- Visit East Park for a winter walk in a woodland story setting
- Visit a local sweet shop and bakery
- Visit a local market and buy fresh ingredients to use in our own recipes
- *Ground Force* morning with parents

Showcase

- Whole school art exhibition to display our collages and/or skill development.
- A special tea party to celebrate Mother's Day and showcase learning.





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Prime Area 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. The children will continue to develop their thinking, speaking, and listening skills by using independent thinking time (ITT) and *talk partners* to share ideas. The children will listen to stories; predicting what will happen next and listening to their friends' thoughts. The children will be encouraged to ask questions and answer 'how' and 'why' questions in response to these stories.

As the children learn more about the characters and settings within our favourite stories, they will develop their own narratives using role play, props, and puppets.

During our focused literacy sessions, Grandma Fantastic will arrive with a basket full of new words and the children will ask, "*Grandma Fantastic what's in your basket?*" The words Grandma Fantastic brings are always trickier than the words the children would come up with themselves. Newly taught vocabulary will be explicitly introduced and frequently modelled and referred back to, by adults, to support the children to make connections and to ensure the new vocabulary 'sticks'. Through our 'chotting' sessions the children will be encouraged to think of their own vocabulary and focus time will be given to experimenting with words and listening to how they sound. The use of rich vocabulary will be woven into all areas of the curriculum and really celebrated within the setting.

Throughout the term, 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 – this oral rehearsal will then lead into writing.

We will continue to have daily class circles and the children will be encouraged to listen to one another and respond with their own thoughts and opinions.

Provision

- ✓ We will have a cosy reading corner with a selection of recommended reads, copies of our current text and the children's own books, for the children to share.
- ✓ We will create props, masks, puppets, and other role play items connected to shared texts.
- ✓ 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/times 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 roleplay area linked to the texts we share.
- ✓ We will have resources available to promote open ended small world play, open ended resources in our construction area, tinker table and lots of opportunities for messy play to encourage talk.
- ✓ Self-service snack table to recreate a kitchen table and encourage chatter.

Assessment Links (end of year expected level of development)

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.



Prime Area of Learning



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Physical Development

Overview

The children will have lots of opportunities to develop their gross and fine motor skills through adult led and independent activities. Whilst planting herbs/flowers/vegetables - in our new raised beds - the children can use one handed tools, such as spades, trowels, and rakes. The children will continue to have access to bikes and scooters and will be encouraged to build roads/tracks to follow using skill and controlled movements.

Whilst sharing texts such as *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/clothes/own creations. The children will have access to one handed scissors and practise cutting along straight lines, curved edges, and zigzags. The children will be challenged to create patterns to decorate shoes, gingerbread houses, enchanted woodlands etc using cotton bud printing, dabbers, collage, and printing.

The children will also have access to a tinker table where they can experiment with materials and explore how things work and how they can be assembled. The children will develop their fine motor skills as they turn cogs, pull levers, and attach wires to invent and innovate.

We will practise cutting, mixing, peeling, and grating food. We will use knives to cut more detailed patterns and shapes to decorate gingerbread people. We will sieve flour, crack eggs, use a knife to spread, tear herbs and drizzle icing.

The children will continue to have a focused P.E. lesson every Monday afternoon; exploring speed, agility, and ways of travelling and then focusing on gymnastic skills during this term. 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.

Provision

- ✓ The children will have access to tape, elastic bands, paper clips, staples, hole punch, split pins etc 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, cutters, extruders etc.
- ✓ We will have activities available in the *Funky Fingers* area to promote fine motor control and hand/eye coordination and may involve chopping, threading, moulding, small construction etc.
- ✓ Large and small construction areas.
- ✓ We will encourage name writing and mark making using a range of materials.
- ✓ Daily access to the climbing apparatus in the outdoor area.
- ✓ Independent and guided baking opportunities.
- ✓ The children will create obstacle courses so *Hansel and Gretel* can escape from the witch!

Assessment Links (end of year expected level of development)

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paintbrushes, and cutlery;
- Begin to show accuracy and care when drawing.



Prime Area of Learning



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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 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.

We will explore where our food comes from by planting seeds, visiting a local market, and looking at the labels of products bought in the supermarket. The children will develop their understanding of the importance of a healthy diet and taste a variety of food and share their preferences.

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. 😊

Provision

- ✓ 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 have shared and consider how to solve problems.

Assessment Links (end of year expected level of development)

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivities to their own and to others' needs.



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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. We will continue to celebrate those children who read three or more times a week at home (whether flashcards or banded books).

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 graphemes/phonemes. We will continue to practise reading and writing Phase 2 and Phase 3 non-decodable words.

We will learn about the structure of traditional tales and use *Chatta* storyboards 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. As well as topic related books, we will also share recommended reads such as *Farmer Duck*, *Six Dinner Sid*, and *SHHH!* The children will describe the characters and settings in the stories we share.

Adults will frequently model reading and writing and children will have weekly small group writing sessions. The children will have daily phonics sessions in their key worker groups and four focused literacy sessions a week, based on our writing scheme *The Write Stuff*.

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

Provision

- ✓ We will have a variety of banded books, familiar books, books related to the topic and *recommended read* texts available in the provision for children to explore, share and enjoy themselves.
- ✓ 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 such as: sentence stems, CVC words and pictures to copy, wide lines and pictures as a stimulus for writing.
- ✓ We will have various writing materials available for the children to experiment with.

Assessment Links (end of year expected level of development)

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



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Specific Areas of Learning

Mathematics

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 practise counting from 0 to 10 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 $1+1=2$, $2+2=4$, $3+3=6$, $4+4=8$ and $5+5=10$

In addition to CLIC sessions, we will continue to teach one *Wider Maths* session each week and draw on other objectives during other taught sessions (e.g., practising making a whole turn during P.E.) and as an adult focus during continuous provision (e.g., comparing distances whilst running races).

When sharing the text *Hansel and Gretel*, we will recognise, create, and describe patterns using a variety of materials. We will compare the size of different sweets and begin to explore using non-standard units of measure. When reading *Chocolate Cake*, we will follow pictorial recipe cards to gain practical experiences of weighing out ingredients, using measuring spoons, cups, and balance scales to weigh.

The children will gain experience using real money in our fruit and vegetable stall roleplay area and given the real-life experience of visiting a local sweet shop. The children 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.

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.
- ✓ Maths resources will feature within all areas of continuous provision e.g., coins available in the shop roleplay area, a range of measuring tools in the construction area, different sized containers in the water play area etc.
- ✓ 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.

Assessment Links (end of year expected level of development)

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

ELG: Number Patterns

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



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Specific Areas of Learning

Understanding the World

Overview

During our weekly Discovery R.E. sessions, the children will revisit and extend previous learning around special people, places, things, and times. Throughout the unit, the children will have opportunities to explore religious equipment and artefacts and think about religious buildings in our local community. The children will explore how Christian and non-Christian families prepare for Easter both at home and at church. They will use their senses to explore Easter, retell the Easter story through various mediums and create Easter bonnets for our annual Longhill Easter bonnet parade. We will also celebrate *Chinese New Year* by enhancing our malleable area with a Chinese takeaway roleplay area, the children will have opportunities to taste Chinese food and listen to the Chinese New Year story.

The children will make cards for Valentine's Day and talk about the people and things that they love. We will celebrate *Mother's Day* by inviting mothers/carers into school for a special showcase event.

We will visit East Park and compare it to the woodland settings in the traditional stories we share. The children will use iPads to take photos of the trees, plants etc and use these as a stimulus to discuss the changes from winter to spring. 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. Whilst exploring winter we will experiment with dark and light.

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*.

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 explore a range of cooking methods such as oven baking, toasting, and frying.

Links to KS1 Curriculum

Science

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals Including Humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Seasonal change

- To observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

History

- To understand changes within living memory.
- To understand events beyond living memory that are significant nationally or globally.



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Geography

Human and physical geography

- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- To use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, sea.

Assessment Links (end of year expected level of development)

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



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Specific Areas of Learning

Expressive Arts and Design

Overview

We will have regular *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 ipads.

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.

Throughout the term, our art focus will be collage as we explore using different types of materials thinking carefully about the colours, textures and then select for purpose. We will learn and use a range of joining techniques such as blue tack, holes and thread, staples etc. We will showcase our developing collage skills by creating collages of the colourful sweet house from *Hansel and Gretel* and winter pictures of East Park.

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, drawing on our developing knowledge of selecting materials for 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 be introduced to a range of tools which can be used for constructing e.g., hammer, spirit level, screwdriver. The children will practise using these tools and learn about the importance of health and safety. The children will sign a 'health and safety pledge' as they agree to always take care when using tools. As well as construction tools, the children will be introduced to a range of tools used to prepare food. Once again, the children will learn about the health and safety requirements and sign a pledge to always adhere to the rules to keep safe when using equipment. The children will develop their chopping, grating, mixing skills and work together to create a tasty treat for someone special.

Throughout 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.

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.
- ✓ We will have a variety of materials (manmade and natural) available for the children to explore their properties and use them independently in own play for props, artwork and to create collages independently.
- ✓ The children will be set challenges in the creative area linked to the stories we are sharing, for example create a new cape for *Little Red Riding Hood*, a bowl for Little Bear, some shoes for the shoemaker. The children will be encouraged to adapt the example ideas as their confidence and imaginations develop.

Links to KS1 Curriculum

Science

Everyday materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.



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Design

- To design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining, and finishing).
- Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.

Evaluate

- Evaluate their ideas and products against design criteria.

Collage

- To be able to imaginatively handle different materials from a selection provided.
- To be able to select, sort, cut and tear.
- To be able to sort according to specific qualities, e.g., warm, cold, shiny, smooth

Assessment Links (end of year expected level of development)

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role-playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems, and stories with others, and – when appropriate – move in time with music.



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Key Vocabulary

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|---|---|--|--|
| <p><i>Once upon a time...</i> <i>Long ago...</i> <i>They lived happily ever after</i> evil wicked</p> | <p>good brave castle forest enchanted</p> | <p>winter Easter Chinese New Year crucifix</p> | <p>assemble join collage materials design evaluate</p> |
|---|---|--|--|

Spring 1: Vocab from *Hansel and Gretel*
Explicitly introduced during taught literacy sessions



| | | | | |
|---|---|--|--|---|
| <p><u>Vocab Set 1</u> poor wealthy famished abundance bare</p> | <p><u>Vocab Set 2</u> forest rustling swishing snapping gloomy dusky</p> | <p><u>Vocab Set 3</u> sour sickly heavenly mouth-watering tempting irresistible</p> | <p><u>Vocab Set 4</u> Mean cruel sinful nasty</p> | <p><u>Vocab Set 5</u> shove stumble tremble sneak cautiously</p> |
|---|---|--|--|---|

Spring 2: Vocab from *Chocolate Cake*
Explicitly introduced during taught literacy sessions



| | | | | |
|--|---|--|---|--|
| <p><u>Vocab Set 1</u> goey moist adore divine tantalising</p> | <p><u>Vocab Set 2</u> golden creamy powder grainy glossy velvety</p> | <p><u>Vocab Set 3</u> whisk blend measure pour select</p> | <p><u>Vocab Set 4</u> combine swirl fold sift place sprinkle</p> | <p><u>Vocab Set 5</u> enjoy appreciate savour chomp</p> |
|--|---|--|---|--|