



Who lives here?



Overview

During the topic '*Who lives here?*', the children will be encouraged to think about what makes Longhill a special community, learn more about the incredible creatures we share our earth with and discover how we can be responsible '*Planet Protectors*'.

The children will think about what they see on their way to school, learn more about the people in our community who help us, and think of ideas to make our outdoor area more appealing to minibeasts. Armed with magnifying glasses, we will step out into the great outdoors to discover '*Who lives here?*'

During the second half term, the children will discover a shipwreck!!! This will spark learning about life at the seaside and we will compare it to living in the busy city of Hull. The children will learn more about the creatures who live in our ponds, coastal areas, and oceans. Through sharing stories such as '*Somebody Swallowed Stanley*' the children will gain an understanding of our role and responsibility in caring for our environment and share ideas about how we can protect life on land and under sea.

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.

All aboard, adventure awaits!

Curriculum Focus

Focussed attention will be placed on *Understanding the World, Communication and Language, and Personal, Social and Emotional Development.*

WOW Start

- To launch our topic the children will go on an exciting school trip to *Play Avenue* in Scunthorpe. We will return to school to find our classroom has become the Longhill estate – complete with a school roleplay area, shop, and hairdressers.
- We will go on a 'bear hunt' at *Humber Bridge Country Park*.
- We will dig for pirate treasure at Fraisthorpe beach.

Environment Enhancement

- School roleplay area
- Map area and small world enhanced with features of Longhill Estate
- Minibeast small world area
- Junk modelling

Trips and Experiences

- School trip to *Play Avenue*
- A summer visit to East Park for a picnic and time to carry out a minibeast safari
- A bear hunt at Humber Bridge Country Park
- Trip to the beach with parents

Showcase

- Act out '*We're Going on a Bear Hunt*' for F1
- Hold a beach themed Father's Day celebration
- Art exhibition
- Sports Day



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Prime Area of Learning

Communication and Language Development

Overview

During this topic, we will share a range of non-fiction and fictional texts about adventures, minibeasts, people who help us and our oceans. The children will continue to build on their understanding of the structure, settings and characters within fictional texts and explore the differences between fiction and non-fiction.

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 use their developing communication skills to not only share their own ideas but to feedback their partner's response to a posed question. The children will answer 'how' and 'why' questions in response to texts, through roleplay and group discussions.

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 sentence writing sessions 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.

We will continue to use *Chatta* – in collaboration with a variety of other apps- to support learning new vocabulary, build oral sentences, storytelling and explaining ideas by creating storyboards. We will focus on learning new topic specific vocabulary such as: habitat, countryside, city etc and the children will be encouraged to use this language independently. The children will find out the names of different mini beasts that they discover living under rocks and logs in our outdoor areas. The children will listen to and learn the refrains to act out the story 'We're Going on a Bear Hunt'.

The children will continue to listen to and follow simple instructions, applying these skills whilst building creating treasure maps and following trails. We will continue to have daily class circles; during which 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 banded books, recommended reads and copies of our current text, for the children to share.
- ✓ We will have masks, puppets and other role play items connected to the stories we share.
- ✓ The classroom will be text rich and key vocabulary will be highlighted and modelled.
- ✓ 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., a school classroom, pet shop, pirate cove etc. These areas will be used to encourage communication and language skills.
- ✓ We will have a minibeast small world area for the children to develop their language through play.

Assessment Links (end of year expectation)

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.



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Prime Area of Learning

Physical Development

Overview

Whilst reading *Twist and Hop Minibeast Bop*, the children will be encouraged to think about how different creatures move e.g. wriggle like a worm, scurry like a woodlouse and they will be challenged to work together - like a colony of ants - to collect and carry objects, to move and rebuild a structure, piece by piece.

Whilst discussing the different people who help us in our community, the children will move their bodies in different ways and travel safely avoiding obstacles as they complete firefighter drill training. We will build on the work covered during the Spring Term by continuing to think about the effects of exercise on our bodies and encourage the children to think about what they need to stay healthy. We will highlight the importance of physical movement by celebrating with our much anticipated *Sports Day!*

During this term, the children will begin to have regular handwriting lessons where they will continue to build their fine motor skills as they practise forming letters and numbers. Focus will be placed on ensuring children can form all or most letters correctly, some letters will sit on the line and children will start to form ascenders and descenders with more accuracy.

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 multiskills during this term.

Assessment Links (end of year expectation)

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.

Provision

- ✓ The children will have access to tape, elastic bands, paper clips, staples, hole punch, split pins as they are challenged to apply their joining skills in our construction area.
- ✓ The children will be encouraged to use cloths, scrubbing brushes and squeegees to wash items outside.
- ✓ We will have playdough/clay/plasticine activities set up to build finger strength - this will include the use of rollers and cutters.
- ✓ The children will have access to scissors and be challenged to now follow any line.
- ✓ The children will have daily access to the climbing apparatus in our outdoor area.
- ✓ The children will create obstacle courses as we train for our *EYFS Sports Day* and complete firefighter training.
- ✓ The children will have access to alphabet sheets and copy and trace letter sheets so that they can continue to practise letter and number formation.



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Prime Area of Learning

Personal, Social and Emotional Development

Overview

Through our daily class circles, we will continue to encourage the children to develop their 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 encourage the children to see whether they can now negotiate, compromise and resolve problems without adult intervention, where possible, as we continue to support the children in gaining independence in preparation for Year 1.

We will share stories such as '*The Bad Tempered Ladybird*' and think about the value of friendship. The children will be encouraged to think about what they like and dislike about where they live and then expand this to think about what different minibeasts like and dislike and use this information to create a 'bug hotel'. Together we will talk about and agree upon a set of 'minibeast rules' thinking about how we look for/handle minibeasts. Through opportunities to explore, observe and find out about people, places, and the environment we will develop a clear idea on how to care for creatures, plants and our responsibilities and power as 'Planet Protectors'. We will talk about any fears surrounding minibeasts and share stories to counteract fears.

Assessment Links (end of year expectation)

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.

Provision

- ✓ We will continue to use images/items in the snack area as a stimulus for conversations.
- ✓ 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 Area 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).

During this term our key texts will be *'We're Going on a Bear Hunt'* and *'Pirate Pete and his Smelly Feet'*. The children will be encouraged to join in with actions and refrains during retellings and to use lots of expression. During our daily story times we will share a range of fictional stories and non-fiction texts about people who help us, mini beasts, and the oceans. The children will ask and answer questions about the texts we share; talking about the characters and settings within stories and collecting facts and answering questions through exploring non-fiction texts. We will share texts such as *'The Bad Tempered Ladybird'*, *'What the Ladybird Heard'*, *'The Tadpole's Promise'* and *'Twist and Hop Minibeast Bop'*. The children will be encouraged to re-tell familiar stories in their own words – using story language. The children will decode words containing Phase 2 and 3 phonemes and will read common exception words on sight.

The children will continue to develop their skills writing simple words and sentences; applying their phonetic knowledge including all taught phoneme/graphemes. The children will build on their understanding of how to self-correct their writing and check that it makes sense.

We will create our own posters about the 'minibeast rules', make our own information books about bears, make treasure maps, and write our own mini story books.

Provision

- ✓ We will have a variety of banded books, familiar books, fiction and non-fiction books, topic specific books and class-made books available in the provision for children to explore, share and enjoy.
- ✓ We will have our *recommended read* texts available in the classroom.
- ✓ We will constantly model reading to the children.
- ✓ We will have key vocabulary displayed on our *'Grandma Fantastic's Words'* display.
- ✓ We will have a range of possible writing activities such as: sequencing stories and pictures, making mini books, CVC pictures for the children to write the words, lists, captions, speech bubbles, letter writing to characters, sentence strips, treasure maps etc.
- ✓ We will have examples of good writing in the provision.
- ✓ We will provide high interest objects as a stimulus for writing.

Assessment Links

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 Area of Learning

Mathematics

Overview

We will continue to 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 work with numbers to 10 and beyond, finding one more and one less than a given number, and recognising numerals. The children will sing their doubling rhyme and use it to recall doubling facts and also quickly recall halving facts. The children will continue to practise counting in 2s, 5s and 10s. The children will solve simple practical problems using their doubling and halving knowledge.

We will continue to have a weekly SAFE lesson where the children will build on their wider maths knowledge. We will visit the local Longhill shops and the children will be given the opportunity to buy items – thinking carefully about the coins they use and whether they will get any change. The children will experiment by creating symmetrical patterns on butterflies, use positional language (right/left/forwards/backwards/up/down etc) to complete a journey around our miniature Longhill estate.

In preparation for Year 1, the children will complete two written maths sheets each week.

Provision

- ✓ We will have a calendar with the date and days of the week which children will be supported to update daily.
- ✓ We will use stories such as *'The Very Hungry Caterpillar'* and *'The Bad Tempered Ladybird'* to practise days of the week, sequencing and time.
- ✓ The children will use sand timers and stopwatches on the iPads to measure periods of time.
- ✓ The children will have access to the maths resource area and will be encouraged to select appropriate items to help them solve practical problems.
- ✓ We will have a maths challenge shelf with activities previously rehearsed during taught sessions so the children can independently complete these.
- ✓ We will have coins in the roleplay area for the children to practise buying and selling – identifying coins and counting.
- ✓ The children will be able to sort minibeasts by legs/spots/wings etc.

Assessment Links

ELG: Number

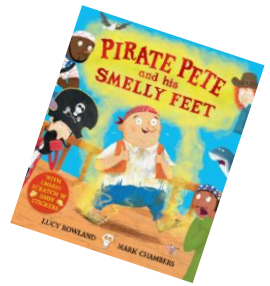
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,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

Understanding the World

Overview

During this topic, we will think about where England is, where Hull is and where Longhill is and find them on a map. We will go for a walk to the local shop and use Google Street View to encourage a discussion about our local community and what we can see. We will think about what Longhill is near and think about key features of Hull such as the Humber Bridge, docks etc and think about what makes Hull a brilliant place to live! The children will learn more about the seaside, countryside and city settings and discuss similarities and differences.

We will celebrate *Walk to school Week* by encouraging the children to walk to school, document their journeys by collecting natural items/taking photos and then drawing maps of what they saw on the way to school. We will share stories about journeys such as '*On the Way Home*' and '*Rosie's Walk*'.

We will go on an 'unnature trail' where the children will look out for unusual things that they wouldn't normally expect to see in nature. We will talk about which object were the easiest and trickiest to spot - drawing on the idea of camouflage and how it helps animals and insects. Using magnifying glasses, the children will look under logs, leaves and stones for creatures; learning about habitats and what different minibeasts like to eat. The children will identify and sort minibeasts; seeing which wriggle, crawl or fly. Working together, we will create a minibeast hotel.

We will continue to have our weekly *Discovery RE* sessions and the children will be encouraged to share their own thoughts, opinions, and experiences. The children will build their awareness of nature through celebrating *Butterfly Education and Awareness Day* and *World Oceans Day* and feel empowered to raise awareness of ways to protect our planet. The children will show care for living things and the environment by creating posters/newsletters and displaying these around school.

Whilst sharing the key text '*Pirate Pete and his Stinky Feet*' will learn about real life pirates and hear about their adventures and journeys – finding places mentioned in their tales on the map.

Provision

- ✓ We will have a small world 'mini beast research lab' for the children to observe and document changes.
- ✓ We will create a bug hotel and natural habitats to encourage wildlife into our outdoor area.

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 be introduced to significant historical events, people and places in their own locality.

Geography

Place knowledge

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography.



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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.

Geographical skills and fieldwork

- To use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Assessment Links

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 Area 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 iPads. The children will listen to nature sounds during our nature walks and listen to a range of insect sounds and try and recreate these using musical instruments. We will continue to learn a range of new songs such as 'The Ugly Bug Ball' and 'Creepy Crawly Calypso' and the children will rehearse these ready to perform to parents.

The children will have the opportunity to use chalk/charcoal to create observational drawings of minibeasts, use different shaped cutters to create leaf confetti, make minibeast sock puppets and follow their own interests. The children will explore the texture and colours found in nature and capture these by creating minibeast prints, natural rubbings, and use their fine motor skills to create pointillism insects. During nature walks the children will be invited to collect natural materials and then add these to boxes/small trays to create their own minibeast garden.

Throughout the term, our art focus will be drawing as we explore using and refining a variety of artistic effects to express their ideas and feelings. The children will experiment with using pencils of differing width and use these to create dots, lines, circles etc.

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.

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.
- ✓ We will set the children challenges to complete in the creative area and be encouraged to adapt these ideas as their confidence and imaginations develop.
- ✓ We will provide with a range of resources and tools and the children will be encouraged to create in our open-ended construction area. The children will be supported to write lists of any additional resources they need for their creations.

DT

Design

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

Make

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

Evaluate

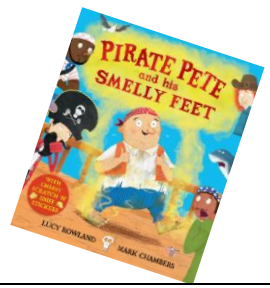
- To explore and evaluate a range of existing products.
- To evaluate their ideas and products against design criteria Technical knowledge

Art – Drawing

- To communicate my feelings/self with others through my work.
- To know how to draw lines or make marks of different shapes and thickness using pencils, crayons, and pastels.
- To use lines to represent objects seen, remembered, or imagined.



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- To understand how the pressure of my hand can create light and dark strokes.

Assessment Links

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

England Hull Longhill map countryside city seaside	caretaker dentist fire fighter paramedic vet	habitat hive soil insect wings antennae ocean pond	lifecycle frogspawn tadpole froglet caterpillar butterfly chrysalis
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Summer 1: Vocab from We're Going on a Bear Hunt Explicitly introduced during taught literacy sessions

<u>Vocab Set 1</u> wispy luscious emerald jade lush	<u>Vocab Set 2</u> sodden drenched waterlogged saturated	<u>Vocab Set 3</u> disgusting repulsive filthy cooling refreshing	<u>Vocab Set 4</u> leaves rustling owls screeching twigs cracking wind whining frogs ribberting	<u>Vocab Set 5</u> horrified terrified aghast anxious nervous apprehensive
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Summer 1: Vocab from Pirate Pete and his Smelly Feet Explicitly introduced during taught literacy sessions

<u>Vocab Set 1</u> stench revolting foul-smelling sickening pong	<u>Vocab Set 2</u> swirled whirled submerged capsized	<u>Vocab Set 3</u> abandoned desolated parched	<u>Vocab Set 4</u> fearful petrified fearless courageous
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