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| **Curriculum plan - Lent 1 2023 EYFS**  Leading Question: Would you rather..? | |
| **Learning Journey**  This term our big question is Would you rather? We will use this question to help us compare and contrast. First of all we will be looking at and learning about space. The children have shown an interest in space over the last term so we thought it would be a really good subject to engage them. We will be looking at the planets and comparing them to each other and to our own planet. We will be looking at space travel and the moon and thinking about how living and working in space contrasts with living on earth.  Later in the term, we will also be thinking about the seasons and thinking about winter in this country compared with winter in places like the Arctic and Australia. We will be learning about how humans and animals survive in colder conditions and how their homes, clothes and culture compare to ours. | |
| **Characteristics of Effective Learning** | |
| **Playing and exploring** We will be encouraging and supporting the children to:  • Show curiosity about objects, events and people, • Use their senses to explore the world around them, • Engage in open-ended activity  • Show particular interests, • Pretend objects are things from their experience, • Represent their experiences in play,• Take on a role in their play, • Act out experiences with other people • Initiate activities, • Seek challenge, • Show a “can do” attitude, • Take a risk, engage in new experiences, and learn by trial and error. | |
| **Active learning** We will be encouraging and supporting the children to:  • Show a deep drive to know more about people and their world, • Maintain focus on their activity for a period of time, • Show high levels of involvement, energy, fascination, • to not be easily distracted, • Pay attention to details. • Persist with an activity or toward their goal  when challenges occur, • Show a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) • Bounce back after difficulties, Enjoy achieving what they set out to do, • Show satisfaction in meeting their own goals (I can!)  • Being proud of how they accomplished something – not just the end result, • Enjoy meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) | |
| **Creating and thinking critically** We will be encouraging and supporting the children to:  • Think of ideas that are new and meaningful to them • Play with possibilities (what if? what else?) • Visualise and imagine options • Find new ways to do things, • Make links and notice patterns in their experience, • Make predictions, • Test their ideas, • Develop ideas of grouping,  sequences, cause and effect, • Plan, make decisions about how to approach a task, solve a problem and reach a goal, • Check how well their activities are going, • Flexibly change strategy as needed, • Review how well the approach worked | |
| **Personal, Social and Emotional Development** | |
| **We will be –**  **\*beginning to confidently try new activities, showing some level of independence.**  **\*beginning to understand their own feelings and explain them and recognise those feelings in others.**  **\*beginning to show perseverance and resilience when faced with a challenge.**  **\*beginning to control their immediate impulses, independently adjusting their behaviour.** | |
| **Communication and Language and Literacy** | |
| **We will be –**  **As part of our Talk for Writing program we will be learning the traditional tale – Goldilocks and the three bears. We will be learning the story by creating actions to go with the different parts of the story and drawing a story map to help us re-tell the story.**  **\* Progressing through Phase 3 of our phonics program, learning new sounds and using them to blend to read and segment to write simple cvc (consonant-vowel-consonant) words**  **\*Listening to and sharing stories linked to our topic.**  **\*Sharing knowledge about Space and thinking about what we would like to find out**  **\*Using language to act out roles**  **\*Building vocabulary linked to our topic.**  **\*Continuing to practice writing our own name**  **\*Developing handwriting skills through continuous fine motor activities and guided handwriting sessions.** | |
| **Physical Development** | |
| **Developing fine motor skills through use of mark making tools such as paint brushes, chalks, crayons and pencils.**  **Developing use of scissors and other classroom tools.**  **Taking part in circle/group/ playground games – Parachute activities.**  **Taking part in weekly PE sessions which this term are focused on developing gymnastic skills.** | |
| **Number** | |
| **This term we will continue to look at a number a week. We will start the term looking at number 8**  **We will also:**  **Estimating amounts up to 10**  **Reciting numbers 1-10 and beyond and back.**  **Put numbers 1-10 (and beyond) in order.**  **Subitising numbers to 5.**  **Counting up to 10 objects from a larger group.**  **Matches numeral with group up to 10.**  **Beginning to explore partitioning numbers in different ways with a variety of objects.**  **Begins to subitise larger numbers by subitising smaller numbers within them.**  **Use informal language to describe shape and also mathematical terms.**  **Using own ideas to make models of increasing complexity, selecting blocks needed and solving problems.** | |
| **RE** | |
| **Celebrating: we will be looking at how and why we have celebrations in our own lives and then move on to look at how people celebrate with the parish family.**  **Gathering: we will focus on how we gather together with our friends and family and then how the parish family gathers together to celebrate at Mass.**  **Growing: we will look at how spring is a time when things begin to grow and then how Lent is a time to grow in love to be more like Jesus and to look forward to Easter.** | |
| **Understanding the World** | |
| **People and Communities - We will be:**  **beginning to recognise the similarities and differences between families, communities, cultures and traditions.**  **To draw information from a simple map.**  **The World**  **To recognise some environments are different to the one in which they live.**  **To look closely at similarities, differences, patterns and change in nature.** | |
| **Expressive Arts and Design** | |
| **We will be**  **Exploring and recreating patterns and textures with an extended range of materials.**  **Creating a 3D representation of the surface of the moon**  **Taking part in class songs and rhymes.**  **Playing in the role play area**  **Using different materials to create collages, models, pictures etc.**  **Acting out and re-telling stories using puppets.** | |
| **Leading Experiences** | **Challenge Curriculum Questions** |
| **Class trip (to be confirmed)**  **Astronaut Day** | **How far is it?**  **How hot is it?**  **Why is it hot?**  **How cold is it?**  **Why is it cold?**  **How do we get there?**  **Can we live there? Why not?**  **What is the same?**  **What is different?** |
| **Books**  **Goldilocks**  **Whatever next**  **Aliens love underpants**  **How to catch a star**  **Look Up**  **One Snowy Night**  **The Inuit or Eskimo**  **The Arctic** | |
| **Vocabulary**  **Maths**  **Number names, estimate, count, order, more, less, subitise, number bonds, shape names, colours**  **Space**  **Planet names, moon, sun, astronaut, rocket, gravity, oxygen, earth, star**  **Arctic**  **Arctic, Antarctic, Inuit, igloo, polar, polar bear, penguin, ice, frost, snow, iceburg** | |