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| **Curriculum plan - Advent 1 2022 EYFS**  Leading Question: Who Am I? | |
| **Learning Journey**  We will start by supporting the children in settling them into their new routine and surroundings. Our first priority is ensuring that they are settled and happy. At first we will be spending time getting to know each other and sharing each other’s interests.  To help us to answer the question Who Am I? We will be taking part in activities to get to know each other, share our own families and the people who are important to us and to get to know our local environment. This will hopefully include trips and activities to learn about our local area and tours around the school where we will meet the other members of staff and children. | |
| **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 –**  **\* Making friends and talking about the importance of sharing, taking turns and learning the rules of the classroom.**  **\*Learning about the areas of the classroom –**  **\*Working on handwashing, toileting, dressing and undressing using coats, shoes and PE kits.**  **\*We will also be learning about the routines of the school day.**  **We will be learning about ourselves and each other – what we can do/what do we like and learning about the other people in our class.**  **Emphasis in the first term will focus on developing relationships and getting used to being at school and being part of a new community.** | |
| **Communication and Language and Literacy** | |
| **We will be –**  **Reading and sharing You be You by Linda Kranz.**  **As part of our Talk for Writing program we will be learning the nursery rhymes – Incy Wincy Spider and Once I caught a fish alive. We will be learning the ryhmes using story maps and actions and progressing to re-telling the rhymes independently.**  **\* Developing our Phonics skills using the Twinkl program Phase 2**  **\*Listening to and sharing stories linked to our topic.**  **\*Understanding simple instructions and developing understanding of school routines.**  **\*Talking about themselves and their families and about the people who help them both in and out**  **of school**  **\*Using language to act out roles**  **\*Building vocabulary based on children’s experiences.**  **\*Recognising and writing our own names**  **\*Developing mark making** | |
| **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.**  **Dough disco every day – developing fine motor skills.**  **Taking part in circle/group/ playground games – Parachute activities.**  **Working on space awareness and ourselves in a space.**  **To learn to communicate our needs to an adult**  **To recognise and name parts of the body** | |
| **Number** | |
| **Looking at, recognising and making patterns using print, shape and objects.**  **Sorting objects by colour, shape and size**  **Counting verbally in songs and chants**  **Reciting numbers in order to 10.**  **Beginning to represent numbers using fingers, marks on paper or pictures**  **Playing number games and singing number rhymes.**  **Counting not only objects but steps, jumps, claps etc.** | |
| **RE** | |
| **In RE we follow the ‘Come and See’ Programme and this term we will start the first two topics:**  **Topic 1 – Myself.** We will look at the church family and begin to understand and know that God loves each of us.  **Topic 2 – Belonging.** This is our Baptism topic where we will be focusing on welcoming, celebrating and the sacrament of baptism.  As well as these two topics we will begin to learn how to say our own prayers and some basic school prayers.  We will set up our prayer area and learn about the items on it and what they mean e.g. bible, cross and candles. | |
| **Understanding the World** | |
| **People and Communities - We will be:**  **\*Making family portraits, self portraits and sharing our favourite things. Taking home the class teddy and using the class book to record what teddy got up to.**  **Through our book ‘You be you’ we will be talking about what makes us special, unique and alike.**  **\*We will be thinking about family traditions and how we celebrate. As the term progresses we will also be having visits from people from the local area.**  **The World We will be getting to know our immediate surroundings by taking a tour around the school and taking a trip to the local park. We will be visiting local places of interest such as the Church,**  **We will be learning about Autumn, the changing of the seasons, weather and hibernation. Through our story The Little Red hen and we will also be learning about harvest, farming and bread production.** | |
| **Expressive Arts and Design** | |
| **We will be: Drawing and painting pictures of ourselves using mirrors.**  **Drawing pictures of our family and house.**  **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** |
| **Tour round the school**  **Trip to the local park**  **Trip to the Church** | **Who is in my family?**  **Who are my friends?**  **Who helps me?**  **What do I like?**  **What do you like**  **Where do I live?**  **How do I get to….?** |
| **Books**  **Here we are – Notes for living on planet earth – Oliver Jeffers**  **You Be You – Linda Kranz**  **Who’s in my Family – Robie H Harris**  **Out and About – Shirley Hughes (Poetry)**  **The Little Red Hen** | |
| **Vocabulary**  **Maths**  **pattern, sort, compare, groups, big, small, tall, short, more, less, shape names, colours**  **All about me**  **special, unique, same, different, family, mummy, daddy, brother, sister, grandma, grandad, teacher, school, park, car park, address, street, town, shop**  **Autumn**  **Seasons, autumn, weather, leaves, conkers, pine cones, squirrel, hedgehog, hibernation, harvest, bakery, flour, bake**  **Christmas**  **Christmas, celebrate, advent, nativity, decorations, presents, party** | |