

Curriculum Web: Connection, Communication, Cooperation

**Class:** Pearl Class

**Year groups:** Pre-Reception and Reception

**Term:** Term 2 Spring Term 2022

Topic: History - Explorers and Adventurers



*Inspired by our class motto: 'We Can Do Hard Things' we will look at people from the past and present who have shown resilience, perseverance and determination on their adventures and explorations.*

Core texts, songs and rhymes	Inspire - Immerse - Investigate - Interact	Enabling Environments
<p><b>Songs and Rhymes:</b> We will start the day with the 'I'm an Explorer' song and encourage children to foster a real love of adventure during this topic.</p> <p><b>Stories: Non Fiction</b> Each week the children will have a story connected to the Explorer or Adventurer of the week. One week they may be transported to the cold Antarctic with</p>	<p>This term we will be diving deep into the wonderful world of explorers and adventurers. Children will be inspired by tales of great women and men who have had exciting adventures in different parts of the world and even into space!</p> <p>Our songs, rhymes, stories and creative activities will be inspired by these Explorers and Adventurers.</p>	<p>The children will have access to our reading/calm corner as well as indoor and outdoor play zones. Some of the areas will be themed for our topic to support the children's learning through play.</p> <p>For example:</p> <p><b>Role Play:</b> We will have a role play zone where children can get kitted up for adventures with maps, compasses and backpacks!</p>

<p>Felicity Aston and the next to Africa with Mario Rigby. We'll climb mountains with Gerlinde Kaltenbrunner and head into space with Valentina Tereshkova. The children will learn the stories of Portuguese explorers including Vasco da Gama.</p> <p><b>Diversity:</b> Books will represent our diverse world and show a commitment to promoting diversity in all its forms.</p> <p>Our topic will not be limited to a representation of white male explorers as is the norm in this topic!! We will learn about Amelia Earheart, Felicity Aston, Mario Rigby, Matthew Henson and many more.</p> <p>Each term the EYFS pledge a commitment to including more culturally diverse reading material to the setting.</p>	<p><b>Super Starter:</b> Children will have an adventure of their own to conquer. Complete with treasure map and clues to follow we will head off as a team of intrepid explorers and try to locate the 'x marks the spot'.</p> <p><b>Marvellous Middle:</b> With all this talk of adventure and exploration, the children will be ready for a school trip somewhere exciting! We'll come up with a plan together as intrepid explorers. Perhaps we'll head to an historical site like the castle in Aljezur or the lighthouse in Sagres. Let's see what excites the children as we learn about our topic.</p> <p><b>Fantastic Finish:</b> We will take the children on their very own adventure, mocking up an exploration which will need backpacks, maps, compasses, survival skills and all sorts. We'll set up a day camp, build a den and become GenAlpha Explorers and Adventurers!</p>	<p><b>Tuff Tray Small Worlds:</b> Formulated to represent the different places our adventurer of the week is connected to. One week the Amazon, the next outer space! The world of adventure is our oyster.</p> <p><b>Topic Table:</b> the topic table will have items to represent Exploring and Adventuring and children will be invited to add to it: Maps, compasses, magnifying glasses - what else do we need for our adventures?</p>
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**Prime Areas: (ELG = Early Learning Goal)**

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><b>Outcome of learning:</b></p> <p>Create activities that develop their listening, attention, understanding and speaking skills.</p> <p><b>ELG:</b></p>	<p><b>Outcome of learning:</b></p> <p>Children will develop their moving and handling skills as well as health and self care by being exposed to a variety of daily activities including PE, gardening, drama, indoor and outdoor play opportunities.</p>	<p><b>Outcome of learning:</b></p> <p>To understand our key emotions, using the Positive Pathways framework supported by breathing activities, meditation, movement, art therapy and picture books.</p>

<p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Children listen to stories, anticipate key events, respond to what they hear with relevant comments, questions or actions. Give their attention to what others say.</li> <li>• Children follow instructions involving several ideas or actions. They answer how or why questions about their experiences and in response to stories and/or events.</li> <li>• Hold conversations with teachers and peers.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Children express themselves effectively, showing awareness of the listeners' needs. They develop their own narratives and explanations.</li> <li>• Participate in small group or one-to-one discussions, offer explanations for why things might happen, express their ideas and feelings.</li> </ul>	<p><b>ELG:</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely</li> <li>• Demonstrate strength, balance and coordination</li> <li>• Move energetically</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold pencil effectively using the tripod grip</li> <li>• Use a range of tools including scissors, paint brushes and cutlery</li> <li>• Show accuracy and care when drawing</li> </ul> <p><b>Gardening:</b></p> <ul style="list-style-type: none"> <li>• Use a range of gardening tools with care</li> <li>• Connect with the topic of exploring and adventuring by investigating the new springtime plants as though we were the first to discover them.</li> <li>• Remember the wonder of nature and the magic of seeing things growing from seed.</li> </ul>	<p>Personal, Social and Emotional Development opportunities will take place throughout the day across all aspects of the curriculum. We will use our topic to consider the importance of resilience and relate it to our class motto: <i>We can do hard things</i> and the school values.</p> <p><b>ELG:</b></p> <p><b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>• Show understanding their own feelings and those of others</li> <li>• Set and work towards simple goals</li> <li>• Control immediate impulses when appropriate - and show being able to wait</li> <li>• Give focussed attention</li> <li>• Respond appropriately - even when engaged in activity</li> <li>• Follow instructions</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Confident to try new activities and show independence, resilience and perseverance in face of challenge</li> <li>• Explain the reasons for rules and know right from wrong</li> <li>• Manage own basic hygiene and personal needs</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns</li> </ul>
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**Specific Areas:**

<b>Literacy (Phonics)</b>	<b>Mathematics (Number)</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<p><b>Outcome of learning:</b></p> <p>Storytelling and rhyme recognition through exploring familiar and repetitive texts, thinking about structure,</p>	<p><b>Outcome of learning:</b></p> <p>To provide children with opportunities to develop and improve their skills in counting, understanding and using</p>	<p><b>Outcome of learning:</b></p> <p>Using the theme of Explorers and Adventurers we will examine a range of places around the world. We'll dive into</p>	<p><b>Outcome of learning:</b></p> <p>Opportunities for children to express themselves creatively both indoors and outside. Create crafts and explore role</p>

<p>vocabulary and what we enjoy about books in general. Explore fiction and non-fiction texts about the topic and encourage the children to develop a love of reading and exploring books.</p> <p><b>ELG: Comprehension, Word Reading and Writing.</b></p> <p><b>Whole Class</b></p> <ul style="list-style-type: none"> <li>● Retell stories/rhymes/songs with actions and expressions</li> <li>● Give meaning to marks they make as they draw, write and paint.</li> <li>● Tell stories about their own lives and experiences related to the class topic.</li> <li>● Create a weekly Letter Page from the letter of the week and illustrate it for our Letter Book.</li> </ul> <p><b>Pre-Reception</b></p> <p><b>Reading:</b> Recognising and detecting sounds using games and songs.</p> <p><b>Writing:</b> Developing mark making and motor skills using a range of techniques.</p> <p><b>Reception</b></p> <p><b>Reading: using phonic knowledge to decode sounds and words.</b></p>	<p>numbers.</p> <p><b>ELG: Numbers and Numerical Patterns</b></p> <p><b>Pre-Reception:</b></p> <p><b>Numbers:</b> Show curiosity about numbers and use some number names and language spontaneously. Begin to recognise numbers 0-10 using various games. Learn and sing number songs with actions. Play games which encourage number recognition.</p> <p><b>Shape, space and measures:</b> Play games in which children can explore size, shapes and patterns of objects.</p> <p><b>Reception:</b> Using the White Rose Maths Scheme</p> <p><b>Numbers:</b></p> <ul style="list-style-type: none"> <li>● Exploring numbers to 10</li> <li>● Counting up and down</li> <li>● Using the 10 frames</li> <li>● Considering one more and one less.</li> <li>● Subitise up to 10</li> <li>● Using numicon up to 10</li> <li>● Representing numbers up to 10</li> <li>● Comparing numbers</li> <li>● Composition of numbers</li> <li>● Making pairs</li> </ul>	<p>the past as well as considering present day Explorers and Adventurers..</p> <p>In Our Natural World session we will consider the explorers and adventurers whose mission it is to protect our planet from destruction and to those supporting indigenous populations in places such as the Amazon rainforest.</p> <p>Story time will use books which promote diversity, particularly in relation to our topic.</p> <p><b>ELG:</b></p> <p><b>Explorers and Adventurers of Past and Present</b></p> <ul style="list-style-type: none"> <li>● Talk about the lives and roles of people around them and in society</li> <li>● Know some similarities and differences between past and present</li> <li>● Understand the past through settings, events and characters encountered in story and discussion.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>● Know some similarities and differences between themselves and others, and among communities, religions</li> </ul>	<p>play opportunities connected to our topic of Explorers and Adventurers.</p> <p><b>ELG:</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>● Share creations</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>● Children use media and materials in original ways,, thinking about uses and purposes</li> <li>● Represent own ideas, thoughts and feelings use art and design, role play and creative play,</li> </ul>
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<p>Apply phonic knowledge of the initial phase 2/3 sounds to read and write simple CVC words confidently: sat, at, pin, pat etc.</p> <p>Recognise letters and their associated sounds</p> <p><b>Writing: using phonic knowledge to write letters which match spoken sounds.</b></p> <p>Developing writing skills using a variety of mark making tools (such as sand writing, chalk boards, dough creations) so that letters being explored are written correctly.</p>	<ul style="list-style-type: none"> <li>Combining groups</li> <li>Begin number bonds to 10</li> </ul> <p><b>Shape, space and measures:</b></p> <ul style="list-style-type: none"> <li>Shapes with 4 sides</li> <li>Combining shapes</li> <li>Measuring time in simple ways: night and day, the days of the week.</li> <li>Comparing mass</li> <li>Comparing capacity</li> <li>Length and height</li> <li>Time: yesterday, today, tomorrow</li> <li>Using a range of different timers</li> <li>Exploring shorter and taller</li> <li>3D shapes</li> <li>Complex patterns</li> </ul>	<p>and traditions.</p> <ul style="list-style-type: none"> <li>Describe their immediate environment in relation to those experienced by the adventurers and explorers.</li> <li>Explain similarities and differences between life in this country and life elsewhere.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore features of their own environment and explore in our weekly OUR PLANET session the impact humans are having on the world</li> <li>Consider contrasting environments like forest and mountain, antarctic and equatorial.</li> </ul>	
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**Additional:**

Portuguese	Expressive Arts: Music and Drama	Home and School
<p>Stories and Activities related to Portuguese adventurers and explorers including Vasco da Gama and Ferdinand Magellan.</p>	<p><b>ELG: Creating with Materials + Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Make use of props and materials when role playing</li> <li>Invent, adapt and recount narratives and stories with peers/teacher</li> <li>Sing/perform rhymes and songs</li> </ul>	<p><b>Parents and Carers should know:</b></p> <ul style="list-style-type: none"> <li>How EYFS is delivered</li> <li>The range and type of activities and experiences provided</li> <li>How learning can be shared at home</li> <li>The child's key person and their role</li> <li>Emergency contact numbers for the school</li> </ul>

- Move in time with music

**Drama:**

- Read and re-enact the story "Where the wild things are".
- Learn the nursery rhyme "pussy cat, pussy cat, where have you been?" with actions. Pretend to be the cat and mouse.
- Role play/guided imagery. Ask children to pretend to fly a plane to an imaginary land and explain to the class what they might find there.

**Music:**

- Learn about how certain rhythms can inspire and motivate action.
- Explore music that both encourages movement of body and music that encourages stillness of mind.
- Listen to music/songs that are about adventure and exploration.
- Develop a playlist for Exploring and Adventuring - what tunes would you include?