

**Curriculum Web: Connection, Communication, Cooperation**

**Class:** Pearl Class

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

**Term:** Term 1 Autumn Term 2023

**Topic:** Me and The World (Geography Focus)



Core texts, songs and rhymes	Inspire - Immerse - Investigate - Interact	Enabling Environments
<p><b>Songs and Rhymes:</b> Learn a variety of songs related to our topic i.e "Brown Bear what do you see", "I am Special" or "We`re going on a Bear Hunt". Learn class songs and rhymes to support classroom routines</p> <p><b>Stories:</b></p> <div data-bbox="190 805 369 1029"> </div> <div data-bbox="425 758 683 965"> </div> <div data-bbox="548 997 772 1189"> </div> <p>We will also explore non-fiction texts and videos connected with our Topic Web "Me and the World". A small Performance "We are going on the Bear Hunt" in the Gym .</p>	<p>This term we will be exploring the topic web: Me and the World. It will focus on developing geographical vocabulary and learning about the world through first-hand experience, stories and play.</p> <p>We will explore an early understanding of some of geography's key concepts, such as place, space, scale, environment, interconnections, and change; the latter signifying both spatial and temporal changes in places and the processes that happen there.</p> <p>This includes asking and finding the answers to questions underpinned by a growing awareness and understanding of these key geographical concepts.</p> <p><b>Super Starter:</b> Explore about ourselves: where are you from? Where do you live? Where is our school? Identify elements that represent our city. Focus: Space and Place.</p> <p><b>Marvellous Middle:</b> School trip to the beach - explore our city. Focus: Place and Make Connections.</p> <p><b>Fabulous Finish:</b> Children should be able to see themselves and their identities reflected in their environment, such as through images of family, local community, and through cultural artefacts. Focus: Change and Environment</p>	<p>The children will have access to different areas in the classroom which ignite imagination, encourage independent learning, playing and exploring and create a safe place to learn and flourish - Maths/Construction Area, Role Play, Art Area, Reading Area and Calm Corner.</p> <p>The calm corner provides a quiet place for children to regulate and relax, a quiet reading nook with books for the children to explore, a small world area, investigation table, phonics and number tables and play corner. Outside the children will have access to different areas to explore their imagination and curiosity,</p>

**ELG (Early Learning Goal)**

**Prime Areas:**

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><b>Outcome of learning:</b>  <i>Create activities and opportunities that develop and promote the children's listening, attention, understanding and speaking skills.</i></p> <p><b>ELG:</b>  <b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Initiate conversations with adults and children, taking account of what others say</li> <li>• Maintain attention and concentrate in small group and whole class activities.</li> <li>• Talk in complete sentences (modelled by all adults)</li> <li>• Ask appropriate questions</li> <li>• Join in with daily songs</li> <li>• Listen to and talk about non-fiction books about our topic. Invite children to explore new vocabulary and ask questions to find out more information.</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>	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>- Routines, rules and expectations in PE</li> <li>- Fundamental movement skills: Develop basic locomotor (running, skipping, jumping...) and non-locomotor skills (balance and flexibility);</li> <li>- Introduction to invasion games</li> <li>- Develop coordination and object manipulation</li> </ul> <p><b>Fine Motor Skills</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing</li> </ul>	<p><b>Outcome of learning:</b>  <i>Strong, warm and supportive relationships with adults will enable children to learn how to understand their own feelings and those of others. We will understand our key emotions, using the Emotions Shed framework and Positive Pathways approach, supported by breathing activities and picture books. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.</i></p> <p><b>ELG:</b>  <b>Self Regulation:</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of 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>• 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>• Develop an awareness of the boundaries set and behavioural expectations.</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> <li>• Form positive attachments to adults and friendships with peers</li> </ul>

		<ul style="list-style-type: none"> <li>• Show sensitivity to their needs and others' needs.</li> </ul> <p><b>Mindfulness Class: to support this Prime Area.</b></p> <p>The general aim of the curriculum is to use mindfulness practices to support the development of the whole child through games, problem solving and meditation:</p> <ul style="list-style-type: none"> <li>• Supporting the development of emotional literacy</li> <li>• Investigating different sensations and sense experiences</li> <li>• Supporting our ability to connect and better understand our friends as we explore what it means to be us through movement and music</li> <li>• Expressing our experience through colours, art and doodling</li> </ul>
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**Specific Areas:**

Literacy (Phonics)	Mathematics (Number)	Understanding the World	Expressive Arts and Design
<p><b>Outcome of learning:</b>  <i>Storytelling and rhyme recognition through exploring familiar and repetitive texts, thinking about structure, vocabulary and what we enjoy about books in general. Explore fiction and non-fiction texts about "Me and the World" and encourage the children to develop a love of reading and exploring books.</i></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>• Tell stories about their own</li> </ul>	<p><b>Outcome of learning:</b>  <i>To provide children with opportunities to develop and improve their skills in counting, understanding and using numbers.</i></p> <p><b>ELG: Numbers and Numerical Patterns</b></p> <p><b>Outcome of learning (reception):</b>            Children are encouraged to be curious and explore numbers. They will be using familiar objects to help them learn about how numbers are used in everyday life. They will be playing number games and sing counting songs and will also be linking numbers to this term's topic work: Me and the World.</p> <p><b>Key Skills (reception)</b></p>	<p><b>Outcome of learning:</b>            Children can talk about their experiences. Children can make comparisons and ask appropriate questions.</p> <p><b>ELG: Explore the natural world around them, making observations and drawing pictures about their family or house or a special place.</b></p> <p><b>ELG: Know some similarities and differences between the natural world around them and contrasting environments</b></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Learn what has changed in our local area and identify what is different.</li> </ul>	<p><b>Outcome of learning:</b>  <i>Opportunities for children to express themselves creatively both indoors and outside. Create crafts and explore role play opportunities connected to our topic.</i></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>• Explore collage and painting</li> <li>• Explore mark making</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,</li> </ul>

<p>lives and experiences related to the class topic.</p> <ul style="list-style-type: none"> <li>• Read and label different cities/places: i.e. where are you from? and where do you live?</li> <li>• Describe different places that they visited and their characteristics.</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>Apply phonic knowledge of the initial phase 2/3 sounds to read and write simple CVC words confidently: sat, at, pin, pat etc. 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. Start writing simple sentences with finger spaces</p>	<ul style="list-style-type: none"> <li>• Estimate how many objects are in a group and continue practising to count reliably to 20.</li> <li>• Write numbers 0-10 and beyond, with correct formation</li> <li>• World themed addition and subtraction activities using language related to addition and subtraction.</li> <li>• Recreating a simple pattern.</li> <li>• Identify and describe properties of 2D and 3D shapes</li> <li>• Use vocabulary related to weight, length and capacity</li> <li>• Use everyday language relating to money</li> <li>• Use language relating to time.</li> </ul> <p><b>Outcome of learning (Pre-Reception):</b> Show curiosity about numbers and use some number names and language spontaneously. Recites numbers up to 10 and recognises some numerals and match to a quantity of objects.</p> <p><b>Key Activities:</b></p> <ul style="list-style-type: none"> <li>• Provide a range of objects in different colours or shapes. Encourage the children to continue, copy and create repeating patterns using natural objects.</li> <li>• Talk about distance and know that some places are further away than others. Begin to explore scale through small world play. <ul style="list-style-type: none"> <li>• Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what the weather is like where we live.</li> <li>• Learn about different place in the world which are very hot and very cold.</li> <li>• Learn about other features in Kildwick: (river, beck, hills, fields).</li> </ul> <p><b>Key Activities:</b></p> <ul style="list-style-type: none"> <li>• Walks, routes and trails</li> <li>• Explorations of built and natural environments</li> <li>• Spaces for den-making, place-making</li> <li>• Geographical drifts to focus attention</li> <li>• Stories and other media of people and places, that challenge stereotypical thinking</li> <li>• Sensory tables of natural and found objects</li> <li>• Identification charts for flora and fauna</li> <li>• Opportunities to explore textures and a variety of materials, including sand and water play</li> <li>• Equipment for different types of weather, such as wellies and waterproofs</li> <li>• Geography detective equipment- notebooks, magnifying glasses, compasses and cameras</li> <li>• Small world play.</li> </ul>	<p>thinking about uses and purposes</p> <ul style="list-style-type: none"> <li>• Represent own ideas, thoughts and feelings use art and design, role play and creative play</li> <li>• Invite the children to work collaboratively to create a flag from their home country. Each child will choose the materials that likes the most.</li> </ul>
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	<ul style="list-style-type: none"> <li>Beginning to use 'right and left' with increasing confidence.</li> </ul>		
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**Additional:**

Portuguese	Expressive Arts: Music and Drama	Home and School
<p>Outcome of learning: Children can use basic Portuguese vocabulary and everyday classroom language.</p> <p><b>Key Skills:</b></p> <p>Explore vocabulary about our topic web "Me and the World": i.e about me, family and the change of weather.</p> <p>Count up to 10 and play number games</p> <p>Recognise some of the Portuguese letter names</p>	<p><b>ELG: Creating with Materials + Being Imaginative and Expressive</b></p> <p><b>Outcome of learning:</b></p> <p>Using familiar stories the children can listen, ask questions and act out the stories. Have a bank of regular daily songs and nursery rhymes.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Make use of props and materials when role playing</li> <li>Learn our stories related to our topic adding actions and role play.</li> <li>Invent, adapt and recount narratives and stories with peers/teachers</li> <li>Sing/perform rhymes and songs</li> <li>Move in time with music</li> <li>Explore rhythm and musical instruments</li> <li>Learn songs with actions</li> </ul>	<p><b>Home learning:</b> Reception children will take home the sounds we are learning each week so parents can practice at home.</p> <p><b>Mondays:</b> The children have gardening and must keep an old t-shirt and suitable gardening shoes in school</p> <p>The children have sports and games so should come to school in their PE uniform</p> <p><b>Fridays:</b> In the afternoon we will have time for show and tell. This is an opportunity to promote communication and language where the children bring something from home to share with the class. This could be: something they have made that they are proud of, something related to our topic, a photo or something that is special to the children that they would like to share. This will be on a rota and a message will be sent on Class Dojo to let you know when it is your child's turn.</p> <p><b>Communication with teachers:</b> This can be face to face or via Class Dojo or email. We will post regular pictures of what is happening in school via Class Dojo.</p>