



The Creative Learning Journey Around the World in 30 Days - Maple (Topic)

Wow Starter: Visit to Cotswold Wildlife Park.

Final Event: Classroom Learning Expo - exploring the world.



UNDERSTANDING THE WORLD

The world 0-5

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

The world 0-5

- Looks closely at similarities, differences, patterns and change.

The world 0-5

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology 0-5

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sounds, movements or new images.
- Knows that information can be retrieved from computers.

Technology 0-5

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

Technology 0-5

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

PHYSICAL EDUCATION

Moving and Handling 0-5

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts chairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

Moving and Handling 0-5

- Experiments with different ways of moving.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Moving and Handling 0-5

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

Health and self-care 0-5

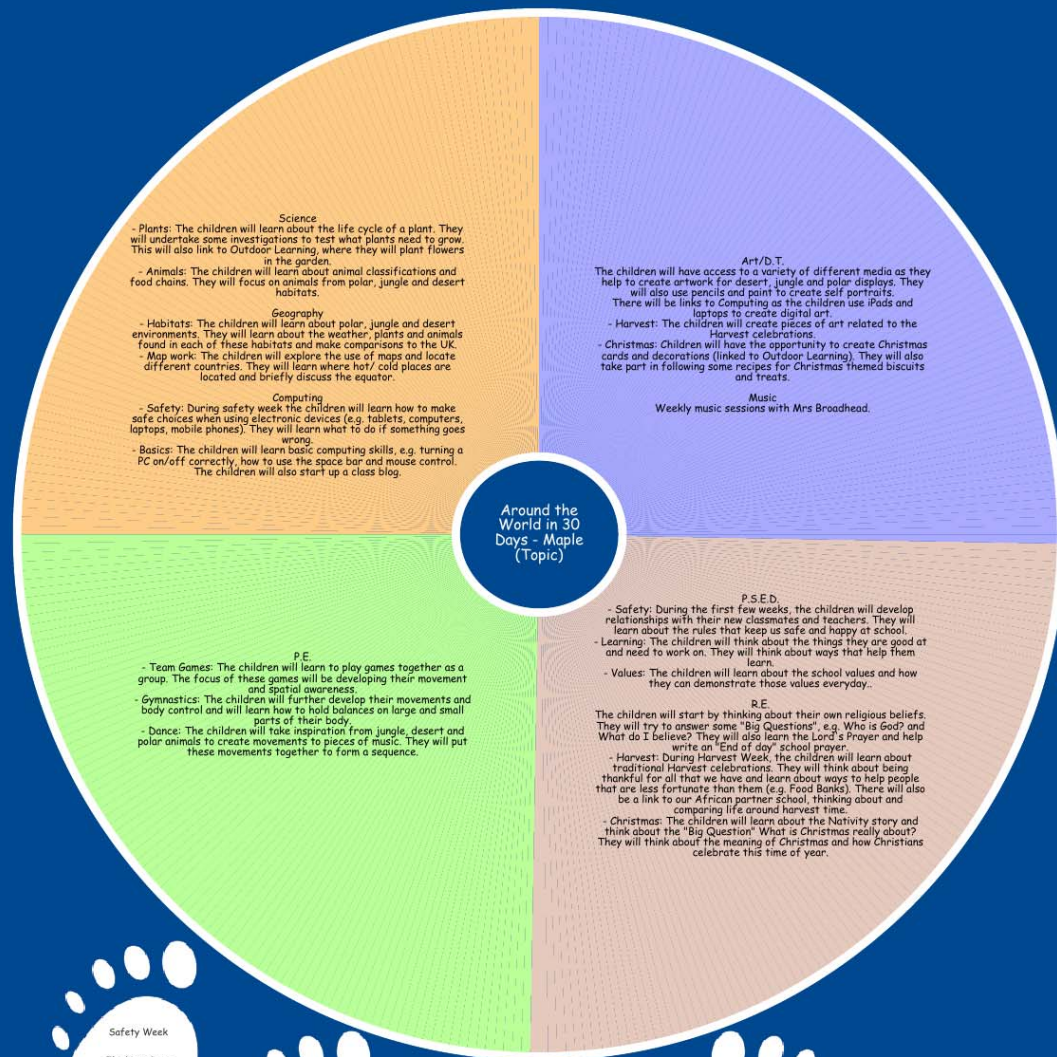
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Health and self-care 0-5

- Usually dry and clean during the day.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

Health and self-care 0-5

- They talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



OUTDOOR LEARNING



EXPRESSIVE ARTS AND DESIGN

Exploring and using media and materials 0-5

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

Exploring and using media and materials 0-5

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Understands that different media can be combined to create new effects.
- Constructs with a purpose in mind, using a variety of resources.

Exploring and using media and materials 0-5

- Children sing songs, make music and dance, and experiment with ways of changing them.

Being imaginative 0-5

- Developing preferences for forms of expression.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals, needing rescue from an armchair cliff.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Being imaginative 0-5

- Create simple representations of events, people and objects.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Being imaginative 0-5

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

PSED & RELIGIOUS EDUCATION

Making relationships 0-5

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps playing going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Making relationships 0-5

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Making relationships 0-5

- Children play co-operatively, taking turns with others.
- They form positive relationships with adults and other children.

Self-confidence and self-awareness 0-5

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.

Self-confidence and self-awareness 0-5

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

Self-confidence and self-awareness 0-5

- Children are confident to try new activities.

Managing feelings and behaviour 0-5

- Aware of own feelings, and knows that some actions and words can hurt others feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

Managing feelings and behaviour 0-5

- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Managing feelings and behaviour 0-5

- They talk about their own and others behaviour, and its consequences.
- They know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.



MATHEMATICS AND COMPUTING

Numbers 0-5

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

Numbers 0-5

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of more and fewer to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Records, using marks that they can interpret and explain.

Shape, space and measure 0-5

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Shows interest in shapes in the environment.
- Shows shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. round and tall.

Shape, space and measure 0-5

- Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Orders two or three items by length or height.
- Uses familiar objects and common shapes to create and recreate patterns and build models.

Number & Place Value: The children will focus on recognising, counting and ordering with numbers up to 20. They will practise reading and writing these numbers and develop a secure understanding of number.

Measurement: Height & Length: The children will continue to develop their understanding of number through measuring height and length. They will compare objects using vocabulary 'taller', 'shorter' etc.

Geometry: Shape and Pattern: The children will learn to recognise and name simple 2D and 3D shapes. They will look for shapes and patterns in the environment and they will also use these shapes to create patterns of their own.

Statistics: Tally Charts & Pictograms: The children will briefly learn about collecting and display information in Tally Charts and pictograms. This will be linked to Christmas.

Around the World in 30 Days - Maple (Maths & Literacy)

- Literacy**
- SPaG: The focus for the first half of the term will be on handwriting and making sure that the formation of letters is correct and readable. This focus will be on the letters in their names and HF words. Then the children will move on to learning how to combine and order words in a sentence.
 - Diaries, letters & postcards: The children will learn how to write in 1st person. Their writing will be linked to the topic and will describe the animals, climate and plants they learn about as we "travel the world". Children will also write a letter to Father Christmas.
 - Reports: Linked to our science work, the children will write a report to explain their findings on plant growth and weather.
 - Poetry: The children will learn what poetry is and will write group poems linked to Harvest and the polar climate.
 - Stories: The children will listen to a selection of stories about starting school. They will practise retelling, ordering and linking these stories to their own experiences. We will also look at "The Jolly Christmas Postman" and discuss traditional story and their characters.

The children will be encouraged to develop their confidence in speaking in small and larger groups. They will have the opportunity to join in with discussions and share their learning with others. Children will be encouraged to listen to others as well as giving their own opinions. They will have the opportunity to respond to questions and ask questions of their own.

LITERACY

Reading 0-5

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Reading 0-5

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Writing 0-5

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

Writing 0-5

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.

Writing 0-5

- Attempts to write short sentences in meaningful contexts.

COMMUNICATION AND LANGUAGE

Listening and attention 0-5

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention - still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

Listening and attention 0-5

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short span.

Understanding 0-5

- Understands use of objects (e.g. "What do we use to cut things?")
- Shows understanding of prepositions such as under, on, top, behind by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand why and how questions.

Understanding 0-5

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Speaking 0-5

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.

Speaking 0-5

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.