



Wow Starter: Exploring gadgets and inventions from the past.

Final Event: Designing and making a floating contraption.



UNDERSTANDING THE WORLD

People and communities 0-5

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Shows interest in different occupations and ways of life.

People and communities 0-5

- Enjoys joining in with family customs and routines.

People and communities 0-5

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world 0-5

- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.

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.

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 sound, 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.

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 play 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 take account of one another's ideas about how to organise their activity.
- They show sensitivity to others' needs and feelings.
- They form positive relationships with adults and other children.

Self-confidence and self-awareness 0-5

- Enjoys responsibility of carrying out small tasks.
- Shows confidence in asking adults for help.

Self-confidence and self-awareness 0-5

- Children are confident to try new activities.

Making relationships 0-5

- They say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas.
- They will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

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.

Managing feelings and behaviour 0-5

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- 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

- Children talk about how they and others show feelings.
- 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.



HISTORY
- Comparing inventions now/then e.g. toys
The children will look at toys from the past. They will think about the toys they play with and make comparisons.
- Timeline of transport (cars, trains, flight)
The children will think about how we travel from place to place. They will look at how transport has changed over time and how inventions and scientific discoveries have helped to improve travel.
- Famous Inventor (George Stephenson)
The children will focus on the invention of the steam train.

SCIENCE
- Forces (push/pull) investigations
- Floating and sinking investigations

COMPUTING
- Programming (Beebots)
The children will work programming a set of instructions to make a Beebot move. They will also plan and write their own programming instructions for a Beebot.

P.E.
- Throwing & Catching
The children will build on previous work of controlling balls. They will use small and large balls to practise throwing and catching with a partner and in small groups.
- May Pole Dancing
The children will learn traditional May Day dances including the Pat-A-Cake Polka.

MUSIC
Weekly sessions with Mrs Broadhead. The focus will be on "Texture" and the children will have the opportunity to explore sounds, create sound sequences and perform sound sequences.

RE
- Who is an inspiring person?
(Linked to school values/ British values) The children will think about who inspires them and why. They will also think about how Jesus inspires and teaches Christians.

PSED
- Team building
The children will learn how to work together and be a good team player.
- Resolving problems
Continuing on from their team building work, the children will think about how they can solve problems by listening and sharing their ideas.
- British Values
The children will begin to learn about and discuss respect and tolerance for those with different faiths and beliefs.

D.T.
- Car models
The children will work in groups to build and decorate model cars based on cars they have learnt about (mini, ford etc).
- Designing a boat (linked to floating and sinking in Science)
The children will design and make a boat using everyday objects. They will test whether their boats float and how they could make them better.

ART
- Drawing inventions from the past
- Nuts and bolts collages
- Train paintings

OUTDOOR LEARNING

Team Building Games

Gardening

Spring Colours - paint chart colour matching,

Floating and Sinking

May Day - Friday
27th May

Celebrations and
May Day dancing



Think Tank -
Thursday 28th April

Lower School visit
to the Think Tank
museum



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.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.

Moving and Handling 0-5

- Experiments with different ways of moving.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- 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

- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.

Health and self-care 0-5

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- 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

- Children know the importance for good health of physical exercise, and a healthy diet.
- 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.

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.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Beginning to be interested in and describe the texture of things.
- 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.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Exploring and using media and materials 0-5

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative 0-5

- Notices 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 responds with a range of media, such as music, dance and paint and other materials or words.

Being imaginative 0-5

- Creates simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- 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.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



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MATHEMATICS AND COMPUTING

Numbers 0-5

- 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.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Numbers 0-5

- Children count reliably with numbers from one to 20, place them in order.
- They can say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers.
- They count on or back to find the answer.

- They solve problems, including doubling, halving and sharing.

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.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.

Shape, space and measure 0-5

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Geometry: Shape and Pattern
The children will revisit 2D and 3D shapes and their properties. They will continue and create patterns using colours, shapes and numbers.

Measurement: Weight & Capacity
The children will make comparisons between the weight of different objects and begin to measure how much an object weighs using non-standard units. They will learn about capacity and investigate containers of different sizes and shapes.

Multiplication & Division/ Fractions
The children will learn about odd and even numbers. They will then move on to halving and sharing objects and amounts. The children will also learn how to find a half and a quarter of simple 2D shapes.

Cracking Contraptions - Maple (English & Maths)

Type here
The children will continue to work on listening and speaking skills. They will have opportunities to work in pairs, small groups and whole class discussions. The children will be encouraged to demonstrate their understanding through questioning and sharing their ideas. They will have opportunities to ask questions to further their understanding.

MY FAVOURITE TOY - Linked to our History topic work, the children will write a short piece of writing about their favourite toy.

STORIES

The children will look at a selection of stories that focus on transport vehicles and inventions. Some of these stories will include "Whatever Next" by Jill Murphy and "Mr Gumpy's Motorcar", "Oh Get Off Our Train" and "The Magic Bed" by John Burningham. They will then use what they have learnt about story writing to write their own short story.

INSTRUCTIONS

The children will briefly revisit the features of instruction writing. They will then write a set of instructions linked to their Science experiments and the gardening they have done in Outdoor Learning.

EXPLANATIONS

The children will learn to write short explanations. They will try writing explanations linked to their science work to explain why some objects float and some object sink.

LITERACY

Reading 0-5

- 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.

Reading 0-5

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

Writing 0-5

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- 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.
- Attempts to write short sentences in meaningful contexts.

Writing 0-5

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

COMMUNICATION AND LANGUAGE

Listening and attention 0-5

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

Listening and attention 0-5

- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

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.

Understanding 0-5

- Children follow instructions involving several ideas or actions.
- They answer how and why questions about their experiences and in response to stories or events.

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.

Speaking 0-5

- Children express themselves effectively, showing awareness of listeners needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

