

Owlets Spring 2 Curriculum Overview 2018 – ‘What do I want to be when I am big?’ – People Who Help Us

	19.02.2018 Week 21	26.02.2018 Week 22	05.03.2018 Week 23	12.03.2018 Week 24	19.03.2018 Week 25	26.03.2018 Week 26
Key Events		Thursday – World Book Day	Wednesday – Miss Church out	Tuesday – EYFS Cluster Wednesday – Miss Church out	Wednesday – Parent Consultations 1.30pm	Eagle Owls at PGL Thursday – Inset Day
Personal, Social and Emotional Development	Free-flow choosing time within a planned Early Years Environment provides children with opportunities to develop self-confidence, their sense of self and begin to make established friendships within their class group. Children will make independent choices about their learning by carefully selecting resources both on their own and with others, which will enable them to use and apply their knowledge of the world around them, subsequently leading to a greater level of understanding. Children will converse with one another, negotiate, take turns, learn about each other’s feelings and begin to understand how their actions can affect these.					
Communication and Language	<ul style="list-style-type: none"> • Talk Partners provide regular opportunities for children to converse, discuss and peer assess their learning • Free-flow choosing time promotes an expanse of communication – listening, talking, responding, understanding • Weekly Spanish lessons planned and taught by Mrs Hamilton (MFL Teacher) • Small group learning provides adult modeling and substantial time to support individual’s needs • Daily phonics teaching, including the introduction and discussion of new vocabulary <p><i>Ideas could include:</i> Small world emergency services scene – police stations with small figures, police car, fire engine with small figures Small city/village scene with buildings made using junk modeling materials and small figures – could add road signs and landscape etc. Role play areas such as veterinary surgery, doctors surgery, hospital, hairdressers, fire engine, mechanics, opticians, post office</p>					
Physical Development	<p>Weekly Physical Education lessons planned and taught by Mrs House (HLTA)</p> <p>Outdoor Environment supporting gross motor development through activities/resources such as: trim trail, bikes and scooters, mud/sand kitchen, stage, den building, large scale construction resources, urban music stand</p> <p>Sensory/Fine Motor Tray provides children with opportunities to develop muscle tone, develop hand-eye coordination and experience and explore different textures</p> <p><i>Ideas could include:</i> Shredded crepe paper fire with numbers and tweezers (rescue the numbers from the fire!), post office stampers and selotape to wrap parcels and packages, water and syringes (in line with medical profession), piggy bank with small coins to drop through, cars in water (car wash), bin lorry scene with sorting for recycling or rubbish materials/waste, builders site with porridge and diggers and scoops of varying sizes, toothbrushes and magnifying glasses</p>					
Literacy (Reading and Writing)	<p>Phonics – Discrete phonics teaching Tuesday-Friday. Opportunities to apply phonological understanding on Monday during Big Write and through regular 1:1 reading</p> <p>Phonics is taught in line with Letters and Sounds, although aspects of other schemes are used such as the Read Write Inc formation rhymes</p> <p>Home reading encompasses a range of resources including pre-reader books, initial sound packs and a variety of CVC/CVCC/CCVC sound packs</p>					

Weekly **BIG Write** provides a routine opportunity for children to develop their writing skills as well as apply and use their phonological understanding and awareness.

Talk Homework is issued on a Friday – a discussion point/topic/picture for children to talk about at home with their family in preparation for Big Write on Monday.

Ideas could include:

- What would you like to be when you are big? What job would you like to have? Why?
- Find out about the jobs that people in your family have, or have done – what is their role? What do they have to do when they go to work?
- What equipment do you think a (insert job title) would need to do his or her job properly? Why?
- The Emergency Services have a very important role in our community. Who are the Emergency Services and what do they do?
- Think of some jobs where people work outside

Gold Write is introduced later in the year as a half termly/termly assessment tool; whichever is felt best appropriate for the cohort of children.

Daily Story Telling promoting a love of reading/stories and broadening the range of books that children enjoy

End of Half Term Assessments

To include phonics update (phase 2 and 3 – recognition of sounds, tricky words, blending and segmenting), reading bands and Gold writing

<p>Mathematics (Number and Shape, Space and Measures)</p>	<p>Counting backwards from 10</p> <p>Re-ordering muddled up numbers</p> <p>1 more than</p>	<p>Length and height and the difference between these</p> <p>Estimating and measuring</p> <p>Comparing</p>	<p>2D shapes</p> <p>Positional language</p>	<p>Focus on number 9, in line with '999' calls</p> <p>Numbers are used for phone numbers – make a phone book</p> <p>Addition by grouping</p>	<p>Days of the week</p>	<p>End of Half Term Assessments</p> <p>To include: number recognition, ordering numbers, shape recognition, 1:1 correspondence</p>
<p>Understanding the World (including Technology)</p>	<p>MFL - Spanish</p> <p>Child-Led Planning</p> <p>What do I want to be when I am big?</p> <p>What jobs can I think of?</p> <p>How many different jobs can I name?</p> <p>Why do grown-ups have jobs?</p> <p>Different jobs help us – how have you helped someone?</p>	<p>MFL - Spanish</p> <p>People & Communities</p> <p>What jobs do people in my family have?</p> <p>What does Mummy and Daddy do when they go to work?</p> <p>Geography</p> <p>People & Communities</p> <p>Jobs in our community</p> <p>Why do people need uniforms/special clothes to</p>	<p>MFL - Spanish</p> <p>People & Communities</p> <p>Let's learn some more about the jobs we're already familiar with – doctors and nurses and dentists.</p> <p>Where can they work?</p> <p>What do they do?</p> <p>How do they help?</p> <p>History</p> <p>Nurses from the past –</p>	<p>MFL - Spanish</p> <p>People & Communities</p> <p>The World</p> <p>How to get help – calling 999</p> <p>The Emergency Services</p> <p>'Heart Start' – teaching life saving skills (British Heart Foundation)</p> <p>Science</p>	<p>MFL - Spanish</p> <p>Science</p> <p>Chefs change ingredients into something else – discuss heat. Experiment with chocolate, bread and water. How many different things can a potato be turned into?</p>	<p>MFL - Spanish</p> <p>RE</p> <p>The Easter Story</p> <p>Religious celebrations and beliefs</p>

	<p>Technology</p> <p>Taking photos of my friends holding their job aspiration on a sign for display</p>	<p>do their job?</p> <p>People & Communities</p> <p>Postmen/women deliver the letters – write a letter to invite your Mummy/Daddy to come to Stay & Play – include address and stamp</p>	<p>Florence Nightingale</p> <p>Opticians – what would it be like if we couldn't see?</p> <p>PSED - Disabilities</p> <p>Science</p> <p>Following on from medical professions - How can we keep healthy?</p> <p>Healthy eating and diet</p> <p>Exercise</p> <p>Sleep</p> <p>Looking after our teeth</p>	<p>Materials experiment – gloves appropriate for working with water – wool/rubber/paper</p>		
Expressive Arts and Design	<p>Art</p> <p>Self-portrait</p> <p>Art</p> <p>Drawing a picture of myself when I am big</p> <p>Art</p> <p>Inserting photo of face into 'dream job' pictures</p>	<p>Design Technology</p> <p>Make an envelope and decorate it to send letter</p> <p>Design Technology</p> <p>Felt/foam puppets of varying occupations in their clothing/uniform</p>	<p>Art</p> <p>X-ray art</p>	<p>Music</p> <p>Sirens – making shakers with different fillings</p> <p>Art</p> <p>Finger prints – police evidence</p>	<p>Cooking</p> <p>Changing items of food with heat</p>	<p>Art/Design Technology</p> <p>Easter cards</p> <p>Easter baskets</p> <p>Cooking</p> <p>Easter crispy cakes</p>

Topic Related Enhanced Provision

Reading	A comfortable area with a variety of cushions. Collection of fiction and non-fiction books from Norfolk Schools Library Service (chosen by children in School Library Van) displayed in a unique and inviting shelving unit which allows children to see the front covers of books. Colourful, key words relating to books and reading displayed on the wall e.g. fiction, story, information, front cover. Easy access to Writing Area. Pink reading books also stored here for ease of access to children.
Art/crafts	A range of art materials in organised coloured boxes which are accessible to the children at their height. Materials will change throughout the course of the year but include things such as pom-poms, buttons, sweet wrappers, ribbons, tissue paper, paper shapes, wooden beads, glitter circles, gummed shapes, coloured paper, paint, bottle tops, stamps, sponges, lollipops, googly eyes. Permanent resources include Selotape, PVA glue, Pritt-sticks scissors & paper. Playdough and junk modelling also in this area.
Construction and Small world	Contained within an IKEA Storage Unit which is accessible to both adults and children. Various construction materials stored, a different one for each coloured box. Construction includes things such as: large Lego, miniature Lego, Marble-run, inter-star, stickle bricks, wooden blocks, train tracks. Various games and jigsaws also in this area, also stored in a IKEA Unit. Lego table. Tyre for seating. Small world characters stored in large hessian toy sack. Various small world scenes rotated throughout the course of the term. Dolls house containing beds, household items and furnishings and dolls. Garage with mechanical lift, helicopter pad and cars
Technology	Interactive Whiteboard used in teaching sessions. Free-flow use of Interactive Whiteboard on age appropriate software and games relevant to current learning e.g. Online games, drawing, writing/reading. iPads (Using apps and cameras). Child cameras and toy kaleidoscope cameras. Talking Clipboards. Keyboards, computer screens, laptops, hairdryers, tills and phones used in Role Play Area, dependent on theme.
Outdoors	Water tray which changes on a weekly or day-to-day basis e.g. coloured water, glitter water, bubbles, different temperatures of water, ice, floating materials, boats, sieves, scoops etc. Sand kitchen (made from various wooden units) containing water and sand, bowls, utensils, baking trays, cupcake trays, shelving, jugs with measurements, containers of different sizes and cups. Wooden picnic bench near to kitchen for children to serve food made in sand kitchen. Bug-themed blackboards and chalk. Whiteboard on wall with pens and rubbers. Urban musical instrument tripod stand. Hanging baskets on fence to store water and sand toys. Washing line to hang aprons/boiler suits. Coloured seating. Real-life steering wheel attached to railing with chairs to create imaginary cars or transport. Small world table. Spray-painted tyres. Construction/Building Area containing rubber bricks stored on wooden stand, wheelbarrow, and builders' hard hats, trolley. Natural wooden materials stored in blue bucket and used in tuff trays. Raised wooden stage and mirror attached to wall opposite to enhance imaginary/dress-up play. Greenhouse and planters.
Role-play	Veterinary surgery, doctors surgery, hospital, hairdressers, fire engine, mechanics, opticians, post office
Sensory and Fine motor	See MTP for weekly coverage, supporting physical development.
Writing	An open unit at the children's height which allows them to access resources easily, positioned near to table. Including: scrap paper, colouring sheets, envelopes, notepads, stencils, phonics sound & alphabet mats of different themes for differing interests, coloured paper, colouring crayons, thin and thick-grasp HB pencils, rubbers, pencil sharpeners, pencil grips, paper clips, scissors, writing belts. Other resources across different topics may be interchangeable e.g. letter writing paper, invitation paper, shaped paper, clipboards
Maths	Open units and trays at the children's height which allows them to access resources easily. Including: compare bears, unifix, light shapes, threading shapes, 2D shapes, beads and shoe laces, counting puppets, wooden blocks, magnetic construction, numicon, number beanbags, numbered buckets, numbered wooden elephants, road themed number formation cut outs, number lines, counting elephants, puzzles, jigsaws, board games.