



TOPIC TITLE: Our Wonderful World



ENTRY POINT and OVERVIEW

With the sunny weather on its way, we will be engaging in lots of outdoor learning down in EYFS. In our new topic, we will think about how we can help to look after our environment both in school and out in the wider world. We will think about looking after our animals, plants and habitats. After half term, we will think about saving our seas and plastic pollution. Our first focus story will be 'The Very Hungry caterpillar', and so we will start off the new term by rearing our own caterpillars into butterflies!

HOME LEARNING

Each Friday, you will receive a suggested maths and phonics activity to complete at home. We really encourage you to have a go at some of these activities with your child, as it will impact greatly on their understanding and progress in school.

Please ensure you regularly read at home with your child.

When reading...

- Talk about the book and ask questions before, during and after Reading.
- Encourage your child to segment and blend when needed.
- Encourage fluency through reading repeated phrases, common words seen frequently in books and tricky words.

PARENT ENGAGEMENT

A few activities to get you started on this topic...

- Go on a minibeast hunt – what can you find and where?
- Visit your favourite local beauty spot and enjoy a picnic!
- Walk, bike or scoot to school.
- Volunteer to help out at a local beach/park clean.



The Big Idea: To think about the 'big problems' facing our world, how these affect us and what we can do to help.

Key Texts:

The Very Hungry Caterpillar
The Very Cautious Caterpillar
The world came to my place today
Michael Recycle
George saves the world by lunchtime
What a waste!
The messy magpie
Charlie and Lola: Look after your planet
Look at that building
Commotion in the Ocean

Key Experiences:

Growing caterpillars into butterflies
Ground Force Day
Rosemoor Gardens visit?

Celebrations: Graduation from the EYFS – date TBC in July

RE Focus: Pentecost and Mission, Other Faiths (Judaism, Sikhism, Hinduism), Big Questions

Using and Applying:

- Staff to provide a range of opportunities for children to practice these skills inside and outside the classroom.
- Staff to provide a range of opportunities for children to develop skills in a range of contexts, both real and imaginary.
- Staff to provide a range of meaningful adult led, adult initiated, child led, child initiated and continuous provision activities to support learning, and develop a flexible planning approach to reflect the children's interests.
- Through an enabling environment, developing positive relationships and celebrating the uniqueness of each child and their individual learning journey.



Prime Areas of the Early Years Foundation Stage Curriculum

Area of Learning	Learning Objectives from EYFS Development Matters
<p>Personal, Social and Emotional Development Age Band: 40-60 months</p>	<p>Making relationships – Early Learning Goal 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, and form positive relationships with adults and other children.</p> <p>Self-Confidence and Self - Awareness - Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour - Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and 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</p>
<p>Communication and Language Age Band: 40-60 months</p>	<p>Listening and Attention - Early Learning Goal 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.</p> <p>Understanding - Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking - Early Learning Goal 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.</p>



<p>Physical Development Age Band: 40-60 months</p>	<p>Moving and handling - Early Learning Goal 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.</p> <p>Health and Self-Care - Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and 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.</p>
Specific Areas of the Early Years Foundation Stage Curriculum	
<p>Literacy Age Band: 40-60 months</p>	<p>Reading - Early Learning Goal 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.</p> <p>Writing - Early Learning Goal 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.</p>
<p>Maths Age Band: 40-60 months</p>	<p>Number - Early Learning Goal Children count reliably with numbers from one to 20, place them in order and 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 and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, Space and Measure - Early Learning Goal 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.</p>



<p>Understanding the World Age Band: 40-60 months</p>	<p>People and Communities – Early Learning Goal 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.</p> <p>The World - Early Learning Goal 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.</p> <p>Technology - Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	
<p>Expressive Art and Design Age Band: 40-60 Months</p>	<p>Exploring and Using Media and Materials - Early Learning Goal 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.</p> <p>Being Imaginative – Early Learning Goal 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.</p>	
<p>Characteristics of Effective Learning:</p>		
<p><u>Playing and exploring - Engagement</u> Finding out and exploring Playing with what they know Being willing to 'have a go'</p>	<p><u>Active learning – Motivation</u> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>	<p><u>Creating and thinking critically – Thinking</u> Having their own ideas. Making links Choosing ways to do things</p>