

Whole School Theme: History it's a Mystery		Learning Journey Map	Term: Spring 2	Weeks: 6
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture				
Curriculum Principles				
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Force for positive change</b> Linking our school virtues to all we do; all learning has a clear purpose and relevance to our lives and environment; children are inspired to have an impact on the world	<b>Sustainability</b> Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy	
- Circle time – use resources, children to act out the animals that live in Africa.	- Exploring the 7 continents. - Talk about the countries in Africa and give examples, showing images. - Discuss the culture, community and people using visual images.	-Talk about the animals that live in the jungle, rainforests and deserts and discuss how to keep the animals safe.	- Using a range of recycled materials to create animals that live in Africa.	

**Personal, Social and Emotional Development**  
 Child initiated learning, adult directed activities and play partnering.

- 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
- Confident to talk to other children when playing, and will communicate freely about own home and community
- Confident to speak to others about own needs, wants interests and opinions
- Can describe self in positive terms and talk about abilities
- Aware of own feelings, and knows that some actions and words can hurt others' feelings
- 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

**Communication and Language**  
 Whole class, small group and one to one discussions. Daily story session (fiction/non-fiction), songs, rhymes and poems.

- Two-channelled attention – can listen and do for short span
- 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
- Questions why things happen and gives explanations e.g. who, what, when, how
- 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

**Characteristics of Effective Learning**  
 Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

**Active learning – motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

**Creating and thinking critically – thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

**Literacy**  
 Daily RWI phonics carpet session input, adult directed focus task, child initiated learning, children's choice, cross-curricular activities indoors and outdoors.

- Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- Begins to read words and simple sentences
- Attempts to write short sentences in meaningful contexts
- Begins to break the flow of speech into words
- Hears and says the initial sound in words
- 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

**Reception**  
 Title: **Tales from Africa (Past and Present People, Culture and Community)**

**Expressive Arts and Design**  
 Daily creative table top activities inside and outside. Role play area and book corner.

- Selects appropriate resources and adapts work where necessary
- Selects tools and techniques needed to shape, assemble and join materials they are using
- 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
- Create simple representations of events, people and objects
- Introduces a storyline or narrative into their play
- Plays cooperatively as part of a group to develop and act out a narrative

### Understanding the World

#### **Weekly Learning Journey topic.**

- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
- Enjoys joining in with family customs and routines
- Looks closely at similarities, differences, patterns and change
- Knows that information can be retrieved from computers
- Uses ICT hardware to interact with age-appropriate computer software

### Physical Development

#### **Daily wake and shake (music and movement), physical activities in the outdoor learning environment, weekly 1 hour PE session.**

- 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
- Begins to form recognisable letters
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- 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