

Curriculum Principles

Equality of Opportunity

Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience

- partner/class discussion – use mini beast prompts, children to discuss/name the mini they already know

Enquiry Based Learning

Creative thinkers; Real life challenge
Risk taking; Resourcefulness; Enterprise;
collaboration; Independent; Fostering and applying thinking skills

- to explore the different types of mini beasts
- to identify the differences and similarities of mini beasts
- to read a range of mini beast stories

Force for positive change

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

- to talk about the life cycle of a butterfly
- to observe the pattern and changes of the cycle.
- to use resource to observe mini beasts in the outdoor area/

Sustainability

Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy

- to use a range of different materials to create mini beasts

Personal, Social and Emotional Development

Child initiated learning, adult directed activities and play partnering.

- Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children
- Are confident to try new activities, and say why they like some activities more than others. Are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Say when they do or don't need help
- 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. Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine

Physical Development

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

- Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing
- Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

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

Reception

Title: **Mini and Mega Beasts**

Big Bang- Introduce mini beat through songs and outdoor concept.

Literacy

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

- Read and understand simple sentences. Use phonics knowledge to decode regular words and read them aloud accurately. Also read some common irregular words. Demonstrate understanding when talking with others about what they have read
- Use their phonics knowledge to write words in ways which match their spoken sounds. Also write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

Communication and Language

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

- Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity
- Follow instructions involving several ideas or actions. Answer 'how' and 'why' questions about their experiences and in response to stories or events
- Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events

Celebration-

- trip to Paradise Wildlife Park

- life cycle of a butterfly

Mathematics

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

- Counting in 2s, 5s and 10s
- 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. Solve problems, including doubling, halving and sharing
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them

Understanding the World

Weekly Learning Journey topic.

- Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and tradition
- Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes
- Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes

Expressive Arts and Design

Daily creative table top activities inside and outside. Role play area and book corner.

- Sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories