



INTENT	Vision	Together we all discover, learn, grow and succeed					
	Values	W	A	R	M	T	H
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
	Learning Behaviours		Disciplinary Knowledge		Substantive Knowledge		
	Attitudes and attributes for learning and life.		Know how – Subject specific thinking and problem solving.		Know what – Deep learning of the key knowledge.		

IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	<i>To learn and understand how we are unique.</i>										
		Hook: Book: Our class is a family by Shannon Olsen						Celebration: Exploring our senses during a sensory/well-being workshop.				
	Main Subjects	Personal, Social and Emotional Development – Building relationships				Communication and Language – Speaking			Understanding the World – Past and Present			
	Key Performance Indicators	<ul style="list-style-type: none"> Talk about and share with others my likes and dislikes. Begin to build relationships and get to know other children and adults. Take turns and play with others. <p><i>ELG:</i></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; 				<ul style="list-style-type: none"> Investigate our sense of touch by feeling different textures and materials. Identify and notice colours in our local environment. Explore our sense of smell by guessing smells/objects hidden from our sight. Listen to the sounds we hear in our environment. Identify and name different foods using our sense of taste. <p><i>ELG:</i></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 			<ul style="list-style-type: none"> Understand how I change from a baby to a child. Talk about and share pictures of my family Explain similarities and differences of artefacts from the past. <p><i>ELG:</i></p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 			
Our Overarching Themes	Relationships	Mastery	Community		Vocabulary / Oracy	Being Healthy / Active		Equity of Education	Developing Learning Behaviours		Fluency	



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

Areas of learning	Key Performance Indicators – achieved through whole class teaching, continuous provision and targeted intervention.
Physical Development – Gross and Fine Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely. • Demonstrate strength, balance and coordination. • Travel and move in a variety of ways - run, jump, dance, hop, skip and climb. • Develop our gross and fine motor skills using the Ten 10 Activities.
Literacy	<ul style="list-style-type: none"> • Read Write Inc - Read set 1 letters – m a s d t l n p g o c k. Fred talk and orally blend the sounds in CVC. • Listen to a range of books and talk about what has been read.
Maths	<ul style="list-style-type: none"> • Maths Fluency – Subitising to 5. • Maths No Problem – Patterns, Counting to 5, composition of numbers up to 5.
Expressive Arts and Design	<ul style="list-style-type: none"> • Exploring a range of media and materials • Retell stories using puppets/props



Key Objective Progression

Prior Knowledge	Foundation Stage – Marvellous Me! - Key Objective (ELG)	Future Learning
<p>Development matters – Personal, social and emotional development - 3 -4 years</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. 	<p>Personal, Social and Emotional Development – Building relationships</p> <ul style="list-style-type: none"> • <i>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers;</i> 	<p>Year 1 – PSHE Feel special and safe in my class. Know that I belong to my class.</p>
<p>Development matters – Communication and Language - 3 -4 years</p> <ul style="list-style-type: none"> • Start a conversation with an adult or a friend and continue it for many turns. 	<p>Communication and Language – Speaking</p> <ul style="list-style-type: none"> • <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> 	<p>Year 1 – Spoken Language Listen and respond appropriately to adults and their peers.</p>
<p>Development matters – Understanding the World - 3 -4 years</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. 	<p>Understanding the World – Past and Present</p> <ul style="list-style-type: none"> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</i> 	<p>Year 1 - History Know differences and similarities - Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the History of Transport and the first aeroplane flight or events commemorated through festivals or anniversaries).</p>