



Foundation Topic: Incredible Inventors

Term: Summer 1

Topic Length: 5 weeks

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 have a better understanding of how objects have developed and changed over time.</i>									
		Hook: ‘Nobot the Robot with No Bottom’ by Sue Hendra.					Outcome: Children to invent their own robot in the inventors workshop.				
	Main Subjects	Literacy – Comprehension			Understanding the World- Past and Present			Expressive Arts and Design			
	Key Performance Indicators	<ul style="list-style-type: none"> Retell the story of ‘Nobot’. Retell the story of ‘The Three Little Aliens and the Big Bad Robot’. <p>Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narrative by using their own words and recently introduced vocabulary. 			<ul style="list-style-type: none"> Know Alexander Bell invented the telephone. Discuss and compare how the telephone has changed over time. Know Karl Benz invented the automobile. Discuss and compare how vehicles have changed over time. Understand and know why we celebrate the Queen’s Platinum Jubilee and her role in society. <p>Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Know some similarities and differences from things in the past and now during upon their experiences and from what has been read in class. Talk about the lives of people around them and their roles in society. 			<ul style="list-style-type: none"> Know how to safely join materials together to create their own vehicles. Talk about their own 3D model and adapt it. Select and use different materials and tools to invent a robot. <p>Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Shows their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques. Experimenting with colours, design, textures, form and function. 			
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.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Jigsaw – sharing different relationships we have and what makes a good friend. • Share and take turn in our continuous provision. • Listen and respond to each other and develop our talk partner skills.
Communication and Language	<ul style="list-style-type: none"> • Retell stories • Learn and perform a poem. • Listen and respond to each other and develop our talk partner skills.
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. • Playing ball games in P.E (Gymnastics).
Literacy	<ul style="list-style-type: none"> • Read Write Inc - Read set 1 letters and set 2 special friends, Fred talk and blend the sounds in CVC and CCVC words in ditties/sentences. • Weekend write – children to apply their phonic knowledge to write a sentence.
Maths	<ul style="list-style-type: none"> • Maths Fluency – Subtising, using 10’s frame, developing our understanding of part part whole and consolidating our understanding of composition to 5 and then to 10. • Maths No Problem – Pattern, Measuring Heights and Length, Capacity, 2D and 3D shape.



Key Objective Progression

Prior Knowledge	Foundation Stage – Woodland Explorers’ - Key Objective (ELG)	Future Learning
<p>Development Matters – Literacy – 3-4 years Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Literacy - Comprehension Demonstrate understanding of what has been read to them by retelling stories and narrative by using their own words and recently introduced vocabulary.</p>	<p>Year 1 Reading - Comprehension Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>
<p>Development Matters – Understanding the World – 3-4 years Explore how things work.</p>	<p>Understanding the World- Past and Present Know some similarities and differences from things in the past and now during upon their experiences and from what has been read in class. Talk about the lives of people around them and their roles in society.</p>	<p>Year 1 – History Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
<p>Development Matters – Expressive Arts and Design – 3-4 years Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour-mixing.</p>	<p>Expressive Arts and Design – Creating with Materials Shows their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques. Experimenting with colours, design, textures, form and function.</p>	<p>Year 1 – DT Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>