



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>For children to have a better sense of their community – what is in their local community and meet important people from their local community e.g emergency workers</i>										
		Hook: Books: Naughty Bus /Binny’s Diwali//Mr Gumpy’s outing					Celebration: Children to create a class book of their own version of ‘Naughty Bus’.					
	Main Subjects	Understanding the World				Understanding the World				Expressive Art and Design		
	Key Performance Indicators	<ul style="list-style-type: none"> To understand the role emergency services have in the local community. Know about the celebration of Diwali and talk about the similarities to bonfire night. Know about the Christmas story and how we celebrate Christmas in this country. <p>Early Learning Goals (ELG)–</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 				<ul style="list-style-type: none"> Explore past and present vehicles. Learn about road safety and road signs. Visit our local shop to develop an understanding of what is in our local community. Identify where Ivybridge is on a map and talk about the key amenities. <p>Early Learning Goals (ELG)–</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 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 				<ul style="list-style-type: none"> Create and adapt their own vehicles using junk modelling. Take on a role and use key vocabulary when in the bus role play /hospital role play. Create and paint a clay Diwali lamp. Learn set songs and perform in a whole unit Christmas nativity. <p>Early Learning Goals (ELG)–</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, 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 – Celebrating difference – Know what makes us special and how we are unique. • Build relationships and getting to know each other. • Persevere with our learning. • Listen to others and show empathy to other people’s thoughts, ideas and ways of life.
Physical Development – Gross and Fine Motor Skills	<ul style="list-style-type: none"> • Explore, climb and move with safety and control. • Use a range of tools large and small. • Take risks. • Handwriting and fine motor activities.
Communication and Language	<ul style="list-style-type: none"> • Share ideas with each other’s, listen and respond to what they have heard. • Share routines and events that happen in our own homes i.e. taking shoes off when entering, sitting at the dining room table for dinner. • Ask questions. • Share vocabulary through carefully selected books.
Literacy	<ul style="list-style-type: none"> • Read Write Inc – Children to know 16+ letter sounds and to orally blend. • Write correctly formed letters. • Continuous provision activities linked to letter formation, orally blending and word building using magnetic boards. • Weekly write – children to apply phonics knowledge.
Maths	<ul style="list-style-type: none"> • Maths Fluency – Subitising to 5. • Maths No Problem – Matching, sorting, ordering, comparing, patterns, counting.



Key Objective Progression

Prior Knowledge	Foundation Stage - All aboard the Woodlands Express - Key Objective (ELG)	Future Learning
<p>Development matters - Understanding the World - 3 -4 years Begin to make sense of their own life-story and family’s history. Continue developing positive attitudes about the differences between people.</p>	<p>Understanding the World – People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Year 1 - Religious Education - Identify core beliefs and concepts studied and give a simple description of what they mean</p>
<p>Development matters - Understanding the World - 3 -4 years Begin to make sense of their own life-story and family’s history.</p>	<p>Understanding the World – Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<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>
<p>Development matters - Understanding the World - 3 -4 years Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Understanding the World – People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Year 1 - Geography - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
<p>Development matters – Expressive Arts and Design – 3-4 years Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Expressive Arts and Design – Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>	<p>Year 1 - Music - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
<p>Development matters – Expressive Arts and Design – 3-4 years Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Expressive Art and Design – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Year 1 - Art/Design Technology - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>