



**Foundation Topic: All aboard the Woodlands Express**

**Term: Autumn 2**

**Topic Length: 7 weeks**

<b>INTENT</b>	Vision	<b>Together we all discover, learn, grow and succeed</b>					
	Values	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>
		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>					
	<b>Learning Behaviours</b>		<b>Disciplinary Knowledge</b>		<b>Substantive Knowledge</b>		
	Attitudes and attributes for learning and life.		<b>Know how</b> – Subject specific thinking and problem solving.		<b>Know what</b> – Deep learning of the key knowledge.		

<b>IMPLEMENTATION</b>	Our 10 Key Principles for Effective T&L	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habitats</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>	
	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>										
		<b>Hook:</b> Books: Naughty Bus /Binny’s Diwali//Mr Gumpy’s outing					<b>Celebration:</b> 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"> <li>To understand the role emergent services have in the local community.</li> <li>Know about the celebration of Diwali and talk about the similarities to bonfire night.</li> <li>Know about the Christmas story and how we celebrate Christmas in this country.</li> </ul> <p><b><u>Early Learning Goals (ELG)–</u></b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between <b>different religious and cultural communities</b> in this country, drawing on their experiences and what has been read in class.</li> </ul>				<ul style="list-style-type: none"> <li>Explore past and present vehicles.</li> <li>Learn about road safety and road signs.</li> <li>Visit our local shop to develop an understanding of what is in our local community.</li> <li>Identify where Ivybridge is on a map and talk about the key amenities.</li> </ul> <p><b><u>Early Learning Goals (ELG)–</u></b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>				<ul style="list-style-type: none"> <li>Create and adapt their own vehicles using junk modelling.</li> <li>Take on a role and use key vocabulary when in the bus role play /hospital role play.</li> <li>Create and paint a clay Diwali lamp.</li> <li>Learn set songs and perform in a whole unit Christmas nativity.</li> </ul> <p><b><u>Early Learning Goals (ELG)–</u></b></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>		
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"> <li>• Jigsaw – Celebrating difference – Know what makes us special and how we are unique.</li> <li>• Build relationships and getting to know each other.</li> <li>• Persevere with our learning.</li> <li>• Listen to others and show empathy to other people’s thoughts, ideas and ways of life.</li> </ul>
Physical Development – Gross and Fine Motor Skills	<ul style="list-style-type: none"> <li>• Explore, climb and move with safety and control.</li> <li>• Use a range of tools large and small.</li> <li>• Take risks.</li> <li>• Handwriting and fine motor activities.</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>• Share ideas with each other’s, listen and respond to what they have heard.</li> <li>• 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.</li> <li>• Ask questions.</li> <li>• Share vocabulary through carefully selected books.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Read Write Inc – Children to know 16+ letter sounds and to orally blend.</li> <li>• Write correctly formed letters.</li> <li>• Continuous provision activities linked to letter formation, orally blending and word building using magnetic boards.</li> <li>• Weekend write – children to apply phonics knowledge.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Maths Fluency – Subitising to 5.</li> <li>• Maths No Problem – Patterns, Counting to 5, composition of numbers up to 5.</li> </ul>



**Key Objective Progression**

Prior Knowledge	Foundation Stage - All aboard the Woodlands Express - Key Objective (ELG)	Future Learning
<p><b>Development matters - Understanding the World - 3 - 4 years</b>                      Begin to make sense of their own life-story and family's history.                      Continue developing positive attitudes about the differences between people.</p>	<p><b>Understanding the World – People, Culture and Communities</b>                      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><b>Year 1 - Religious Education</b> - Identify core beliefs and concepts studied and give a simple description of what they mean</p>
<p><b>Development matters - Understanding the World - 3 - 4 years</b>                      Begin to make sense of their own life-story and family's history.</p>	<p><b>Understanding the World – Past and Present</b>                      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><b>Year 1 - History</b> - 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><b>Development matters - Understanding the World - 3 - 4 years</b>                      Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Understanding the World – People, Culture and Communities</b>                      Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><b>Year 1 - Geography</b> - 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><b>Development matters – Expressive Arts and Design – 3-4 years</b>                      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><b>Expressive Arts and Design – Being Imaginative and Expressive</b>                      Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>	<p><b>Year 1 - Music</b> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
<p><b>Development matters – Expressive Arts and Design – 3-4 years</b>                      Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p><b>Expressive Art and Design – Creating with Materials</b>                      Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Year 1 - Art/Design Technology</b> - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>



<p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>		
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