



Probus School, will be a place where children's individual needs and abilities will be recognised and nurtured, their successes acknowledged and celebrated. To see Probus School as a place where children are happy, confident and secure in the knowledge that they are valued and listened to, where they can be excited and challenged in an environment that promotes learning at all levels. We aim to give children the strong roots and a secure foundation that their learning can be built upon in a warm, caring and safe environment.

Prime Areas	A Unique Child	Positive Relationships	Enabling Environments and Adult Support	Learning and Development	Creating and Thinking Critically	Active Learning	Playing and Exploring		
	Communication and Language								
	Listening, Attention and Understanding		Speaking						
	Personal and Social Development								
	Self regulation		Managing Self					Building Relationships	
	Physical Development								
	Gross Motor Skills		Fine Motor Skills						
<u>Literacy</u> *Comprehension *Word Reading *Writing	<u>Maths</u> *Number *Numerical Patterns	<u>Understanding the World</u> *Past and Present *People, Culture and Communities *The Natural World	<u>Expressive Arts and Design</u> *Creating with Materials *Being Imaginative and Expressive						
Specific Areas									

At Probus, we recognise the importance of a strong partnership between parents, carers and staff at school. This is an essential ingredient to the child's success, and we encourage parents to contribute to their child's development by sharing their child's learning journey, reading regularly at home and attending parent meetings.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme: Topic Focus</b>	<b>Marvellous Me</b> What makes me a me?	<b>Awesome Autumn</b> Do you remember when...? Let's Celebrate	<b>Nocturnal Nights</b> How big is big?	<b>Farm to Fork</b> Where does our food come from?	<b>Animals</b> Whose footprints are these?	<b>Seaside</b> I wonder what's at the seaside?
<b>Other possible themes based on Children's interests</b>	Autumn All about me My family My home Our community Relationships and feelings	Birthdays Autumn Diwali Nursery Rhyme Week Bonfire Night Remembrance Christmas	Valentines day Chinese New Year Looking after ourselves Around the World People who help us Pancake day	Easter St Piran's day World Book Day International Women's Day Farm Minibeasts Growing Lifecycles Earth Day Plant Lifecycles	Zoo Jungle Arctic Dinosaurs May Day Travel and transport World Bee Day Summer	Holidays Journeys Lifeguards Looking after the Ocean Pirates Mermaids Local beaches Rivers and Estuaries Fishing Weather
<b>Enrichment Activities:</b>	*Autumn Trail-walk *Black History Month (October) *Diwali *Making soup/bread *Harvest *Visit from key workers-police,/vet *Read a book day 6 <sup>th</sup> Sept	*Nursery Rhyme Week *Christmas performance *Remembrance Day *Halloween *Bonfire Night (Firefighter visit) *Food tasting from different cultures *Hannukah-7 <sup>th</sup> Dec *Cooking on the fire	*Community Heroes' Day *Chinese New Year parade *New Year Calendars *Winter Weather changes *National Storytelling week 30 <sup>th</sup> Jan-6 <sup>th</sup> Feb *Launching rockets *Space Art Exhibition *Pancake Day-13 <sup>th</sup> Feb *Valentine's Day-14 <sup>th</sup> Feb	*World Book Day *Easter Bonnet Parade *St Piran's Day-5 <sup>th</sup> March *Tadpoles *Growing flowers *Vegetable patch in school allotment. *Cress heads *Spring walks *Cooking healthy foods *Visit to Woodland Valley Farm	*Role play flying to a different country. *Animal camera/ *Virtual Zoo *Bird watching *Zoo trip *Marks Ark visit *National Storytelling Week *Fairtrade Day- 11 <sup>th</sup> May	*Beach Trip *Water Day *Lifeguard/Coastguard visit *Beach/Water safety *World Music Day *Father's Day *Ice cream at the park *Rock Pool Road show *Under the Sea-Singing sea shanties
<b>The Unique Child Over arching principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong and positive partnerships, between all staff, parents and carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone- embrace each community.</p> <p><b>Enabling Environments:</b> Children learn and develop well in a safe and secure environment where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates and we must be aware of children who need greater support than others.</p>					

	<p><b>Play:</b> We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and taking part in play which is guided by adults.</p> <p style="text-align: center;"><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>					
<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and Exploring:</b> I can explore and plan my ideas, I can try new activities based on my interests, and I can make independent choices.</p> <p><b>Active Learning:</b> I keep trying, I achieve my goals, and I am beginning to correct my mistakes by myself.</p> <p><b>Creating and Thinking Critically:</b> I can make links between ideas; I can check my progress and see how well I am doing; I have my own ideas.</p>					
<p><b>British Values</b></p>	<p><b><u>Mutual Respect</u></b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected and celebrated.</p>	<p><b><u>Mutual Tolerance</u></b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. This is covered through the topic of celebrations.</p>	<p><b><u>Rule of Law</u></b> We all know that we have rules in school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when necessary. Know class rules.</p>	<p><b><u>Individual Liberty</u></b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b><u>Democracy</u></b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b><u>Recap of all British Values</u></b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity in the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<p><b>Assessment Opportunities:</b></p>	<p>Teacher Baseline Assessment data on entry. National Baseline data by the end of term. Little Wandle Phonics Assessments. EYFS team meetings.</p>	<p>Ongoing assessments. Pupil progress meetings. Parent's Evening. EYFS team meetings. School moderation. Phonics Assessments. End of term assessments.</p>	<p>Projections for achieving GLD in June. Cluster moderation. EYFS team meetings. Phonics Assessments. Ongoing assessments. Pupil progress meetings.</p>	<p>Pupil progress meetings. EYFS team meetings. Phonics Assessments. Ongoing assessments. Pupil progress meetings. End of term assessments.</p>	<p>Pupil progress meetings. EYFS team meetings. Phonics Assessments. Ongoing assessments.</p>	<p>EYFS team meetings. Phonics Assessments. Pupil progress meetings. End of term assessment data.</p>

<b>Parental Involvement:</b>	Welcome Meeting. Phonics information evening. Tapestry Learning Journeys.	Parent Evenings. Nativity performance. Tapestry Learning Journeys.	Art exhibition of Space Art work. Phonics Meeting. Tapestry Learning Journeys.	Parent Evenings. Easter Bonnet parade. Tapestry Learning Journeys.	World Earth Day Class share. Tapestry Learning Journeys.	Parent Evenings. performance. Tapestry Learning Journeys.
<b>School Drivers</b>  <b>Evidenced in our daily practice, ethos and adult-led sessions</b>	<b>DRIVER 1</b> To promote and celebrate <b>diversity</b> within the school culture and beyond. An "all welcome" ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.		<b>DRIVER 2</b> To promote <b>mental health</b> for all with an emphasis on <b>outdoor learning</b> and immersion in natural environment.		<b>DRIVER 3</b> To ensure exposure for all to events and learning with high <b>cultural capital</b> , especially for the pupil premium cohort.	
<b>Personal, Social and Emotional Development</b>  <i>Scheme: Jigsaw</i>	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modeling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children <b>can achieve at school and in later life</b> .					
	<b>Being Me in My World</b>  Understanding my place in the class, school and global community	<b>Celebrating Difference</b>  Anti-bullying and diversity	<b>Dreams and Goals</b>  Goal setting, aspirations for yourself and the world and working together	<b>Healthy Me</b>  Self-esteem, confidence and healthy lifestyle choices	<b>Growing and Changing</b>  Including change in animals, humans and growth	<b>Relationships</b>  Understanding friendships, family, other relationships, conflict resolution and communication skills
	<b>Early Learning Goals:</b> Show an understanding of their own feelings and those of others, and begin to <b>regulate their behavior accordingly</b> . Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b> . <b>Give focused attention to what the teacher says</b> , responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.					



<p><b>Communication &amp; Language</b>  <i>Discuss with parents what language they speak at home and try to learn a few words which can be used in the setting.</i></p>	<p><b>What makes me a me?</b></p>	<p><b>Do you remember when...? Let's Celebrate</b></p>	<p><b>How big is big?</b></p>	<p><b>Where does our food come from?</b></p>	<p><b>Whose footprints are these?</b></p>	<p><b>I wonder what's at the seaside?</b></p>
<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back and forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary</b> added; practitioners will build children's language effectively. <b>Reading frequently to children</b> and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich language of vocabulary and language structures</b>.</p>						
<p><b>Makaton</b>          To be used as a whole class approach and support those with SPLD.</p>	<p><b><u>Makaton signs:</u></b>          Thank you          Hello          Sit down          Drink          Home</p>	<p><b><u>Makaton signs:</u></b>          Good morning          Book          baby          Lunch/eat          Hedgehog</p>	<p><b><u>Makaton signs:</u></b>          Mum          Dad          Brother          Sister          Play</p>	<p><b><u>Makaton signs:</u></b>          Dance          Toilet          Yes          No          Outside</p>	<p><b><u>Makaton signs:</u></b>          Sorry          Sleep          Finished          Look          Help</p>	<p><b><u>Makaton signs:</u></b>          More          Less          Little          Big</p>
<p><b>Communication and Language as a focus.</b>          C&amp;L is developed throughout the year through high quality interactions, daily group discussions, circle time, stories, singing, speech and language interventions, EYFS Performances and productions (Nativity and Class Assemblies) and Wellcomm.</p> <p><b>Daily story time using high quality texts from the EYFS recommended reads list.</b></p>	<p><b><u>Welcome to School</u></b>          Settling activities.          Making friends.          Children talking about experiences which are familiar to them.          What do they want to achieve?          Discuss and share family routines and special occasions.          Show an interest in the lives of other people.          Follow instructions.          Develop vocabulary through word of the week and rhyme of the week-linked to focused text.          Wellcomm focus.</p>	<p><b><u>Tell me a story!</u></b>          Retelling stories.          Story language.          Listening and responding to stories.          Following instructions.          Taking part in discussions.          Understand how to listen and be a good listener.          To discuss why listening is important.          Choose books that will develop vocabulary.          Develop vocabulary through word of the week and rhyme of the week-linked to focused text.          Wellcomm focus.</p>	<p><b><u>Tell me why!</u></b>          Using language to ask and respond to how and why questions...          Retell a story with story language.          Remember key points from a story.          Ask questions to find out more and to check they understand what has asked.          To describe events such as Chinese New Year.          To listen and talk about stories to build familiarity and understanding.          Learn rhymes, poems and songs.          Develop vocabulary through word of the week and rhyme of the week-linked to text.          Wellcomm focus.</p>	<p><b><u>Explain to me!</u></b>          Reciting poems and songs.          To learn to recite poems and songs.          Tell me a story-retelling stories.          Articulate the life cycle of a chick/tadpole.          To listen and engage in talk about selected non-fiction.          To listen and articulate thoughts into well formed sentences.          To ask questions to find out more.          Develop vocabulary through word of the week and rhyme of the week-linked to text.          Wellcomm focus.</p>	<p><b><u>Can you recount an event?</u></b>          To learn and recite poems and songs including rhymes of the week.          To listen to and engage in and talk about non-fiction.          To use the ipad to take a photograph.          To describe events in some detail- such as trips and observations.          Develop vocabulary through word of the week and rhyme of the week-linked to text.          Wellcomm focus.</p>	<p><b><u>Tell me about differences?</u></b>          To learn and recite poems and songs.          To recall rhymes of the week and create their own.          To talk about similarities and differences between things in the past and present. (Extended discussions linked to those in Autumn 1).          To describe the differences between the seaside, now/then.          To talk about their school year.          (Differences and similarities throughout their time in EYFS).          Word of the week.          Wellcomm.</p>

<p><b>Physical Development</b></p> <p>We aim to develop a love for physical activity for life.</p> <p>To develop the physical literacy journey in all learners and to further enhance the social, emotional and physical wellbeing in all children.</p> <p>Daily opportunities for:</p> <p><u>Fine motor skills:</u> To continually check the progress of children's handwriting. (Pencil grip, letter formation, including directionality). Children are provided with extra help and guidance when needed. Half termly name writing assessment and dough disco every week.</p> <p><u>Gross motor skills:</u> <b>Cosmic Kids Yoga</b> <b>Wake and Shake</b></p>	<p>Physical activity is <b>vital</b> in children's all round development, enabling them to <b>pursue, happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance and spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation by developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye-co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
	<p>Threading, cutting, weaving, playdough.</p> <p>Fine motor activities: manipulating objects with good fine motor skills.</p> <p>To draw lines and circles using gross motor movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp.</p> <p>Pencil grip.</p> <p>Taking shoes off and putting them on.</p> <p>Doing up zips and buttons.</p> <p>Half termly portrait drawing assessment.</p>	<p>Threading, cutting, weaving, playdough.</p> <p>Fine motor activities: Develop muscle tone to put pencil pressure on paper.</p> <p>To use tools to effect changes to materials.</p> <p>To show preference for a dominant hand.</p> <p>To teach and model correct letter formation.</p> <p>To engage children in structured activities: to guide them in what to draw, write or copy- Half termly portrait drawing.</p>	<p>Threading, cutting, weaving, playdough.</p> <p>Fine motor activities: To begin to form letters correctly.</p> <p>To handle tools, objects, construction and malleable materials with increasing control.</p> <p>To encourage children to draw freely.</p> <p>To hold small items.</p> <p>To independently button clothing, zips.</p> <p>Cutting with scissors.</p>	<p>Threading, cutting, weaving, playdough.</p> <p>Fine motor activities: To hold pencil effectively with a comfortable grip.</p> <p>To form recognisable letters with the majority correctly formed.</p>	<p>Threading, cutting, weaving, playdough.</p> <p>Fine motor activities: To develop pencil grip and letter formation continually.</p> <p>To use one hand consistently for fine motor tasks.</p> <p>To cut along a straight line with scissors.</p> <p>To start to cut along a curved line, like a circle.</p>	<p>Threading, cutting, weaving, playdough.</p> <p>Fine motor activities: To form letters correctly.</p> <p>To cut out a shape using scissors.</p> <p>To begin to draw diagonal lines, like in a triangle.</p> <p>To start to colour inside the lines of a picture.</p> <p>To draw pictures that are recognisable.</p> <p>To build things with smaller linking blocks, such as Lego.</p>
<p><b>Get Set 4 PE Scheme</b></p>	<p><u>Introduction to PE: Unit 1</u></p> <p>To learn the basic principles of a PE session such as finding a space, freezing on command, using, and sharing</p>	<p><u>Introduction to PE: Unit 2</u></p> <p>To explore structured movement through the topic of 'everyday life'.</p> <p>To recap basic principles from Unit 1</p>	<p><u>Dance: Unit 1</u></p> <p>To develop expressive movement.</p> <p>To explore space and use it safely.</p> <p>To explore travelling movements, shapes and balances.</p>	<p><u>Dance: Unit 2</u></p> <p>To develop expressive movement.</p> <p>To explore and use space safely.</p> <p>To explore travelling actions, shapes and balances.</p>	<p><u>Games: Unit 1</u></p> <p>To develop an understanding of playing games.</p> <p>To practice and further develop fundamental movement skills</p>	<p><u>Games: Unit 2</u></p> <p>To practice and further develop fundamental movement skills.</p> <p>To learn and develop these skills through a variety of games.</p>

<p>equipment and working individually, with a partner and group. To take part in activities which develop fundamental movement skills such as running, jumping, and skipping.</p>	<p>and continue to take part in activities which develop fundamental movement skills such as running, jumping, and skipping. To play games to understand and use rules.</p>	<p>To choose actions as a response to stimulus. To be given opportunities to copy, repeat and remember actions. To introduce counting to help keep in time with music. To perform to others and provide simple feedback.</p> <p><u>Gymnastics: Unit 1</u> To develop basic gymnastic skills by creating shapes, balances, and jumps. To begin to develop rocking and rolling. To show an awareness of space and how to use it safely to perform basic skills on both floor and apparatus. To copy, create, remember, and repeat short sequences. To begin to understand using levels and directions when travelling and balancing.</p>	<p>To choose actions in response to a stimulus. To copy, repeat and remember actions. To continue to count to help keep in time with the music. To explore dance through the world around them. To perform to others and provide simple feedback.</p> <p><u>Gymnastics: Unit 2</u> To develop basic gymnastic skills by exploring and creating shapes and balances, jumps and rolls. To develop an awareness of space and how to use it safely. To perform basic skills on both floor and apparatus. To understand and use levels and directions when travelling and balancing.</p>	<p>through games. To learn to play by the rules, work with a partner and begin to understand what a team is, as well as learn how to behave when winning and losing.</p> <p><u>Ball skills: Unit 1</u> To develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. To develop fine and gross motor skills through a range of game play using a variety of equipment. To work independently and with a partner.</p>	<p>To learn how to work as a team, take turns, keep the score against an opponent and play by the rules.</p> <p><u>Ball skills: Unit 2</u> To develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. To develop fine and gross motor skills through a range of game play with balls. To work independently and with a partner to develop decision making and using simple tactics.</p>
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**Continuous Provision: Co-operation games:** parachute games. **Climbing:** Outdoor equipment, including play crates and planks for creating obstacles. Outdoor: Children are also provided with a range of wheeled resources to balance, sit and ride, or pull and push. Two wheeled balance bikes, wheelbarrows, prams and cart. Children are supported to develop good personal hygiene, with regular reminders throughout the day for hand washing and toileting.

**Taken from Development Matters:** Revise and refine the fundamental movement skills they have already acquired, rolling, crawling, walking, jumping, running, hopping, climbing, skipping. Progress towards a more fluent style of moving with developing control and grace.

Develop all over body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

To use their core muscle strength to achieve a good posture when sitting at the table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

**General Themes:**

<b>Marvellous Me</b> What makes me a me?	<b>Awesome Autumn</b> Do you remember when...? Let's Celebrate	<b>Nocturnal Nights</b> How big is big?	<b>Farm to Fork</b> Where does our food come from?	<b>Animals</b> Whose footprints are these?	<b>Seaside</b> I wonder what's at the seaside?
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**Literacy**

To provide each child with the opportunity to become a lover of English by providing an engaging, progressive curriculum in which each child will be able to reach their full potential.

**Comprehension:**  
Developing a passion for reading through weekly visits to the school library.

**Word reading:**  
Daily Little Wandle Phonics sessions and related reading scheme.

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with the children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing).

I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me.  I can join in with rhymes and stories. I can fill in missing words from well-known rhymes.	I can show interest and answer simple questions about the text.  I can use words that I know to check my reading makes sense.	I can demonstrate understanding when talking about what I have read.  I can repeat words or phrases to check my reading.	I am beginning to notice if my reading makes sense and looks right.  I think about what I already know to help me with my reading.  I can say rhymes by heart.  I can sometimes notice errors.  I know that illustrations can help me make sense of my reading.	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. (ELG)  I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (ELG)
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<p><b>Little Wandle Phonics</b></p> <p>Children are assessed half termly with those requiring daily Catch Up re-assessed after 3 weeks following interventions.</p>	<p><u>Phonics sounds:</u> (Phase 2) s a t p i n m d g o c k c k e u r b f l</p> <p><u>Tricky words:</u> is, I, the</p>	<p><u>Phonics sounds:</u> ff ll ss j v w x y z zz qu ch sh th ng nk Words with -s/s/ added at the end (hats, sits) Words ending in s/z (his) and with s/z/ added at the end (bags, sings)</p> <p><u>Tricky words:</u> put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p><u>Phonics sounds:</u> (Phase 3) ai ee igh oa oo oo ar or u row oi ear air er Words with double letters. Longer words.</p> <p><u>Tricky words:</u> was, you, they, my, by, all, are, sure, pure</p>	<p><u>Phonics sounds:</u> Review Phase 3 Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words. Words with s/z/ in the middle. Words with -s/s/z/ at the end. Words with -es/z at the end.</p> <p><u>Tricky words:</u> Review all taught so far.</p>	<p><u>Phonics sounds:</u> Short vowels with adjacent consonants CVCC CCVC CCVCC CCVC CCCVCC Longer words and compound words. Words ending in suffixes: -ing, -ed /t/, -ed/id/ed/, -est</p> <p><u>Tricky words:</u> said, so have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</p>	<p><u>Phonics sounds:</u> Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes -ing, -ed /t/, -ed/id/ed/, - ed/d/ -er, -est Longer words.</p> <p><u>Tricky words:</u> Review all taught so far.</p>
	<p>I can handle books correctly and follow print left to right, top to bottom.</p> <p>I can locate the title.</p> <p>I can segment and blend words orally.</p> <p>I can recognise words that rhyme.</p>	<p>I can link most sounds to the letters.</p> <p>I am beginning to blend and segment in order to read VC and CVC words.</p> <p>I am beginning to match spoken word to written word (1:1 correspondence) across 2-3 lines of print.</p> <p>I can read some Phase 2 words including some tricky words.</p>	<p>I can locate and recall the title.</p> <p>I can read with 1:1 correspondence.</p> <p>I can read some tricky words (common exception words).</p> <p>I can link all sounds to the letters.</p> <p>I can solve simple words by blending sounds and check what I read makes sense and that it sounds right.</p>	<p>I can read and understand simple sentences.</p> <p>I can use phonic knowledge to read and decode regular words.</p> <p>I can read all Phase 2 words.</p> <p>I can read some of the Phase 3 words.</p>	<p>I can read Phase 3 words. (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs. (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending. (ELG)</p> <p>I can re-read books showing increased accuracy and fluency.</p>	<p>End of term assessments.</p> <p>Transition work with Year 1 staff.</p>

General Themes:	Marvellous Me What makes me a me?	Awesome Autumn Do you remember when...? Let's Celebrate	Nocturnal Nights How big is big?	Farm to Fork Where does our food come from?	Animals Whose footprints are these?	Seaside I wonder what's at the seaside?
<p><b>Literacy</b></p> <p><b>Writing</b></p> <p>Texts may change due to children's interests.</p>	<p><u>Texts as a stimulus:</u></p> <p>The Colour Monster Elmer Only One You Rainbow Fish Incredible you What makes me a me?</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labeling. Name writing. Shopping lists. Writing initial sounds and simple captions. Use initial sounds to label characters/images. Name labels. Writing for a purpose in the role play.</p> <p>Spelling Phase words.</p>	<p><u>Texts as a stimulus:</u></p> <p>Leaf Man. The Little Red Hen. Room on the Broom. The Gruffalo. The Very Helpful Hedgehog. Stick Man. Christmas Story-Nativity. Diwali-Rama and Sita.</p> <p>Recount, name writing, labeling, story scribing. Retelling stories, letter writing (Stick Man and to Santa)</p> <p>Writing tricky words. Writing CVC words. Labels using CVC, CVCC, CCVC words.</p> <p>Spelling Phase words.</p>	<p><u>Texts as a stimulus:</u></p> <p>Whatever Next! How to Catch a Star. Papa please get the moon for me. Smartest Giant in town. Stomp Dinosaur Stomp.</p> <p>Exciting adjectives. 'Wow' words. Rhyming words/sentences. Instructions. Captions. Lists. Recipe writing.</p> <p>Spelling Phase words.</p>	<p><u>Texts as a stimulus:</u></p> <p>Supertato. Oliver's Vegetables. Handa's Surprise Non-fiction books on life cycles. The Very Hungry Caterpillar. Jack and the Beanstalk. Ten seeds.</p> <p>Creating own story maps, writing captions and labels. Writing simple sentences. Writing short sentences to accompany story maps and ideas. Labels and captions for life cycles.</p> <p>Spelling Phase words.</p>	<p><u>Texts as a stimulus:</u></p> <p>What the ladybird heard. The Snail and the Whale. Rumble in the Jungle. You can't take an elephant on the bus. I am a tiger.</p> <p>Writing for a purpose in the role play using phonetically plausible attempts at word building. To begin to use finger spaces consistently. Form lower case and capital letters correctly. To write rhyming words. Retell Easter Story.</p> <p>Spelling phase words.</p>	<p><u>Texts as a stimulus:</u></p> <p>Sharing a shell. Sally and the Limpet. The Lighthouse Keepers Lunch. Flotsam. I spy at the seaside.</p> <p>Non-fiction story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops and capital letters and finger spaces. Innovation of familiar texts using familiar texts as a model for writing their own stories. Character descriptions of sea creatures.</p>

General Themes:	Marvellous Me What makes me a me?	Awesome Autumn Do you remember when...? Let's Celebrate	Nocturnal Nights How big is big?	Farm to Fork Where does our food come from?	Animals Whose footprints are these?	Seaside I wonder what's at the seaside?
<p><b>Mathematics</b></p> <p>The Mathematics curriculum has been designed to ensure that children possess the skills and knowledge that will affect them positively in their lives. Concepts are taught in blocks and have been carefully sequenced to enable learners to make connections.</p>	<p>Developing a <b>strong grounding in number</b> is essential so that children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to count confidently, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between them</b> and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding-such as using manipulatives, including small pebbles and tens frames for organising counting-children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults and peers</b> about what they notice and not be afraid to make mistakes.</p>					
	<p>Getting to know you Subitising within 3 Counting skills Composing 3 and 4 from ones Subitise objects Comparison of sets - just by looking</p>	<p>Counting skills - the five-ness of five Comparison of sets by matching Explore the concept of whole and part Composition of 3, 4 and 5 Object counting - match numerals to quantities <b>Assess and review</b></p>	<p>Subitising within 5 Counting - one more than the previous number Composition of 5 Composition of 6 and 7 as 5 and 1 or 2 more Compare sets and use the language of comparison Make unequal sets equal</p>	<p>Ordering numbers to 7 Ordering numbers to 8 - focus on less than Composition of 7 Composition of doubles Composition of odd and even numbers <b>Assess and review</b></p>	<p>Counting larger sets and things that can not be seen Subitising up to and including 6 Composition of numbers 6-9 Composition of 10 Comparison of numbers to 10</p>	<p>Subitising to 5 Automatic recall of number bonds to 5 Composition of numbers to 10 Comparing numbers to 10 Exploring number patterns Review counting</p>
	<p>Getting to know you <b>Shape and space</b> - developing spatial awareness: experiencing different viewpoints. <b>Pattern spotting</b> - continuing an AB pattern <b>Pattern spotting</b> - copying an AB pattern <b>Pattern spotting</b> - creating their own AB pattern <b>Comparison</b> - sort and compare which objects are identical and which include objects of different kinds or sizes. <b>Comparison</b> within objects - which group</p>	<p><b>Shape and space</b> - Developing spatial vocabulary <b>Shape and space</b> - developing shape awareness through construction <b>Shape and space</b> - Showing awareness of properties of 2D shape. <b>Measures</b> - recognising attributes. Developing language of big/small, tall/short, full/empty and heavy/light. <b>Measures</b> - Comparing amounts of continuous quantities.</p>	<p><b>Pattern</b> - Spotting and error in an AB pattern. Continuing and ABC pattern. <b>Pattern</b> - continue an ABC pattern. <b>Pattern</b> - Make ABC/ABB.ABBC etc... <b>Comparison</b> - Identifying groups with the same number of things - making equal groups from unequal groups. <b>Measures with comparison</b> Estimating and predicting. (Will it fit?) Comparing indirectly. <b>Measures with comparison</b> - recognising the</p>	<p><b>Shape and space</b> - representing spatial relationships <b>Shape and space</b> - identifying similarities between shapes. <b>Shape and space</b> - showing awareness of properties of shapes - 3D <b>Pattern</b> - generalising structure to another context or mode. <b>Pattern</b> - make a pattern which repeats around a circle. <b>Pattern</b> - making a pattern around a border with a fixed number of spaces.</p>	<p><b>Measures</b> - Beginning to use time to sequence events. <b>Measures</b> - beginning to experience specific time durations <b>Shape and space</b> - describing properties of shapes <b>Shape and space</b> - developing an awareness of relationships between shapes.</p>	<p><b>Comparison</b> - Comparing numbers and reasoning. <b>Comparison</b> - knowing the one more than/one less than relationship between counting numbers.  <b>Additional rehearsal time of key mathematical skills within the EYFS curriculum.</b></p>



	has more/less objects. Change the size of the objects.		relationship between size and number of units. Beginning to use units to compare things. i.e.: the bear is 4 bricks tall.			
<b>General Themes:</b>	<b>Marvellous Me</b> What makes me a me?	<b>Awesome Autumn</b> Do you remember when...? Let's Celebrate	<b>Nocturnal Nights</b> How big is big?	<b>Farm to Fork</b> Where does our food come from?	<b>Animals</b> Whose footprints are these?	<b>Seaside</b> I wonder what's at the seaside?
<b>Understanding the World</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them-from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<b>Past and Present</b>	*Identifying their family. Commenting on photos of themselves and their family and discuss relationships-Share story Once there were giants by Martin Waddell. To describe people who are similar to me. *To name parts of my body. *To show interest in the lives of other people who are familiar to me. * To recognise that people have different beliefs and celebrate special times in different ways. *They can talk about what they do with their family and places they have been with their family. Discuss similarities and differences between other families. *To show an interest in different occupations and ways of life. *To talk about things they have observed. *To show care for living things (pets) and	*To compare and contrast characters from stories, including figures of the past such as Guy Fawkes.  *To talk about significant events from own experiences.  *To talk about why things happen: making hedgehog bread and melting chocolate.  *To recognise and describe special times or events for families or friends. -Celebrations:-Halloween, Bonfire Night, Hanukah, Christmas, birthdays.  *Discuss the changing seasons-winter ice experiments.  <b>Past and Present:</b>  Talk about our homes, where we live Special family celebrations - birthdays, days out - picnics, Christmas	*To use images, video clips and shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.  *Listen to the children describing and commenting on things they have seen whilst outside, including plants and animals.  *To recognise that people have different beliefs-celebrate Chinese New Year and know there are different countries in the world.  *Respecting differences.  *Talk about the lives of the people around us.  *Talk about experiences at different points in the year.  *Discuss the changing seasons and the effects on the world around us.  *Light and dark - blocking of	*Map of our journey to school/looking on Google Earth: features of the local environment, maps of local area comparing to other places-Africa in Handas' Surprise. How are they similar/different?  *To describe the special events of Easter and its importance to Christians.  *To understand and discuss what a plant needs to grow. (linked to growing a beanstalk)  *To understand the key features of a life cycle of a plant and animal.  *To know what is essential for life-food.  <b>Past and Present:</b>  The year celebrations Christmas and Easter. The seasonal changes.  Farm machinery - old and	*To discuss growth and change and develop further understanding of life cycles. Share the book 'The Growing Story' by Ruth Krauss.  *To show care and concern for living things in the environment.  *To start to develop an understanding of growth, decay and changes over time.  *To talk about observations such as plants, animals and found objects.  *To draw a simple map.  *To discuss similarities and differences between animals and their habitats/environments.  <b>Past and Present:</b>  Lifecycles for animals and humans. How creatures	*To discuss materials- noting floating and sinking.  *Boat building using metallic and non metallic objects.  *Seaside's long ago. Use Video of Magic Grandad to contrast and compare past and present.  *To share non-fiction texts that offers an insight into contrasting environments.  *To listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.  *To draw information from a simple map.  *To talk about ways they can look after the environment.
<b>People, Culture and Communities</b>						
<b>The natural world</b>						
<b>At Probus we provide every child with a greater understanding of themselves, the world and the people within it.</b>						
<b>Children have the opportunity to reflect daily on their learning.</b>						



	<p>belongings (toys).</p> <p>*To understand change over time in relation to self.</p> <p>*To ask questions about my familiar world and where I live.</p> <p><b>Past and Present:</b></p> <p>Talk about me and my family. Share information. Books and real life. Compare their life, changes when growing, different people in their family</p>	<p>Compare past and present images</p>	<p>light to create shadows Introduce science exploration.</p> <p><b>Past and Present:</b></p> <p>Time - Day and night Passing of time</p> <p>The moon landing - watch video clip</p>	<p>new</p>	<p>change over time.</p> <p>Dinosaurs and creatures from the past</p>	<p><b>Past and Present:</b></p> <p>Comparing seaside images Now and then. Magic Grandad to explore past and present.</p>
<p>*Children also complete Ogden Science Investigation cards.</p>	<p>1. Archimedes takes a bath 2. Balloon Beards 4. Bubble Bath Races 16. Marble run 35. Super Spaghetti 36. Tea for a Tiger</p>	<p>3. Bobbing Apples 31. Spider Webs 29. Soggy Cereals 26. Pom Pom Push 10. Fizzing Candy Canes 17. Magic Snow</p>	<p>6. Colour Clash 13. Lava Lamps 18. Milky Northern Lights 19. Mini Mallow Constellations 21. Moon Marbles 30. Space the Final Frontier</p>	<p>8. Dinosaur Discovery 15. Magnetic Motors 25. Playing with Paint 28. Sinking Eggs 32. Stretchy Chocolate 38. Walking on Eggshells</p>	<p>5. Bubble snakes 7. Crazy Colours 9. Dissolving Discovery 23. Pendulum Painting 33. Sticky Water 34. Super Sounds</p>	<p>11. Jelly Chopsticks 12. Jelly Towers 20. Mixing Material Madness 22. Paper Clip Painting 37. Terrific Tunes 39. Wonderful Wind</p>
<p><b>Religious Education</b></p>	<p><b>Being special: where do we belong?</b></p> <p>Recognise religious stories making connections with personal experiences. Share and record occasions that made them feel special. Recall simply what happens when a baby is welcomed into the world.</p>	<p><b>Why is Christmas Special for Christians?</b></p> <p>Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival Retelling religious stories</p> <p>Exploring Chinese New Year</p>	<p><b>Why is Easter special for Christians?</b></p> <p>Recognise and retell stories connected to Easter Say why Easter is special Talk about ideas of new life in nature Recognise symbols used such as eggs, cross and identify new signs of nature</p>	<p><b>What places are special and why?</b></p> <p>Talk about somewhere that is special and why Recognise that some religious people have places of special meaning to them Talk about the things that are special in a place of worship Get to know and use appropriate words to talk about their thoughts and feelings when in a church Express a personal response to the natural world</p>		

## Expressive Arts & Design

Art has the power to transform, to illuminate, to educate, to inspire and to motivate.

At Probus, we aim to develop children's love of the arts and music and provide an understanding of this universal language.

Painting, 3D modeling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments and percussion.

Work will be displayed in the classroom. Lots of links to fine motor skills. Children to explain their work to others. Children will have opportunities to learn

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians to play music to the children and talk about it. Encourage the children to listen attentively to music. Discuss changes in patterns as a piece of music develops.

Join in with songs.	Invent, design and create a new toy.	<b>Artist:</b> Van Gogh-Starry Night: To produce a piece of artwork using an artists style as a stimulus.	Junk modeling houses, bridges, boats and transport.	Make different textures, making patterns and using different colours.	Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.
Beginning to mix colours-linked to the story Elmer and the Wind.	Use different textures and materials to make firework pictures.	To explore how colour can be changed.	Provide children with a range of materials to construct with.	Mother's Day themed crafts.	Colour mixing-under water pictures.
Build stories around toys. (small world) Use available props to support role play.	To listen to music and make their own dances in response-Diwali.	To talk about a famous artist.	Create collaboratively: making 3D ladybird shells and paper mache: working in pairs.	Making and printing Easter eggs.	Father's Day crafts.
To build models using construction equipment.	To watch performances, ballet, musical and orchestra.	<b>Artist:</b> Jackson Pollcok. Explore dripping, pouring and splattering paint to create abstract art.	Children will explore ways to protect the growing of plants by designing and making scarecrows.	Flower tile/clay	Making boats and models from recycled materials: links to keeping the sea clean.
Junk modeling-take photos of children's creations ad record them explaining what they did.	Christmas decorations, Christmas cards, making Divas, Christmas songs and poems.	Building rockets-choosing 3D recycling shapes/different methods of attachment.	Making fruit kebabs.	Andy Goldsworthy-Natural Art.	Using clay to make a coil snail. (link to Snail and the Whale)
Exploring sounds and how they can be changed, tapping out a simple rhythm.	To use story maps, props, puppets and story bags to encourage children to retell, invent and adapt stories.	Making lanterns-for Chinese New Year, Chinese writing, puppet making, Chinese music and composition.	Rubbings of leaves/plants.	Use ICT to experiment with different colours and lines.	Drama conventions through literacy.
Play pitch matching games, humming and singing.	Shadow puppets. Teach the children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	To recognise, create and describe pattern.	Work from imagination and observation.	Work collaboratively on large scale expressions.	
To draw a self portrait (enclosing lines) and draw definite features.	Role play of the Nativity.	To combine media to make a collage.			
Feelings: Invite children to act out emotions-linked to the colour					

and perform songs, nursery rhymes and poetry linked to their work, interests and passions.	monster.	Music: Christmas songs.				
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**Access Art programme is also used to develop skills and progression across EYFS.**(Detailed in Mid term plans)

<p><b>Computing and ICT</b></p> <p>Our aim is to provide children with opportunities to build creativity whilst developing their skills in computational thinking.</p>	<p>Identify everyday technology: Links to technology at home.</p> <p>Make marks on a digital device to communicate their ideas-iPads (Links to the colour monster).</p> <p>To screenshot using the home and lock buttons.</p> <p>To understand the basic functions of an ipad. (home, lock and volume buttons)</p> <p>To use the Tonie box to play stories and control volume.</p> <p><b>SMART RULES</b> To tell an adult if they see something on a device that upsets them. To know not to give out any information about themselves. To know that not everything they see on the internet is true.</p>	<p>To know that ICT may be used to communicate information electronically.</p> <p>To know that digital devices can present information in a variety of ways.</p> <p>To navigate their way around an iPad and operate several apps confidently.</p> <p><b>SMART RULES</b> To tell an adult if they see something on a device that upsets them. To know not to give out any information about themselves. To know that not everything they see on the internet is true.</p>	<p>To use a range of devices to record information in a range of formats. (text, image and sound)</p> <p>Introduce iPad to continuous provision to capture own learning.</p> <p><b>SMART RULES</b> To tell an adult if they see something on a device that upsets them. To know not to give out any information about themselves. To know that not everything they see on the internet is true.</p>	<p>To use a range of devices to record information in a range of formats. (text, image and sound)</p> <p>To use iPad to document changes to the tadpoles/seasonal changes and weather.</p> <p><b>SMART RULES</b> To tell an adult if they see something on a device that upsets them. To know not to give out any information about themselves. To know that not everything they see on the internet is true.</p>	<p>To identify how technology is used to share information (Google Maps)</p> <p>Use of orboot globe and iPad use of technology.</p> <p><b>SMART RULES</b> To tell an adult if they see something on a device that upsets them. To know not to give out any information about themselves. To know that not everything they see on the internet is true.</p>	<p>To know that information may be stored on a digital device.</p> <p>To explore a website as part of research conservation-sea life.</p> <p><b>SMART RULES</b> To tell an adult if they see something on a device that upsets them. To know not to give out any information about themselves. To know that not everything they see on the internet is true.</p>
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## Barefoot Programme for EYFS used to support ICT

**Logical Reasoning:**  
anticipating and explaining.

**Abstraction:**  
Working out what is important and ignoring what is not important.

**Pattern:**  
Comparing, spotting similarities and differences.

**Algorithms:**  
Instructions and sequencing

**Decomposition:**  
Breaking problems down into steps.



### AWESOME AUTUMN

Age: 4-6 years

**Curriculum Links:**  
Early Years

**Concepts & Approaches:**  
Creating, Pattern, Logic, Algorithms, Decomposition, Collaborating

Three Autumn themed activities which see the children explore patterns in Garlands Galore, create a leaf labyrinth and make Pumpkin Soup using computational thinking skills.



### WINTER WARMERS

Age: 4-6 years

**Curriculum Links:**  
Early Years

**Concepts & Approaches:**  
Algorithms, Creating, Collaboration, Decomposition, Tinkering, Persevering

Snowmen scarves and patterns, creating igloos and bird feeders- all take centre stage in our three winter themed activities.



### SUPER SPACE

Age: 4 - 6 years

**Curriculum Links:**  
Science

**Concepts and Approaches:**  
Algorithms, Collaboration, Persevering, Creating, Pattern, Logical reasoning, Tinkering, Abstraction

Includes 3 space themed activities to develop pupils computational thinking and problem solving skills. Include creating algorithms to direct a rocket through space and spotting patterns in pictures of aliens.



### SPRINGTIME

Age: 4-6 years

**Curriculum Links:**  
Early Years

**Concepts & Approaches:**  
Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition

Three Spring themed activities see the children make a Rabbit run, create Junk scarecrows and explore sequencing whilst planting seeds.



### BUSY BODIES

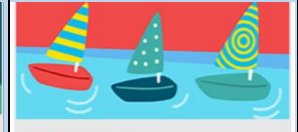
Age: 4-6 years

**Curriculum Links:**  
PSHE, English, Science

**Concepts & Approaches:**  
Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction

Provides four activities that help children discover how bodies move and grow. Using the resources provided they explore and learn about parts of the body, growth and movement.

Simple algorithms are created and adapted to form a routine of movements.



### BOATS AHOY

Age: 4-6 years

**Curriculum Links:**  
Science, Maths, English, D&T

**Concepts & Approaches:**  
Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating

Takes children on a journey of discovery as they



### SUMMER FUN

Age: 4-6 years

**Curriculum Links:**  
Science, Maths, English, D&T

**Concepts & Approaches:**  
Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms

Children explore their surroundings and get creative, take a journey and make a map, and discover seaside tangrams, in these three fun activities.



