

MTP

Learning Journey Map: Nursery/Reception

Term: Spring 2

Weeks: 6

Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture

Essential Question

A profound question that is not 'Googleable' and used as the hook to engage children from the outset and will be on display in each classroom. Forms the starting point of your ideas generation and will be reflected upon with the children throughout!

Out of this world!

Learning Journey Launch

Think about how you are going to introduce your project to the children – the success or failure of your project and ultimately, the children's progress, hinges upon the level of their engagement with this. Pull them in and make them want more

Thursday 7th March – **WORLD BOOK DAY**

5 x Teachers to come to school dressed as something who is out of this world
Dinosaur, Astronaut, Hot country, Cold country, Cowboy, Pocahontas, Eskimo
Where would find this person?
What can you see? What do you know? What do you think?

Community

Experts: Who?

Visits appropriate context within your project & feed into the outcomes. Consider the timing to have maximum impact

Audience: a 'real' audience that will give the children a focus for their outcomes. Who will receive a tangible benefit from your project?

PLTS

The Personal Learning and Thinking Skills underpin everything that we are trying to achieve.

As a team worker:

- To take part in groups (verbally or non-verbally)
- To copy the verbal and non-verbal response of others
- To listen for a period of time in a group with an adult present
- To encourage others to take turns (e.g. pass items in a circle)
- To enjoy working in a group for playground games or in turn taking
- To work alone
- To take a role in role play

Computing

How will technology be incorporated to enhance the children's experiences? What new and innovative technologies can you introduce to the children?

YouTube – Barnaby Bear episodes

<p>IDEAS</p> <p>BEAR DIARY – Goes home with a different child every week – share photos on dojo.</p> <p>Barnaby Bear – Geography – different countries – DVDs YouTube</p> <p>Space – Whatever Next</p> <p>Dinosaurs</p> <p>Physical: Jabadao – aeroplane game – travel/Magic carpet/Hoop spaceship game – experiments in different ways of moving</p> <p>Dances from around the world. Gay Gordons</p>	<p>BLUE – Reception</p> <p>GREEN - Nursery</p>
---	--

PSED	C&L	PD
<p>MR 22-36</p> <ul style="list-style-type: none"> Seeks out others to share experiences. <p>30-50</p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. <p>ELG</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>SCSA 22-36</p> <ul style="list-style-type: none"> Expresses own preferences and interests. <p>30-50</p> <ul style="list-style-type: none"> Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing. Shows confidence in asking adults for help. <p>40-60</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. <p>ELG</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>MF&B</p>	<p>L&A 30-50</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. <p>40-60</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. <p>ELG</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>Speaking</p> <p>22-36 Uses language as a powerful means of widening contacts , sharing feelings and experiences and thoughts.</p> <p>Uses a variety of questions.</p> <p>30-50 Uses talk to connect ideas, explain and anticipate.</p> <p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>40-60 Introduces a storyline or narrative into their play.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>ELG</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Understanding</p> <p>22-36 Understands who, what , Where in simple questions</p> <p>30-50 Beginning to understand how and why questions.</p> <p>40-60</p> <p>Able to follow a story without pictures or props.</p>	<p>M&H 22-36 Showing control over equipment such as scissors and mark making tools.</p> <p>Working on tripod grip</p> <p>30-50 Move freely and with confidence and pleasure in a range of ways (Jabadao)</p> <p>Draws lines and circles with gross motor movements. (Squiggle and wiggle)</p> <p>40-60 Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>ELG</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing</p> <p>H&SC 22-36 Help with clothing hats, zips and buttons as well as shoes .</p> <p>30-50 Dresses with help ...</p> <p>Observes the effect of exercise on the body.</p> <p>40-60 Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>ELG</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>

<p>22-36</p> <ul style="list-style-type: none"> Shows understanding and cooperates with some boundaries and routines. <p>30-50</p> <ul style="list-style-type: none"> Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. <p>40-60</p> <ul style="list-style-type: none"> Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Can usually adapt behaviour to different events, social situations and changes in routine. <p>ELG</p> <p>They work as part of a group or class, and understand and follow the rules.</p>	<p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>ELG</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	
--	--	--

<p align="center">Key Curriculum Areas Focus Areas:</p>				
Literacy	Mathematics	UTW	EAD	CoEL
<p>Reading</p> <p>22-36</p> <p>30-50 Shows awareness of alliteration and rhyme /recognise rhythm and rhyme in spoken words.</p> <p>Shows an interest in books, illustrations and print in the environment</p>	<p>Number Nursery will use Ten Town to reinforce 1-5 before moving onto 6-10 Whole School Number Moderation.</p> <p>22-36 Selects a small number from a larger group/recites numbers in</p>	<p>P&C</p> <p>22-36</p> <p>30-50 Knows that some things make them unique and talk about similarities and differences (Mothers Day)</p> <p>40-60</p> <p>Enjoys joining in with family customs and routines.</p>	<p>EMM</p> <p>22-36</p> <p>30-50 Enjoys joining in with dancing and ring games.</p> <p>Initiates movement in response to music.</p> <p>Explores with colour/music and how they can affect changes on them</p> <p>40-60</p>	<p>Playing and Exploring:</p> <p>Finding out and exploring</p> <ul style="list-style-type: none"> Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests

<p>40-60 Continue a rhyming string Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>ELG Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p> <p>Writing</p> <p>22-36 Distinguishes between the marks they make. 30-50 Gives meaning to marks they draw and paint. Ascribe meaning to marks they see in different places. 40-60 Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels,captions. Attempts to write short sentences in meaningful contexts.</p> <p>ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple</p>	<p>sequence/ knows that a group changes if something added or taken away. 30-50 Use number names accurately in play/ Recite numbers to 10/ know that numbers identify how many in a set/ sometimes match numerals and quantity correctly. Separates a group of objects in different ways but recognising that the total is still the same. 40-60 Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>SSM 22-36 Looking at patterns/using language of size, using language relating to past/suture is soon , next, later. 30-50 Showing interest in shapes by playing games and making arrangements.</p>	<p>ELG They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>TW 22-36 Notices details and features of theirs and other environments. 30-50 Talks and asks questions about environment and talks about what they can see. 40-60 Looks closely at similarities, differences, patterns and change. ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>TECHNOLOGY 22-36 30-50 Knows how to use IT equipment and complete an age appropriate programme. 40-60 Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p>ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Begins to build a repertoire of songs and dances. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p>ELG Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>BI 22-36 30-50 Uses movement to express feelings/ Creates movement in response to music/ Builds up stories around toys such as small world 40-60 Creates simple representations of events, places and people Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.</p> <p>ELG They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error <p>Active Learning:</p> <p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>Creating and Thinking Critically</p> <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
--	---	--	---	---

<p>sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses everyday language related to time. Beginning to use everyday language related to money. ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.</p>			
--	---	--	--	--