



King's Cross Academy

## Spring 2016 - Nursery Learning Project: 'Where do we live?'

### Prime area: Physical development

**2. Health and self-care:** Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

| <b>A Unique Child:</b><br>observing how a child is learning through this project  | <b>Positive Relationships:</b><br>what adults could do in this learning project  | <b>Enabling Environments:</b><br>what adults could provide through this learning project |
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| <p><i><b>Practitioners will ensure that children will learn through:</b></i></p> <p><i>~Playing and exploring – where children will investigate and experience things, 'have a go'</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas,</i></p> | <ul style="list-style-type: none"> <li>▪ Explore the basic needs we have in order to keep alive; shelter, safe from the elements, food, company; exercise;</li> <li>▪ What does 'being cared for' mean? – relate to pets at home – linking to what does a home need;</li> <li>▪ How do we keep safe at home, at school, in the local environment?</li> <li>▪ Keeping safe on journeys, coming to school, going home.</li> <li>▪ How do we use the bathroom/toilet hygienically at home, at school?</li> <li>▪ How do we get ready for school? Link to dressing (Moving and Handling).</li> </ul> |  |

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| <p><i>make links between ideas and develop strategies for doing things</i></p> <p><i>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</i></p> <p><b>Symbol for assessment: ★</b></p> <p><b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> <p><b><u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></b></p> <ul style="list-style-type: none"> <li>▪ Can attend to own toileting needs and manages to wash and</li> </ul> | <p><b>Quality texts ‘Toys in Space’ and ‘What the Ladybird Heard’</b></p> <p><u>Link with Moving and Handling &amp; PSE</u></p> <ul style="list-style-type: none"> <li>• <b>Both stories relate to issues connected with ‘keeping/feeling safe’:</b></li> <li>• <b>Explore safety aspects for the toys</b> – at being left outside in the dark overnight. What might have happened to them? What should the boy have done in the first place? How did Wonderdoll care for her friends to keep their spirits up? Why did she do this?</li> <li>• <b>The importance of home</b> – for the toys. Why did they want to go home in the midst of having so much fun?</li> <li>• <b>Unpick issues</b> connected with Hootopize losing his ‘Cuddles’ &amp; the ‘lost toys’ removed from other children in the world! Discuss why we all feel the need for comfort – connect to children’s own toys that they have brought into school.</li> <li>• In <b>‘What the Ladybird heard’</b> the main action focuses on a plan to take the prize cow away from her home. Why are the animals so upset about this? How would the cow feel at being removed from her home without her agreement? What would she miss? Would she feel scared being away from home? The resolution</li> </ul> | <p><b>Multiple copies of ‘Toys in Space’ and ‘What the Ladybird Heard’</b></p> <p><b>Use the context of these stories</b> to touch on these themes in speaking and listening activities – further deepening children’s broader understanding of what safety means to them and their friends and families.</p> |
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| <p>dry their hands independently.</p> <ul style="list-style-type: none"> <li>▪ Dresses &amp; undresses independently, occasionally needing help with buttons/zips</li> <li>▪ Developing understanding that good practice with regard to eating, sleeping and hygiene can contribute to good health</li> <li>▪ Increasingly developing understanding of the need for safety when using tools, PE equipment and managing themselves when approaching new challenges.</li> </ul> | <p><i>of the story finds the prize cow safe in her own shed, with the help of her friends.</i></p> |  |
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## Spring 2016 - Reception Learning Project: 'Where do we live?'

### Prime area: Physical development

- 1. Moving and handling:** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

| <b>A Unique Child:</b><br>observing how a child is learning through this project  | <b>Positive Relationships:</b><br>what adults could do in this learning project   | <b>Enabling Environments:</b><br>what adults could provide through this learning project   |
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| <p><i><b>Practitioners will ensure that children will learn through:</b></i></p> <p><i>~Playing and exploring – where children will investigate and experience things, 'have a go'</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> | <p><b>Explore everyday movements we make from waking up to going to bed: make a diary; discuss which movements are 'big' and which 'small'.</b></p> <p><b>Gross motor:</b></p> <ul style="list-style-type: none"> <li>Spatial awareness: explore <b>how</b> people use rooms; how much space do we need?; 'rules' for use of space in class and outdoor space; how do we use other rooms in the school and at home &amp; 'rules' of usage;</li> </ul> | <p><b>Gross motor:</b></p> <ul style="list-style-type: none"> <li>Outdoor space: using large paintbrushes with water on boards to make large marks;</li> <li>Use playground to create movement stations e.g. climbing, skipping, running</li> <li>Access to film camera to capture movements to discuss;</li> </ul> <p><b>Fine motor:</b></p> <ul style="list-style-type: none"> <li>Clipboards and mark making equipment</li> </ul> |

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| <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><i>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</i></p> <p><b>Symbol for assessment: ★</b><br/> <b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> <p><u><b>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</b></u></p> | <ul style="list-style-type: none"> <li>How do we move around home, school (going upstairs), class, and outdoor space? Explore different ways of moving round the class, outdoor space. Use PE sessions to develop particular movements;</li> <li>Explore large play movements at home, school;</li> </ul> <p><b>Fine motor:</b></p> <ul style="list-style-type: none"> <li>Film different movements, postures;</li> <li>Exploring the writing, typing, mark-making that goes on at home, in class;</li> <li>Opening and closing doors at home, school – coping with different sorts of handles, doors (swing doors);</li> <li>Explore smaller play movements at home, school.</li> <li>Explore the movements we make when eating.</li> </ul> <p><b>Quality text ‘Toys in Space’:</b></p> <ul style="list-style-type: none"> <li>★ <b>Drama and role-play</b> related to the text – for example, after the party the toys want to go home. Use the text as a stimulus for movement: “<i>Down, down, down through dark space, into blue sky, through clouds, towards the ground float the toys</i>” Small groups to collaborate and take the parts of the toys with Hootopize saying goodbye. Musical accompaniment can be added to enrich the drama. Similarly, a different mood could be created through instruments and voice to ‘beam the toys up’ – quickly and loudly into a dark and unfamiliar place.<b>(See Expressive Arts section)</b></li> </ul> | <ul style="list-style-type: none"> <li>Kitchen equipment;</li> <li>Access to household equipment e.g. scissors</li> <li>Photo-diary of movements used in eating;</li> </ul> <p><b>Quality text ‘Toys in Space’:</b></p> <ul style="list-style-type: none"> <li><b>Ensure</b> that the range of toys and puppets allows for different types of hand movement;</li> <li><b>Use a range</b> of percussion instruments, tuned and un-tuned to accompany movement. Compare the type of movements used to ‘beam’ the toys up and ‘float’ them down.</li> <li>★ <b>Presentations</b> of children’s role-play to each other in the class &amp; consider involving the partner year group. Audience to notice the range of different movements and compare and contrast according to section of story being dramatised.</li> <li><b>On the hunt for Cuddles</b> ensure that children experience a wide range of movement, including using play platforms and</li> </ul> |
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| <ul style="list-style-type: none"> <li>▪ Negotiates space successfully in the classroom, in public areas and outside. When playing with others, Is able to adjust speed and change direction as appropriate.</li> <li>▪ Is developing confidence and skill around, under, over and through balancing and climbing equipment</li> <li>▪ Shows increasing control using tools, construction and malleable materials</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Use puppets to</b> tell the story of the rise and descent to and from the spaceship.</li> <li>• <b>Move as different characters</b> from the text and play party games such as musical chairs, pass the parcel &amp; musical statues.(suggested in the text)</li> <li>•  <b>Go on a hunt for Cuddles!</b> – an opportunity to use bigger spaces, the hall, the playground etc. Follow an obstacle course – consider using the play platforms outside, until Cuddles is found. <b>(See Expressive Arts)</b></li> </ul> <p><b><u>After half term:</u></b><br/> <b><i>“What the Ladybird Heard” – provides the opportunity to explore farm animals and where they live. Make a connection from ‘Toys in Space’ – for example – after getting Cuddles back, Hootopize has beamed a ladybird down to earth from the space ship, together with a map showing a farm detailing where all the farm animals live. The ladybird says nothing ... What is she trying to tell the children?</i></b></p> <p><b>Quality text ‘What the Ladybird Heard’</b></p> <ul style="list-style-type: none"> <li>• <b>Add actions</b> to the ‘poem’ introducing the animals. How would we use our bodies to demonstrate ‘a duck in a pond’ and ‘a handsome horse’? Consider how using our body as part of the performance enhances the experience for the audience.</li> </ul> | <p>appropriate PE equipment such as benches, planks, stools etc</p> <p><b>Quality text ‘What the Ladybird Heard’</b></p> <ul style="list-style-type: none"> <li>• <b>Encourage</b> children to use the vocabulary of movement, e.g. ‘gallop’, ‘flap’ etc</li> <li>• <b>Create a large</b> version of the route around the farm – this can be used to support the verbal instructions as well providing the information needed to program the Bee Bots.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• <b>Positional language</b> to describe how the thieves plan to steal the cow lends itself to following the verbal instructions and re-enacting the route 'through the farm towards the cow shed.' ★ Use guided groups for children to physically follow the instructions – extend through programming Bee Bots to follow the route. (See Technology.)</li> </ul> |  |
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King's Cross Academy

## Spring 2016 - Reception Learning Project: 'Where do we live?'

### Specific area: Expressive Arts and Design

**2. Being Imaginative: Early Learning Goal** – Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

| <b>A Unique Child:</b><br>observing how a child is learning through this project  | <b>Positive Relationships:</b><br>what adults could do in this learning project  | <b>Enabling Environments:</b><br>what adults could provide through this learning project |
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| <b>Practitioners will ensure that children will learn through:</b><br><i>~Playing and exploring – where children will investigate</i> | <b>Emphasise the use</b> of the imagination, originality, curiosity and questioning through modelling imaginative and challenging approaches to learning |  |

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| <p>and experience things, 'have a go'</p> <p>~<u>Active learning</u> – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</p> <p>~<u>Creating and thinking critically</u>- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</p> <p><b>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</b></p> <p><b>Symbol for assessment: ★</b></p> <p><b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> | <p>across the curriculum. <b><u>Encourage children</u></b> to inquire, experiment and express their own thoughts and ideas – <b><u>notice examples of creativity</u></b>, &amp; <b><u>application of skills</u></b> learned in guided groups to self directed learning - <b><u>promote and provide.</u></b></p> <ul style="list-style-type: none"> <li>• ★ <b>Create opportunities</b> for children to use developing musical skills. For example presenting a performance from '<b>Toys in Space</b>' to their own class or to another audience.</li> <li>• <b>Ensure that the role-play area</b> has elements introduced by the children – that they have created pictures, models, poems, songs etc for them to use in their imaginary play. <u>For example the streets of houses built in model making could provide the setting for HOME for the toys</u></li> <li>• ★ <b>Provide challenges for the children</b> that stretch their imagination, encourage them to share and build on each other's ideas and make connections across the curriculum. For example in '<b>What the Ladybird Heard</b>' use the Ladybird as a role model for coming up with 'good ideas' to solve a problem. She used her observation and listening skills to note what the</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Offer a stimulus</b> to encourage children's response. For example "I've received a letter from the boy who left his toys outside. He says that his friend has got her toys back – they arrived on a parachute full of stories about a space ship. Does this mean that his toys will come home too? Can we help him?"</li> <li>• <b>Provide opportunities inside and outside</b> to support developing interests and be explicit about connections made in learning. For example drawing attention to a group of children who have drawn on text taken from the story and included their own direct quotes in their narrative.</li> <li>• <b>Capture children's learning</b> through video so that they can see and build on their experience – use to improve their own engagement and confidence</li> <li>• <b>Support those children with less confidence</b> in expressing their ideas</li> </ul> |
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| <p><b><u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></b></p> <ul style="list-style-type: none"> <li>▪ Can build on what has been experienced in focused and supported activities and uses spontaneously in self initiated learning activities</li> <li>▪ Engages in imaginative role play using enriched resources, entering into fantasy worlds</li> <li>▪ Captures learning and demonstrates through music, dance, painting or using any other materials</li> <li>▪ Initiates own ideas when expressing their response to experiences and freely chooses colours, words and movement to demonstrate</li> <li>▪ Can play collaboratively with others to develop a learning activity</li> </ul> | <p>burglars were up to and then decided she must share such information with her friends. She was also very proactive – the quietest member of the group took action. <b>Challenge the children to use all their learning about the story to</b> come up with alternative ideas to save the farmer’s prize cow! <b>(See notes on the story)</b> <u>What skills will they be utilising?</u></p> | <p>through providing lots of collaborative opportunities, focusing on children enabling each other.</p> <ul style="list-style-type: none"> <li>• <b><i>The Ladybird’s challenge</i></b> gives the children the scope to use their imagination and inventiveness to represent their solutions in a variety of ways – together with the purpose of showing their thinking skills to ‘an expert’ – Mr. Fairburn to give his feedback!</li> </ul> |
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## Spring 2016 - Reception Learning Project: 'Where do we live?'

### Specific area: Expressive Arts and Design

**1. Exploring and using media and materials: Early Learning Goal** – Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

| <b>A Unique Child:</b><br>observing how a child is learning through this project  | <b>Positive Relationships:</b><br>what adults could do in this learning project   | <b>Enabling Environments:</b><br>what adults could provide through this learning project |
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| <p><i>Practitioners will ensure that children will learn through:</i></p> <p><i>~Playing and exploring – where children will investigate and experience things, 'have a go'</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and</i></p> | <p><b>Develop an expectation</b> that music, dance, art and design can amuse, delight and excite us. <b>Provide myriad opportunities</b> that allow children to express what they know, understand, wonder about, question, feel and imagine, <b>in a variety of mediums.</b></p> <ul style="list-style-type: none"> <li><b>Use</b> a variety of different construction materials to explore and build a street of</li> </ul> |  |

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| <p><i>persist if they encounter difficulties</i><br/> <i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><i>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</i></p> <p><b>Symbol for assessment:</b> ★</p> <p><b>To draw attention to a suggested activity where assessment could further inform learning development statements</b><br/> <u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></p> | <p>houses\3D – link with learning in mathematics. (Copenhagen Street) Experiment and consider the most appropriate materials to use.</p> <ul style="list-style-type: none"> <li>★ <b>Build</b> streets of houses that can be organised outside or inside, using large wooden blocks, small lego, junk materials – use the opportunities to discuss what happens if, for example, models are not fixed and they fall - or they create different patterns and effects when finishing models by mixing media.</li> <li><b>Make</b> 2D drawings of rows of houses – use sketch-books to remember patterns of bricks that have been observed, numbers of windows etc. Experiment with printing to create settings – of where we live in.</li> </ul> <p><b>Quality text ‘Toys in Space’</b></p> <ul style="list-style-type: none"> <li><b>Experiment with children’s voices</b> sliding and stepping up and down, as the toys are beamed up into the spaceship and as they float down towards the ground on parachutes. E.g Up up up up up up up, voice getting higher. This can accompany retelling a significant part of the story.</li> <li>★ <b>Use the text</b> – And down down down through dark space and into blue sky – a range of percussion instruments could be used to create the gentle atmosphere</li> </ul> | <ul style="list-style-type: none"> <li><b>Demonstrate</b> how to ensure that bricks are balanced and don’t fall – show how a number of simple joining skills can ensure that a junk model stays together and stands firm.</li> <li><b>Facilitate</b> collaborative strategies so that groups of children can learn how to build their local environment as a team</li> <li><b>Provide</b> opportunities for children to experiment with a range of materials to explore texture and consistency in paint.</li> <li><b>Show</b> children how to make drawings\take photographs or videos of their constructions and explain how they did it, for someone else to make.</li> <li><b>Provide</b> models of houses and streets – plans of how they were made. (Use architects plans)</li> <li><b>Provide</b> a place where models can be kept for short periods or displayed as a part of the presentation of learning</li> </ul> <p><b>Quality text ‘Toys in Space’</b></p> <ul style="list-style-type: none"> <li><b>Provide</b> a wide range of un-tuned and tuned percussion instruments as possible – like scrapers, woodblocks, tambourines, tambours, maracas – glockenspiel, xylophone etc. Also include other sound makers such as a wooden spoon and cheese grater, corrugated card and sticks, plastic containers filled with seeds etc as well as using the children’s own voices and body percussion</li> </ul> |
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| <ul style="list-style-type: none"> <li>▪ Can tap out simple repeated rhythms and is keen to explore how sounds can be changed. For example, to accompany the toys as they are beamed up or as they float down</li> <li>▪ Joins in with and enjoys moving to a variety of songs, music and games</li> <li>▪ Enjoys exploring the different sounds of instruments and uses them to accompany songs and games</li> <li>▪ Uses simple tools and techniques for a purpose</li> <li>▪ Chooses from a variety of materials to create two and three dimensional pieces</li> <li>▪ Experiments with a variety of simple ways</li> </ul> | <p>and accompany the verse as the toys return from space.- home at last.</p> <ul style="list-style-type: none"> <li>• <b>Similarly, a different mood</b> could be created through instruments and voice to beam the toys up – quickly and loudly into a dark and unfamiliar place.</li> <li>• ★ <b>Learn songs and games</b> that the children enjoy to play at the toys party for Hootopize. Children could make up their own games as well as draw on class favourites</li> <li>• <b>Go on a ‘Hunt for Cuddles’ – obstacle course.</b> This could be a focus activity set outside or in the hall. Based on ‘going on a bear hunt ‘ the children go on an imaginary hunt that can be interpreted through dance and movement. E.g. Following a narrow path , along a wavy chalky line, tiptoeing quietly and softly, walking through a thick forest – weaving in and out of cones with big heavy steps, walking over a bridge – balancing on a plank – until of course Cuddles is found!</li> </ul> <p><b>After half term:</b></p> <p><u>“What the Ladybird Heard” – provides the opportunity to explore farm animals and where they live. Make a connection from ‘Toys in Space’ – for example – after getting Cuddles back, Hootopize has beamed a ladybird down to earth from the space ship, together with a map showing a farm detailing where all the farm</u></p> | <ul style="list-style-type: none"> <li>• <b>Use the toy characters</b> to play out parts of the story in different ways and provide space and time to present learning, with opportunities to evaluate and improve</li> <li>• <b>Teach a variety of songs</b> and games that children can draw on and enjoy – for example to use when organising a party for Hootopize.</li> <li>• <b>Tuned percussion can</b> be prepared with chime bars to show the musical notes going up and down. They can be played whilst the children sing ‘ Are the toys beaming up to space?’ or “Are the toys floating down to earth?’ (the toys to be beamed up and floated down)</li> <li>• ★ The obstacle course can be set up outside for children to revisit and practise skills – <u>resources to be changed according to children’s ideas.</u></li> </ul> |
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| <p>to join materials together</p> <ul style="list-style-type: none"> <li>Constructs with a purpose in mind, using a variety of resources</li> </ul> | <p><i>animals live. The ladybird says nothing ... What is she trying to tell the children?</i></p> <p><b>QualityText – What the Ladybird Heard</b></p> <ul style="list-style-type: none"> <li>★ <b>Use a range of recycled materials</b> to make homes for the animals. Ensure that they are big enough for each animal and can be fitted into the farm environment created in the role-play area. If possible re-create the setting in the story.</li> <li><b>Draw an enlarged map of the burglars plan – (consider collaborative groups)</b> use magazine pictures and photographs to create collage as well as drawing – include symbols on the map</li> <li>★ <b>Use construction equipment to</b> re-create a 3D map and small world animals and characters to populate it. - in small groups. Identify one of the group to try out the route and test for accuracy.</li> <li><b>Enrich children’s ‘play’</b> on the farm through introducing and learning songs and rhymes such as ‘Old MacDonald had a Farm’, ‘The Farmer’s in his Den’, Five Little Ducks, The Animals on the Farm say .....(U Tube)</li> </ul> | <p><b>Quality Text – What the Ladybird Heard</b></p> <ul style="list-style-type: none"> <li><b>Provide farm animal</b> soft toys and puppets – can be used to estimate the sizes needed for homes.</li> <li><b>Ensure that the rhyme</b> of the plan is available to make reference to whilst drawing the map as well as multiple copies of What the Ladybird heard.</li> <li><b>Children to receive feedback from peers</b> – about the accuracy of their map making. Maps can be drawn up in partners/trios.</li> <li><b>Publish and laminate songs and rhymes</b> for independent and supported activities</li> </ul> |
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King's Cross Academy

## Spring 2016 - Reception Learning Project: 'Where do we live?'

### Prime area: Communication and Attention

**1. Listening and attention:** ELG - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

| <b>A Unique Child:</b><br>observing how a child is learning through this project   | <b>Positive Relationships:</b><br>what adults could do in this learning project  | <b>Enabling Environments:</b><br>what adults could provide through this learning project |
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| <i>Practitioners will ensure that children will learn through:<br/>~Playing and exploring – where children will investigate and experience things, 'have a go'</i> | <i>Consistently refer to the class rules &amp; success criteria generated to promote active listening for everyone in the class group.</i> |  |

*~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties*

~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things

**Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.**

**Symbol for assessment: ★**  
**To draw attention to a suggested activity where assessment could further inform learning development statements**

**Development statements**  
***to assist in observing learning***

**Devise learning activities** that involve interaction and encourage children to react, ask questions, seek clarification and challenge themselves through problem-solving activities.

## PHONICS:

- Focus on Phase 1 of 'Letters and Sounds': the learning activities are arranged under seven aspects including sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting. (see Kings Cross Academy Phonics guidance).
  - ***Apply phonics learnt discretely to listening and attention in all areas of the curriculum*** e.g. learning activities related to 'where we live': link to 'What the Ladybird heard'/farm animal homes. Environmental sounds – Farm animals in their homes - describe one of the animals, children to identify the name and make the noise the animal might make. When familiar with the game one of the children can take the lead of the group.
- (p.11 Letters and Sounds)***


***Listen to music:***

- **Listen** to the percussion instruments that accompany the space ship up and down into space – adjust body movements and use of props accordingly
- **Listen** to music during party games, for dancing and starting and stopping

- Use the guidance provided in Phase 1 – Letters and Sounds to embed suggested learning activities into and across the whole curriculum.
  - Model attentive listening through listening to children to encourage talking, make eye contact, ask questions and comment on what has been said.
  - Build up a range of learning activities across all seven aspects and use suggested observation opportunities to inform next steps in learning.
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- Ensure that all rhymes and songs are typed up and laminated - to be used in independent activities, taken home in PACT folders and read in the class library.
  - Set up an area where children can listen to music and include instruments as part of their daily resources
  - Adults to model active listening and demonstrate appropriate responses.
  - Use children's responses to inform planning. E.g. having listened to ideas

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| <p><u>– use as appropriate with individual children and refer to other statements as needed:</u></p> <ul style="list-style-type: none"> <li>▪ Joins in with repeated refrains and anticipates key events, phrases and words in rhymes, poetry and stories</li> <li>▪ Listens in a variety of different contexts</li> <li>▪ Listens to stories with increasing attention and recall</li> <li>▪ Increasingly able to focus attention and follow directions</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Choose instruments</b> for the sounds the animals make</li> <li>▪ <b>Match names and sounds</b> to the farm animals – when they hear the instrument sound for the farm animal – find the written name or sound in the text</li> </ul> <p><b>Learn action rhymes/poems</b></p> <ul style="list-style-type: none"> <li>▪ ★ <b>Listen</b> to each other perform the rhyme about descending from space, use to stimulate role-play.</li> <li>▪ <b>Listen</b> to the rhythm of the poem about the animals – use to help learn off by heart</li> <li>▪ ★ <b>Listen</b> to the poems performed – focus on clear articulation, intonation and correct order</li> </ul> <p><b>Listen to stories:</b></p> <ul style="list-style-type: none"> <li>• <b>Listen and visualise</b> – the first part of <i>Toys in space</i>. Watch the story in their mind's eye as they listen. What do they see? Where have they ended up? What do they think will happen next? Use children's ideas when creating the backdrop for the role-play area. (space-ship)</li> <li>• ★ <b>Listen and attend</b> – to each other in talk partners when seeking to understand about characters and their motivation – problem solving the dilemma of the lost toys, organising a</li> </ul> | <p>about a role-play area, ensure that some of these ideas are made real for them to use .</p> <ul style="list-style-type: none"> <li>▪ Talk partners and collaborative group talk should be used throughout the curriculum.</li> </ul> <p><b>Multiple copies of Toys in Space and What the ladybird Heard</b></p> <p><b>All adults to focus on active listening :</b></p> <ul style="list-style-type: none"> <li>▪ <b>Ensure</b> that children's ideas are represented in the space setting. Help them to make connections with the facts they are learning about what can be seen in the night sky and further into space. Use information books to make reference to, as well as images on the internet,</li> <li>▪ <b>Adults and children</b> to assess improvements in talk partnerships – noting how well ideas are listened to, remembered and acted upon.</li> </ul> |
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|  | <p>party for Hootopize, working out how the prize cow can be saved etc</p> <ul style="list-style-type: none"> <li>• <b>Listen to</b> how the author of 'What the Ladybird Heard' has written the story. Why do we think it has been written in rhyme? How does this contribute to our enjoyment of the story?</li> </ul> <p><b>Retell stories:</b></p> <ul style="list-style-type: none"> <li>▪ ★ <b>Use story boxes and props to retell sections of both stories</b> – focus on children listening for clear voices and expression to bring characters and plots alive.</li> <li>▪ <b>Listen to stories</b> – that have been dramatised focusing on identified criteria. <u><b>For example</b></u> – in 'What the Ladybird Heard' listening for the quality of the farm animal sounds – (noting that the ladybird 'said never a word'. Why doesn't she speak?) How does the animal sounds change in response to the ladybird's news? Listen for the different intonation in presentations. In '<b>Toys in Space</b>' emphasise the voices of each toy when they speak. Can we recognise the characters by their voices? Does what we know about the characters help us to recognise the voice – can we hear this in presentations?</li> </ul> <p><b>Listen to instructions:</b></p> | <ul style="list-style-type: none"> <li>▪ ★ <b>Give children feedback about how well they are listening to each other</b> – listen to peer feedback and notice when children are clearly making improvement. Model 'active listening' with another partner and in a small group. Film sessions asking children to comment on 'good interaction'. Look out for such examples 'next time'.</li> </ul> <p><b>See Technology</b> – give children plenty of opportunity to explore how the Bee Bots work. Provide guided sessions to demonstrate skills.</p> |
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|  | <ul style="list-style-type: none"><li>•  <b>Play games that highlight the importance of listening carefully to instructions</b> – for example in partners, one tells the other the instruction for following the route to the cow shed (What the Ladybird heard) – extend and use Bee Bots.</li></ul> |  |
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## Spring 2016 - Reception Learning Project: 'Where do we live?'

### Specific area: Mathematics

**1. Numbers:** 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. They solve problems, including doubling, halving and sharing.

| <b>A Unique Child:</b><br>observing how a child is learning through this project  | <b>Positive Relationships:</b><br>what adults could do in this learning project | <b>Enabling Environments:</b><br>what adults could provide through this learning project  |
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| <i>Practitioners will ensure that children will learn through:<br/>~Playing and exploring –<br/>where children will investigate</i> |   | <ul style="list-style-type: none"> <li>▪ Accessible props to support independent play/learning relating to counting rhymes, songs and stories to do with places, homes.</li> <li>▪ Role-play places: dolls' house, farm, mats etc.</li> </ul> |

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| <p><i>and experience things, 'have a go'</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><b>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</b></p> <p><b>Symbol for assessment: ★</b></p> <p><b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> | <p><b>Foster enjoyment in mathematics through</b></p> | <ul style="list-style-type: none"> <li>▪ Collection of toy people and puppets to use in different places.</li> <li>▪ Role-play props e.g. farm animals, pets, farm etc.</li> <li>▪ Create house role-play area – items to count: food, equipment, cutlery, plates etc for counting.</li> <li>▪ Classroom storage – how many in each container? Labels with photos, icons and symbols so that children identify when things are lost or missing.</li> <li>▪ Sorting e.g. large and small.</li> <li>▪ Explore where things belong and routines in each area of the classroom e.g. numbers in each area or activity - a sign saying 'no more than 4 children in the role play area' with a photograph.</li> </ul> <p><b>Quality text 'Toys in Space':</b></p> <ul style="list-style-type: none"> <li>▪ Collection of toys for counting.</li> <li>▪ Story box with specific toys from text to count and group.</li> <li>▪ Labels to match to toys.</li> <li>▪ Party props: cake etc for sharing.</li> </ul> |
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| <p><b><u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></b></p> <ul style="list-style-type: none"> <li>▪ Can count out a set, combine 2 together and count out the resulting set. E.g. 2 spacemen, 3 spacemen, altogether 5 spacemen</li> <li>▪ Can explore ordinal numbers to 10 and beyond as appropriate</li> <li>▪ Can understand subtraction in a variety of practical situations where the relation between addition and subtraction is emphasized. E.g Number trios.</li> <li>▪ Can engage in problem solving and explain their thinking with support. E.g Simple investigations</li> </ul> | <p><i>providing learning experiences that equip children to think for themselves. Facilitate opportunities for the <b>exploration</b> of order, pattern and relationships in mathematics; together with <b>developing skills in calculation</b> that can be applied to practical and purposeful mathematical investigations.</i></p> <p><b>Use Learning Journals</b> to reflect on developing skills and confidence in mathematics.</p> <ul style="list-style-type: none"> <li>▪ <b>Houses in Copenhagen Street:</b> how many houses are there in Copenhagen Street? Take photos of houses. Can we guess how many people live in each house? How many rooms in a house? Using photographs of houses and flats to count features e.g. counting windows, doors, storey's in flats. Collect data on how many people live in the children's houses (sensitively). Explore house numbers as labels – do they go in order?</li> </ul> <p><b>Quality text 'Toys in Space':</b></p> <ul style="list-style-type: none"> <li>▪ ★ Count the toys.</li> <li>▪ Matching the labels to the toys e.g. '...a clever Blue Rabbit.' (1-1 correspondence).</li> <li>▪ Explore the 'Room of a Thousand Lost Toys' – what does a thousand toys look like? Generate an early sense of large numbers.</li> </ul> | <p><b>Book Power Text "What the Ladybird heard"</b></p> <ul style="list-style-type: none"> <li>• <b>Provide</b> a collection of soft toy farm animals to create a variation of number stories – initial work will be entirely oral, then recording by the teacher and finally the child.</li> </ul> |
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| <p>involving groups of animals on a farm</p> | <ul style="list-style-type: none"> <li>▪ Matching addresses to toys (1-1 correspondence) – why do they need a house number? Number as a label rather than for counting.</li> <li>▪ Acting out number stories involving toys.</li> <li>▪ ★ Toys' party: allocating hats, musical chairs/statues (1-1 correspondence and 'one less' chair than the number of toys).</li> <li>▪ Children bring in toys from home with their address labels.</li> <li>▪ Class toy given address label.</li> </ul> <p><b>After half term:</b></p> <p><i><u>"What the Ladybird Heard"</u> – provides the opportunity to explore farm animals and where they live. Make a connection from 'Toys in Space' – for example – after getting Cuddles back, Hootopize has beamed a ladybird down to earth from the space ship, together with a map showing a farm detailing where all the farm animals live. The ladybird says nothing ... What is she trying to tell the children?</i></p> <p><b>Book Power Text "What the Ladybird heard"</b></p> <ul style="list-style-type: none"> <li>▪ <b>Counting</b> – how many animals are there in the rhyme at the beginning of the book? Use soft toy animals – if you take away the cats and the dog, how many are left? If the sheep,</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Provide small world farm animals</b> – ask children to group them. They could work in partners or trios to discover the total number of animals on the farm.</li> <li>• <b>Use sorting hoops and rods</b> – together with the set of animals.</li> <li>• <b>Important</b> to remind children that it is the same six 'sheep' that give these different arrangements.</li> <li>• <b>One possible form of recording - :</b><br/> 6 → 3,3<br/> 6 → 5,1<br/> 6 → 1,5<br/> 6 → 4,2<br/> 6 → 2,4</li> </ul> |
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|  | <p><i>the pig, the goose and the chicken were sleeping in a pen, how many of the animals are not asleep? If the horse and the cow wandered off from the group how many animals would be left? Children can make up their own stories about the ten animals – if you added one more animal, the ladybird how many animals would there be then?</i></p> <ul style="list-style-type: none"> <li>▪ <b>★ Thinking about all the other animals on the farm:</b> explore how they might be grouped e.g. six ducks on a pond, 10 sheep in the field etc. <b>How might they find out</b> exactly how many animals live on the farm altogether?</li> <li>▪ <b>Use the groups</b> of animals to investigate numbers up to ten. Start with 5 or 6 proceeding then to larger and smaller numbers. <u>For example</u> a set of six sheep are selected and the child places them in the hoop. He partitions the set, placing the rod across the hoop giving two subsets. Discussion follows to find out how many sheep are there in each sub set. The rod is then placed in another position to give a different pair of subsets and so on.</li> <li>▪ <b>★ Number Trios – <u>oral questioning</u></b> arising from the arrangement of animals in the child's hoop. E.g Number trio (2,4,6)<br/> <math>2+4=6</math><br/> <math>4+2=6</math><br/> <math>6-2=4</math><br/> <math>6-4=2</math><br/> 4 and 2 – how many altogether?<br/> 2 and how many make 6?<br/> 6, take away 2 - how many left?</li> </ul> |  |
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King's Cross Academy

## Spring 2016 - Reception Learning Project: 'Where do we live?'

### Specific area: Understanding the World

**1. People and Communities: Early Learning Goal** – Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

| <b>A Unique Child:</b><br>observing how a child is learning through this project  | <b>Positive Relationships:</b><br>what adults could do in this learning project   | <b>Enabling Environments:</b><br>what adults could provide through this learning project |
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| <p><i>Practitioners will ensure that children will learn through:</i></p> <p><i>~Playing and exploring – where children will investigate and experience things, 'have a go'</i></p> <p><i>~Active learning – where children enjoy and are</i></p> | <p>Enable children to <b>distinguish themselves from other people with whom they live and interact</b> through talking and drawing out significant experiences that help to create their own identity. <b>Use similarities and differences within the class</b></p> |  |

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| <p><i>engaged in what they are doing, can concentrate and persist if they encounter difficulties</i><br/> <i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><b>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</b></p> <p><b>Symbol for assessment: ★</b><br/> <b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> <p><b><u>Development statements to assist in observing learning – use as appropriate with individual children and refer</u></b></p> | <p><b>community</b> as opportunities for exploration and celebration.</p> <p><b>Using the context of where we live in the local area, discover more about who we are through:</b></p> <ul style="list-style-type: none"> <li>• <b>Mind mapping</b> all the different ways that our families might celebrate a special event. <u>How would we prepare our homes on such occasions?</u> E.g. a house warming, when a new child is welcomed into the family, a wedding, a naming ceremony, religious customs, welcoming in the new year etc.</li> <li>• <b>Use role play and drama</b> to show <b>how</b> different events might be enjoyed and shared</li> <li>• ★ <b>Use circle time to</b> explore and discuss the group's differing experiences and what has been learned about each other.</li> <li>• <b>Celebrate</b> the richness of diversity within the class group</li> </ul> <p><b>Quality text 'Toys in Space':</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> the different characteristics of the toys in the story to explore what it is that makes them unique.</li> <li>• ★ <b>A philosophy for children approach</b> could be used to help children say what the scenario of 'the toys being left alone in the dark by their owner' might mean to</li> </ul> | <ul style="list-style-type: none"> <li>• <b><u>Display children's ideas and thoughts</u></b> – this can then be referred to over time, as well as adding other questions and information to stimulate learning more about each other</li> <li>• <b>Provide</b> a range of artifacts and resources for children to draw on and use. I.e special clothes that may be worn, celebratory food, rhymes and songs, puppets.....</li> <li>• <b>Use video</b> for children to play back their role play – to reflect on what they have seen, how they could improve their role play, discuss what has been learned, how well they have joined in.</li> <li>• <b>Establish</b> the conventions or rules of engagement for circle time</li> </ul> <p><b>Quality text 'Toys in Space':</b></p> <ul style="list-style-type: none"> <li>• <b>A set of the toys</b> should be available in the role-play area. Displays of their varying attributes to be available to make reference to, along with questions to stimulate further thinking. E.g. How did the dinosaur show his thoughtfulness in the story?</li> </ul> |
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| <p><b><u>to other statements as needed:</u></b></p> <ul style="list-style-type: none"> <li>▪ Shows interest in the children and adults in the classroom environment, as well as within the whole school community</li> <li>▪ Knows some of the things about them that make each of them unique, and can talk about such similarities and differences in relation to friends or family</li> <li>▪ Enjoys communicating about and joining in with others during special times and events for themselves and their family and friends</li> <li>▪ Shows interest in different occupations and way of life</li> </ul> | <p>them. Similarly, questions could be generated to debate whether Hootopize should have taken away the thousand toys in his search for Cuddles.</p> <ul style="list-style-type: none"> <li>• The toys planned a party to cheer the Hootopize up. <b>★ Set the children a challenge</b> to plan and organise their own party for the toys. How would their party be different? What elements would they include? Each group to collaborate on their own event, invitations, prizes, rules for games, music etc <b>Emphasise</b> the purpose of the special event – make connections to special events in their own lives and refer specifically <b><u>to ‘preparing the space/home’ for a special occasion.</u></b></li> </ul> <p><b><i>After half term:</i></b></p> <p><b><i>“What the Ladybird Heard” – provides the opportunity to explore farm animals and where they live. Make a connection from ‘Toys in Space’ – for example – after getting Cuddles back, Hootopize has beamed a ladybird down to earth from the space ship, together with a map showing a farm detailing where all the farm animals live. The ladybird says nothing ... What is she trying to tell the children?</i></b></p> <p><b>Quality text ‘What the Ladybird Heard’</b></p> <ul style="list-style-type: none"> <li>• <b><i>Use the context of the story on a farm in the countryside to explore the life of</i></b></li> </ul> | <ul style="list-style-type: none"> <li>• <b><i>Publish</i></b> children’s questions from PFC sessions on the VLE, together with some of the outcomes of their discussions.</li> <li>• <b><i>Use</i></b> some of the children’s questions to set up challenges for focus or supported activities</li> <li>• <b><i>Publish</i></b> the children’s party planning ideas on A4 sheets – instructions can be displayed and used in the role play area, or any other area, to recreate the special events.</li> </ul> <p><b>Quality text ‘What the Ladybird Heard’</b></p> <ul style="list-style-type: none"> <li>• <b><i>Use non-fiction texts and the internet to find out more about the occupation of being a farmer.</i></b></li> </ul> |
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|  | <p>a farmer. What kinds of jobs does he do on the farm to look after the animals? What products does the farmer get from his animals? What kinds of crops does the farmer grow? Which of these things can we find in our supermarkets? Etc</p> <ul style="list-style-type: none"> <li>• <b>Visit a farm</b> – What can the children find out about being a farmer from their visit? Generate some questions beforehand. Take photographs of the visit to remind them of the experience when recounting what happened back at school.</li> </ul> <p>★ Consider similarities and differences between farms in the city and farms in the countryside.</p> | <ul style="list-style-type: none"> <li>• <b>Use small world characters and animals</b> to role-play the occupation of being a farmer.</li> <li>• <b>Provide photographs</b> of farm products – make connections between the eggs we eat at breakfast and the chickens being looked after by the farmer – the milk we drink at lunchtime and where the milk comes from. (Ask the children what else they think the animals are used for – discuss as appropriate.)</li> </ul> |
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King's Cross Academy

## Spring 2016 – Reception Learning Project: 'Where do we live?'

### Prime area: Personal, Social and Emotional

**1. Making relationships: ELG** - Children play co-operatively, taking turns with others; take account of one another's ideas about how to organize their activity; show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.

**2. Self-confidence and Self-Awareness: ELG** - Children are confident to try new activities, and say why they liked some activities more than others; they are confident to speak in a familiar group, or talk about their ideas, and will choose the resources they need for their chosen activities; they say when they do or don't need help.

**3. Managing Feelings and Behaviour:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Initial experience:**

- **Experience & Observation** – Start of with an artifact – a map – a map with a difference! On a large scale, create a chart of the local area without the names of the streets included. The only place to be named is the school – Kings Cross Academy. Have photos of the children stuck onto the map, next to the street that they live in. (no street names detailed) Ask the children what they think this drawing means? There is a question to help them – 'Where do we live?' You might want to engage the help of Foxy Fred and Floppy Frog, the class pets that slept over at the children's houses last term – do they have an idea of what the drawing means? They might remember that they stayed over but can't remember where the house/flat was. Certainly didn't know how to get there. Some children may know their address and come up with the street name ( a box of children's street names to be prepared to place on the map)- how could they find out where they live? E.g. Ask in the school office, ask mum, dad, grandma.. Perhaps they could go on a walk and find out where they live in relation to other people in the class? Have they got any clues to help them? A house or flat number? The name of the street? When they look at the drawing they notice the school's name and other information – letters and numbers, the post code. What's that for? Why do they need to know where they live? Who else needs to know? Go on a local walk – perhaps in small groups, where each group reports back to another? What should they take with them to help find out and remember useful information?
- **Reflection & Extension** – Organise the activity so that children explore the area in their class group with the expectation that they will feedback what they have discovered to another group Ask children to come up with **at least 3 things that they have learned** about where they live **and a question to try and find out more** – does each group have different ideas and discoveries? Adults to support in unpicking ideas as well as giving them some options on how to represent their findings in the next section.
- **Representation** – Represent what they have found out so far together with ideas to investigate – IN GROUPS - for instance they might want to investigate a particular street where a number of children in the class live close to the school even further (See shape and space) – finding out shapes of doors and windows, considering the number pattern of houses in a street etc. Each group may have a different idea they want to find out more about. Begin to look at similarities and differences – e.g everyone has somewhere to live only some families live in flats, others in houses.

| A Unique Child:<br>observing how a child is<br>learning through this project | Positive Relationships:<br>what adults could do in this<br>learning project   | Enabling Environments:<br>what adults could provide through this learning<br>project |
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| <b>Practitioners will ensure that<br/>children will learn through:</b>       | <ul style="list-style-type: none"> <li>▪ Explore: what is a home? Why do we need homes? Do animals need homes?</li> </ul> |  |



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| <p><i>~Playing and exploring – where children will investigate and experience things, ‘have a go’</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><b>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</b></p> <p><b>Symbol for assessment: ★</b></p> <p><b>To draw attention to a suggested activity where assessment could further</b></p> | <ul style="list-style-type: none"> <li>▪ Make reference to pets (explored last term) – what are the differences between pets and wild animals?</li> <li>▪ Consider the variations between pets, wild animals and farm animals. Are farm animals pets? Where do they live? (Homes for farm animals to be explored in the book ‘What the Ladybird Heard’ later in the term)</li> <li>▪ Exploring what we do in our homes – discuss favourite rooms; what do people do in each room? Who uses each room? How do people communicate in each room? What ‘rules’ are there in each room?</li> <li>▪ Learning to be confident in exploring the local environment;</li> <li>▪ Explore homes from different cultures – parents invited to talk about homes in different countries; do any of our extended families live abroad?</li> <li>▪ Explore people who travel and live in different places at different times;</li> <li>▪ Explore: Where do we live on holiday? Camping.</li> <li>▪ Making dens.</li> </ul> <p><b><u>Quality text ‘Toys in Space’:</u></b></p> <p><b><u>Make connections with Understanding, Reading and Writing:</u></b></p> <ul style="list-style-type: none"> <li>▪ <u>Explore relationships with our toys</u> – compare to the text – ask children to bring in a favourite toy from home, one they would be most upset to lose. Attach the children’s addresses to them &amp; house in the role-play area. Write a sentence describing why the toy</li> </ul> | <ul style="list-style-type: none"> <li>▪ Role-play area – a part of the local environment e.g. a home situated on a local road (see Initial Experience)</li> <li>▪ Use the whole classroom to create aspects of the local environment e.g. Copenhagen Street;</li> <li>▪ Outdoor area: use as observation point for Copenhagen Street; making dens and home-like structures;</li> <li>▪ Using parents to share their experiences of home;</li> <li>▪ Soft toy and puppet animals;</li> <li>▪ House play equipment; family puppets and figures (small world);</li> <li>▪ Representations of different homes: photos, film, art...</li> </ul> <p><b>Quality text ‘Toys in Space’:</b></p> |
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| <p><b>inform learning development statements</b></p> <p><b><u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></b></p> <ul style="list-style-type: none"> <li>▪ Initiates conversations, attends to and beginning to take account of what others say</li> <li>▪ Can explain what they know and understand, able to ask questions to find out information</li> <li>▪ Is increasingly confident about expressing ideas and shows interest in explaining their learning</li> <li>▪ Aware of the boundaries set and follows the rules to enable themselves and others to learn</li> </ul> | <p>is so beloved – display a photograph of the toy + name &amp; address + descriptive sentence in a book. Use in role-play activities.</p> <ul style="list-style-type: none"> <li>▪ ★ How does Hootopize treat people? Why? Hot seating; what advice would we give him? Where does Hootopize live? Does he live in a spaceship? What would it be like to live on a spaceship?</li> <li>▪ Collaborative problem-solving situations involving children's toys;</li> <li>▪ ★ Sharing the class toys' experiences of our homes; children to describe one of the rooms in their house through their toys.</li> <li>▪ What does it feel like when you lose something important? Relate to how it might feel if their favourite toy was lost.</li> <li>▪ ★ How do Wonder doll and her friends help Hootopize to understand and empathise with the children whose toys have been stolen? How do they convince him to 'do the right thing'?</li> </ul> <p><b><u>After half term:</u></b></p> | <p><b>Role Play Area – E.g. from a child's home on Copenhagen St., with its own address and garden.</b> The toys in the story could be introduced and a place made for them in the child's home. One day they are left out in the garden and zoomed up into space! Children may well decide to create a space ship to house Hootopize and his adventures.</p> <ul style="list-style-type: none"> <li>• <b>Children's toys</b> – explain to parents - the purpose of their child bringing in their most loved toy. Photographs of the toy with child's description could be published on the VLE – encourage parents to talk about reasons for choice at home.</li> <li>• <b>Use ideas from hot seating Hootopize:</b><br/> <u>to provide information</u> about a space ship and its contents.<br/> <u>To problem solve</u> and come up with some solutions for Hootopize and the lost toys <ul style="list-style-type: none"> <li>▪ <b>Make</b> Hootopize puppets;</li> <li>▪ <b>Role-play:</b> make a home for Hootopize</li> <li>▪ <b>Provide</b> the group of toys that relate to the text</li> <li>▪ <b>Provide story box</b> for re-telling salient parts of the story</li> </ul> </li> </ul> |
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**“What the Ladybird Heard”** – provides the opportunity to explore farm animals and where they live. Make a connection from ‘Toys in Space’ – for example – after getting Cuddles back, Hootopize has beamed a ladybird down to earth from the space ship, together with a map showing a farm detailing where all the farm animals live. The ladybird says nothing ... What is she trying to tell the children?

**Quality Text ‘What the Ladybird Heard**  
**Link with Understanding, Reading and**  
**Writing**

- **Explore how the two men in the story are breaking the rules** – should they be trespassing on the farmer’s land in the dead of night? Why do they want to steal the farmer’s prize cow? How might the animals and the farmer have reacted if the ladybird had not intervened? Did she do the right thing to tell the animals about the plan/should she have done nothing and let it happen?
- **★ Provide opportunities throughout the story** for children to discuss how people’s behaviour has consequences, to develop an understanding of ‘justice’ and the possibilities of changing behaviour to have a different outcome. For example when problem solving to come up with their own ideas to save the prize cow – the thieves might be persuaded not to do it – how might the story have ended in that case? (See Understanding)

**Quality Text – What the Ladybird Heard**

- **Replicate the map** from the story, (without the burglars!) clearly indicating where the farm animals are housed, as well as the farmer.
- **A puppet ladybird** – to tell her story to the children
- **Small world** - people for the farmer and the thieves
- **Soft toys/puppets** for the animals
  
- **Encourage children** to make connections and think about their own behaviour in situations familiar to them – for example the importance of everyone following the ‘class and school rules’ for the benefit of everyone.

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|  | <p>★ <b>Explore</b> <i>how</i> the farm animals and the ladybird collaborated to outwit the two thieves. <u>How can they work together in their groups to come up with a different solution?</u></p> |  |
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King's Cross Academy

## Spring 2016 – Reception Learning Project: 'Where do we live?'

### Prime area: Personal, Social and Emotional

- 1. Making relationships: ELG** - Children play co-operatively, taking turns with others; take account of one another's ideas about how to organize their activity; show sensitivity to others' needs & feelings, & form positive relationships with adults & other children.
- 2. Self-confidence and Self-Awareness: ELG** - Children are confident to try new activities, and say why they liked some activities more than others; they are confident to speak in a familiar group, or talk about their ideas, and will choose the resources they need for their chosen activities; they say when they do or don't need help.

**3. Managing Feelings and Behaviour:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Initial experience:**

- **Experience & Observation** – Start of with an artifact – a map – a map with a difference! On a large scale, create a chart of the local area without the names of the streets included. The only place to be named is the school – Kings Cross Academy. Have photos of the children stuck onto the map, next to the street that they live in. (no street names detailed) Ask the children what they think this drawing means? There is a question to help them – 'Where do we live?' You might want to engage the help of Foxy Fred and Floppy Frog, the class pets that slept over at the children's houses last term – do they have an idea of what the drawing means? They might remember that they stayed over but can't remember where the house/flat was. Certainly didn't know how to get there. Some children may know their address and come up with the street name ( a box of children's street names to be prepared to place on the map)- how could they find out where they live? E.g. Ask in the school office, ask mum, dad, grandma.. Perhaps they could go on a walk and find out where they live in relation to other people in the class? Have they got any clues to help them? A house or flat number? The name of the street? When they look at the drawing they notice the school's name and other information – letters and numbers, the post code. What's that for? Why do they need to know where they live? Who else needs to know? Go on a local walk – perhaps in small groups, where each group reports back to another? What should they take with them to help find out and remember useful information?
- **Reflection & Extension** – Organise the activity so that children explore the area in their class group with the expectation that they will feedback what they have discovered to another group Ask children to come up with **at least 3 things that they have learned** about where they live **and a question to try and find out more** – does each group have different ideas and discoveries? Adults to support in unpicking ideas as well as giving them some options on how to represent their findings in the next section.
- **Representation** – Represent what they have found out so far together with ideas to investigate – IN GROUPS - for instance they might want to investigate a particular street where a number of children in the class live close to the school even further (See shape and space) – finding out shapes of doors and windows, considering the number pattern of houses in a street etc. Each group may have a different idea they want to find out more about. Begin to look at similarities and differences – e.g everyone has somewhere to live only some families live in flats, others in houses.

| <b>A Unique Child:</b><br>observing how a child is learning through this project | <b>Positive Relationships:</b><br>what adults could do in this learning project   | <b>Enabling Environments:</b><br>what adults could provide through this learning project |
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| <b>Practitioners will ensure that children will learn through:</b>               | <ul style="list-style-type: none"> <li>▪ Explore: what is a home? Why do we need homes? Do animals need homes?</li> </ul> |  |

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| <p><i>~Playing and exploring – where children will investigate and experience things, ‘have a go’</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><b>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</b></p> <p><b>Symbol for assessment: ★</b></p> <p><b>To draw attention to a suggested activity where assessment could further</b></p> | <ul style="list-style-type: none"> <li>▪ Make reference to pets (explored last term) – what are the differences between pets and wild animals?</li> <li>▪ Consider the variations between pets, wild animals and farm animals. Are farm animals pets? Where do they live? (Homes for farm animals to be explored in the book ‘What the Ladybird Heard’ later in the term)</li> <li>▪ Exploring what we do in our homes – discuss favourite rooms; what do people do in each room? Who uses each room? How do people communicate in each room? What ‘rules’ are there in each room?</li> <li>▪ Learning to be confident in exploring the local environment;</li> <li>▪ Explore homes from different cultures – parents invited to talk about homes in different countries; do any of our extended families live abroad?</li> <li>▪ Explore people who travel and live in different places at different times;</li> <li>▪ Explore: Where do we live on holiday? Camping.</li> <li>▪ Making dens.</li> </ul> <p><b><u>Quality text ‘Toys in Space’:</u></b></p> <p><b><u>Make connections with Understanding, Reading and Writing:</u></b></p> <ul style="list-style-type: none"> <li>▪ <u>Explore relationships with our toys</u> – compare to the text – ask children to bring in a favourite toy from home, one they would be most upset to lose. Attach the children’s addresses to them &amp; house in the role-play area. Write a sentence describing why the toy</li> </ul> | <ul style="list-style-type: none"> <li>▪ Role-play area – a part of the local environment e.g. a home situated on a local road (see Initial Experience)</li> <li>▪ Use the whole classroom to create aspects of the local environment e.g. Copenhagen Street;</li> <li>▪ Outdoor area: use as observation point for Copenhagen Street; making dens and home-like structures;</li> <li>▪ Using parents to share their experiences of home;</li> <li>▪ Soft toy and puppet animals;</li> <li>▪ House play equipment; family puppets and figures (small world);</li> <li>▪ Representations of different homes: photos, film, art...</li> </ul> <p><b>Quality text ‘Toys in Space’:</b></p> |
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| <p><b>inform learning development statements</b></p> <p><b><u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></b></p> <ul style="list-style-type: none"> <li>▪ Initiates conversations, attends to and beginning to take account of what others say</li> <li>▪ Can explain what they know and understand, able to ask questions to find out information</li> <li>▪ Is increasingly confident about expressing ideas and shows interest in explaining their learning</li> <li>▪ Aware of the boundaries set and follows the rules to enable themselves and others to learn</li> </ul> | <p>is so beloved – display a photograph of the toy + name &amp; address + descriptive sentence in a book. Use in role-play activities.</p> <ul style="list-style-type: none"> <li>▪ ★ How does Hootopize treat people? Why? Hot seating; what advice would we give him? Where does Hootopize live? Does he live in a spaceship? What would it be like to live on a spaceship?</li> <li>▪ Collaborative problem-solving situations involving children's toys;</li> <li>▪ ★ Sharing the class toys' experiences of our homes; children to describe one of the rooms in their house through their toys.</li> <li>▪ What does it feel like when you lose something important? Relate to how it might feel if their favourite toy was lost.</li> <li>▪ ★ How do Wonder doll and her friends help Hootopize to understand and empathise with the children whose toys have been stolen? How do they convince him to 'do the right thing'?</li> </ul> <p><b><u>After half term:</u></b></p> | <p><b>Role Play Area – E.g. from a child's home on Copenhagen St., with its own address and garden.</b> The toys in the story could be introduced and a place made for them in the child's home. One day they are left out in the garden and zoomed up into space! Children may well decide to create a space ship to house Hootopize and his adventures.</p> <ul style="list-style-type: none"> <li>• <b>Children's toys</b> – explain to parents - the purpose of their child bringing in their most loved toy. Photographs of the toy with child's description could be published on the VLE – encourage parents to talk about reasons for choice at home.</li> <li>• <b>Use ideas from hot seating Hootopize:</b><br/> <u>to provide information</u> about a space ship and its contents.<br/> <u>To problem solve</u> and come up with some solutions for Hootopize and the lost toys <ul style="list-style-type: none"> <li>▪ <b>Make</b> Hootopize puppets;</li> <li>▪ <b>Role-play:</b> make a home for Hootopize</li> <li>▪ <b>Provide</b> the group of toys that relate to the text</li> <li>▪ <b>Provide story box</b> for re-telling salient parts of the story</li> </ul> </li> </ul> |
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**“What the Ladybird Heard”** – provides the opportunity to explore farm animals and where they live. Make a connection from ‘Toys in Space’ – for example – after getting Cuddles back, Hootopize has beamed a ladybird down to earth from the space ship, together with a map showing a farm detailing where all the farm animals live. The ladybird says nothing ... What is she trying to tell the children?

**Quality Text ‘What the Ladybird Heard**  
**Link with Understanding, Reading and Writing**

- **Explore how the two men in the story are breaking the rules** – should they be trespassing on the farmer’s land in the dead of night? Why do they want to steal the farmer’s prize cow? How might the animals and the farmer have reacted if the ladybird had not intervened? Did she do the right thing to tell the animals about the plan/should she have done nothing and let it happen?
- **★ Provide opportunities throughout the story** for children to discuss how people’s behaviour has consequences, to develop an understanding of ‘justice’ and the possibilities of changing behaviour to have a different outcome. For example when problem solving to come up with their own ideas to save the prize cow – the thieves might be persuaded not to do it – how might the story have ended in that case? (See Understanding)

**Quality Text – What the Ladybird Heard**

- **Replicate the map** from the story, (without the burglars!) clearly indicating where the farm animals are housed, as well as the farmer.
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- **Small world** - people for the farmer and the thieves
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- **Encourage children** to make connections and think about their own behaviour in situations familiar to them – for example the importance of everyone following the ‘class and school rules’ for the benefit of everyone.

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|  | <p>★ <b>Explore how</b> the farm animals and the ladybird collaborated to outwit the two thieves. How can <u>they work together in their groups to come up with a different solution?</u></p> |  |
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King's Cross Academy

## Spring 2016 - Reception Learning Project: 'Where do we live?'

### Specific area: Literacy

**1. Reading: Early Learning Goal** - 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. They demonstrate understanding when talking with others about what they have read.

| <b>A Unique Child:</b><br>observing how a child is learning through this project   | <b>Positive Relationships:</b><br>what adults could do in this learning project   | <b>Enabling Environments:</b><br>what adults could provide through this learning project  |
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| <p><i>Practitioners will ensure that children will learn through:</i></p> <p><i>~Playing and exploring – where children will investigate and experience things, ‘have a go’</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><i>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</i></p> | <p><i>Continue to reiterate the importance of <b>reading for enjoyment</b> – aim to introduce children, from the outset, to the satisfactions and surprises of reading; help them to see <b>the point of becoming a reader. Use <u>Learning Journals</u></b> to note down some of the processes of becoming a reader.</i></p> <p><b>PHONICS:</b></p> <ul style="list-style-type: none"> <li>Focus on Phase 2 and 3 of ‘Letters and Sounds’: 1 spelling for each phoneme (see Kings Cross Academy Phonics guidance).</li> <li>Apply phonics learnt discretely to reading in all areas of the curriculum e.g. relate to local environment: road names, road signs, house names, reading addresses etc.</li> </ul> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>Follow simple maps of the classroom, school, locality;</li> <li>Following instructions for routes;</li> <li>Use Beebots to explore instructions;</li> <li>Make reading games about the local environment (see CLPE guidance: ‘Book-based Reading Games’);</li> <li>Reading local signs, road names etc;</li> <li>London landmarks – reading captions to photos e.g. Big Ben, Buckingham Palace, Tower of London;</li> </ul> | <ul style="list-style-type: none"> <li>Signs, road names, house names, addresses displayed around the classroom;</li> <li>Street display;</li> <li>Street furniture;</li> <li>Maps;</li> <li>IWB maps and aerial photos;</li> <li>Photos of London landmarks</li> </ul> |



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| <p><b>Symbol for assessment: ★</b><br/> <b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> <p><u><b>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</b></u></p> <ul style="list-style-type: none"> <li>▪ Listens to stories with increasing attention, recall and understanding</li> <li>▪ Takes pleasure in reading a variety of texts, fiction and non-fiction</li> <li>▪ Continues to engage positively with PACT at home, keen to demonstrate the progress they are making in becoming a reader</li> </ul> | <ul style="list-style-type: none"> <li>▪ Reading in role-play: train tickets, bus tickets, leaflets about the school, London; postman reading addresses;</li> <li>▪ Non-fiction texts about London.</li> </ul> <p><b>Quality text ‘Toys in Space’:</b></p> <ul style="list-style-type: none"> <li>▪ ★ Reading the text as a class and in groups;</li> <li>▪ ★ Reading the toys’ labels;</li> <li>▪ Reading the toys’ addresses;</li> <li>▪ <b>Create texts</b> to read that extend thinking about the text e.g. Cuddles sends a ‘help’ letter, message received from the toys in space on the VLE; a thank you email from Hootopize, together with the beamed down ladybird. He has a story to tell and makes a link into “What the Ladybird Heard” after half term.</li> <li>▪ Using the toy labels to describe the characters;</li> <li>▪ Reading the advice to Hootopize and relating it to rules in the classroom.</li> <li>▪ ★ Read the instructions for making a parachute</li> <li>▪ Read the consequences for the ‘pass the Parcel’ game at the party for Hootopize</li> </ul> <p><b>After half term:</b></p> <p><u><b>“What the Ladybird Heard”</b></u> – provides the opportunity to explore farm animals and where they live. Make a connection from ‘Toys in Space’ – for example – after getting Cuddles</p> | <p><b>Quality text ‘Toys in Space’:</b></p> <ul style="list-style-type: none"> <li>▪ Story boxes to support children’s independent reading e.g. poster of lost cuddles;</li> <li>▪ Multiple copies of Toys in Space</li> <li>▪ Make copies of texts created – display in the role-play area for children to make reference to.</li> <li>▪ Artifacts from text available e.g. pass the parcel instructions, address labels for 1000 toys etc.</li> <li>▪ Put extracts on the VLE to read at home;</li> <li>▪ Extract key passages from text to enlarge and display around the classroom;</li> <li>▪ Speech bubbles from text displayed;</li> <li>▪ Keywords displayed;</li> <li>▪ ★ <b>Create role-play spaceship</b> to re-enact parts of the text using story props; emphasise toys going back home.</li> </ul> |
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| <ul style="list-style-type: none"> <li>▪ Shows understanding of texts through commenting on characters, plots and settings</li> <li>▪ Hears and says the initial sounds in words</li> <li>▪ Can blend and segment the sounds in simple words, knowing which letters represent some of them</li> </ul> | <p><i>back, Hootopize has beamed a ladybird down to earth from the space ship, together with a map showing a farm detailing where all the farm animals live. The ladybird says nothing ... What is she trying to tell the children?</i></p> <p><b>Quality Text - What the Ladybird Heard:</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> the names of all the animals – how can we recognise them again? Read and make the sounds the animals make. <b>Match</b> the sounds to the animals name.</li> <li>• <b>Play games</b> – use instruments to symbolise the sound of the animals – match the sound of the instrument to the animal word.</li> <li>• ★ <b>Read</b> an enlarged version of the rhyming text showing who lives on the farm, clap out the rhyme and emphasise the pattern. Play games – stand up when they hear the dog's name etc Learn off by heart and dramatise the action using soft toys, puppets, story props.</li> <li>• <b>Label and read</b> the names of the animals in their homes. Label the musical instruments that represent the animals and read when presenting learning.</li> <li>• ★ <b>Read questions</b> to ask the ladybird.</li> <li>• ★ <b>Read instructions</b> and symbols to follow the map – to 'rehearse the plan' as well as programming the Bee Bots</li> </ul> | <p><b>Quality Text – What the Ladybird Heard</b></p> <ul style="list-style-type: none"> <li>• <b>Provide</b> non-fiction texts about farm animals, showing where they live - inside &amp; out.</li> <li>• <b>Provide packs of</b> names of the animals and the sounds they make.</li> <li>• <b>Provide photos, posters together with captions</b> of farm animals, as well as any images that will remind children of the farm visit – <b>first hand experience.</b></li> <li>• <b>Collections</b> of soft toy/ puppet farm animals and small world representations.</li> <li>• <b>Settings</b> of the farm in the story- to use in small world play</li> <li>• <b>Story props</b> – of the characters matched to dialogue from the text</li> <li>• <b>Story Box</b> – with small versions of the characters, a truck, a couple of burglars and a map.</li> <li>• <b>Collections of</b> musical instruments</li> <li>• <b><u>A role-play area – what do we need?</u></b> As well as a farmhouse for the farmer, a pond for the duck, a shed for the cow, a pen for the goose and a kennel for the dog – homes for the animals and the farmer.</li> <li>• ★ <b>Large scale version of the map</b> with instructions to read and follow</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• <b>★ Read instructions</b> to play the board game and the consequences that arises when landing on particular squares. E.g. You woke the dog, go back three spaces or you missed the pile of mud, go forward 2 spaces etc. <u>See Mathematics/Shape and Space.</u></li> <li>• <b>Read the book of plans</b> – each group's ideas about an alternative plan to save the prize cow. (See Expressive Arts – Imagination)</li> <li>• <b>Read letters to the ladybird</b>, congratulating her on such good thinking or letters of apology from the burglars or a letter from the prize cow giving thanks to be safe in her own home ...</li> </ul> | <ul style="list-style-type: none"> <li>• <b>★ Use reading to play</b> the board game devised to enjoy and practise mathematical skills</li> <li>• <b>Publish the book of Plans</b> on the VLE to demonstrate children's imagination and creativity</li> <li>• <b>Ensure that</b> the role-play area provides the opportunity to show the purpose of reading – ie having the letters created in shared writing available to read – can be used by the children in more independent writing activities – to provide inspiration to write their own letters to a character.</li> </ul> |
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King's Cross Academy

**Spring 2016 - Reception Learning Project: 'Where do we live?'**

**Specific area: Mathematics**

| <b>2. Shape, Space and Measures: ELG</b> - 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. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.   |   |  |
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| <b>A Unique Child:</b><br>observing how a child is learning through this project  | <b>Positive Relationships:</b><br>what adults could do in this learning project   | <b>Enabling Environments:</b><br>what adults could provide through this learning project   |
| <p><i>Practitioners will ensure that children will learn through:</i></p> <p><i>~Playing and exploring – where children will investigate and experience things, ‘have a go’</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><i>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests</i></p> | <p><b>Foster enjoyment in mathematics</b> through providing learning experiences that equip children to think for themselves. Facilitate opportunities for the <b>exploration and understanding</b> of shape, space and measure throughout all the areas, together with <b>developing the use of mathematical language to describe their learning.</b></p> <p><b>Use Learning Journals</b> to reflect on developing skills and confidence in mathematics</p> <ul style="list-style-type: none"> <li>▪ <b>Houses in Copenhagen Street:</b> compare the shapes of windows, doors, and roofs in houses: take photographs, drawing, paintings, and models. Use mathematical language to describe the shapes they find e.g. four straight sides, four corners, two longer sides. Compare the height of houses – counting storeys. Measuring the width of houses and length of the street using non-standard measures e.g. paces.</li> <li>▪ The shapes of windows, doors, roofs in houses: take photographs, drawing, paintings, and models. Use mathematical language to describe the shapes they find e.g. four straight sides, four corners, two</li> </ul> | <ul style="list-style-type: none"> <li>▪ Accessible photos of houses</li> <li>▪ Wood blocks large and small to represent houses.</li> <li>▪ Construction and junk to model houses.</li> <li>▪ Collection of toys for comparing, measuring.</li> <li>▪ Access to IWB shape software.</li> </ul> |

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| <p><i>them, their level of achievement and how to help them improve.</i></p> <p><b>Symbol for assessment: ★</b></p> <p><b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> <p><b><u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></b></p> <ul style="list-style-type: none"> <li>▪ Can describe the location of objects using positional language E.g. Describing a row of houses</li> <li>▪ Beginning to use mathematical names for 2D shapes when describing the shapes they see in a variety of houses and homes.</li> </ul> | <p>longer sides. Compare the height of houses – counting storeys. Measuring the width of houses and length of the street using non-standard measures e.g. paces.</p> <ul style="list-style-type: none"> <li>▪ ★ Describing a row of houses using positional language e.g. ‘...the tall house is next to the flats’; ‘the brick house is in between two white houses.’ Telling stories involving description of position of houses.</li> <li>▪ ★ Building rows of houses and describing them in role-play.</li> <li>▪ Create patterns in rows of houses using blocks e.g. alternating pattern. IWB using shapes to make patterns in rows of houses.</li> </ul> <p><b>Quality text ‘Toys in Space’:</b></p> <ul style="list-style-type: none"> <li>▪ Compare the size of the different toys ‘little’ cowboy’; ‘small sheep’.</li> <li>▪ Use the spaceship (and the font) getting bigger to explore how size changes. Explore sense of distance – looking back at the earth through the window of the spaceship.</li> <li>▪ Emphasise positional language : ‘beaming up’; ‘Down, down, down’; ‘into’; ‘through’; ‘towards’.</li> <li>▪ Compare spaceship with houses in Copenhagen Street: shape; circular windows; similar door.</li> </ul> <p><b>After half term:</b></p> <p><b><u>“What the Ladybird Heard”</u> – provides the opportunity to explore farm animals and where they live. Make a connection from ‘Toys in Space’ – for example – after getting Cuddles back, Hootopize has beamed a ladybird down to</b></p> | <p><b>Quality text ‘Toys in Space’:</b></p> <ul style="list-style-type: none"> <li>▪ Create a spaceship role-play area to role-play the positional language.</li> </ul> |
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| <ul style="list-style-type: none"> <li>▪ Can use familiar objects and common shapes to build models</li> <li>▪ Can collaborate in challenges such as effectively controlling a Bee Bot to travel accurately around a map – drawing on knowledge of positional language.</li> </ul> | <p><i>earth from the space ship, together with a map showing a farm detailing where all the farm animals live. The ladybird says nothing ... What is she trying to tell the children?</i></p> <p><b><u>Quality Text - What the Ladybird Heard:</u></b><br/><b><u>(Link with The World and Writing – recreating maps of the burglars plan.)</u></b></p> <p>★ <b>Work in partners/trios and explore controlling a Bee Bot around the burglars map.</b> Write the instructions using symbols and words. (positional language) Go straight ( → ) pass the horse (14). Turn right ... etc</p> <p><b>Ask another group</b> to follow your instructions – provide feedback and consider how to improve next time.</p> <p><b>Make a board game</b> – create a setting where the burglars have to start on entry to the farm and end (they would like to end at the prize cow shed) – what might their fate be? In the pond as in the story or a place of the children’s choosing. Emphasise positional language ie go two steps forward, go past the horse and turn right etc</p> <p>★ <b>Play the game in guided groups</b> – use in supported and independent activities.</p> | <p><b><u>Quality Text – What the Ladybird Heard</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use the maps created by the children</b> – to provide information for programming Bee Bot routes</li> <li>• <b>Use the Bee Bots</b> – to explore how to program turning and number of paces etc</li> <li>• <b>Publish the instructions</b> –store with the Bee Bots and use in independent play.</li> <li>• <b>Extend through</b> children creating their own maps – e.g. the way the burglars went wrong and fell into the pond!</li> </ul> <p><b>Use a dice and counters around the board</b> – have some squares for consequences – ie ‘tripped over the dog’s bowl’ – go back 2 spaces. Use children’s ideas – reference the story.</p> |
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King's Cross Academy

## Spring 2016 - Reception Learning Project: 'Where do we live?'

### Prime area: Communication and Attention

**3: Speaking:** ELG - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas events.

| <b>A Unique Child:</b><br>observing how a child is learning through this project   | <b>Positive Relationships:</b><br>what adults could do in this learning project   | <b>Enabling Environments:</b><br>what adults could provide through this learning project |
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| <p><i><b>Practitioners will ensure that children will learn through:</b></i></p> <p><i>~Playing and exploring – where children will investigate and experience things, 'have a go'</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and</i></p> | <p><i><b>Consistently refer</b> to the class rules &amp; success criteria generated to promote clear and confident speaking for everyone in the class group.</i></p> <p><i><b>Devise learning activities</b> that involve interaction and encourage children to react, ask questions, seek clarification and challenge themselves through problem-solving activities.</i></p> |  |



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| <p><i>persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><i>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</i></p> <p><b>Symbol for assessment: ★</b></p> <p><b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> <p><b><u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></b></p> | <p><b>PHONICS:</b></p> <p>Focus on Phase 1 of ‘Letters and Sounds’: the learning activities are arranged under seven aspects including sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.<br/>(see Kings Cross Academy Phonics guidance).<br/><b><i>Apply phonics learnt discretely to speaking in all areas of the curriculum</i></b> e.g. learning activities related to where do we live?: learn a wide repertoire of action songs and rhymes that encourage the children to articulate speech sounds clearly, reproduce initial sounds clearly and recognisably, produce contrasts in rhythm, speed and loudness, distinguish between the differences in vocal sounds etc <b><i>Both stories</i></b>, ‘Toys in space’ and ‘What the Ladybird Heard’ offer plenty of scope to focus on changes in voice and exaggerated facial expressions to build interest and anticipation.</p> <p><b><i>Aspect 6 – Voice Sounds (Page 37)</i></b> gives numerous examples of distinguishing between the differences in vocal sounds, including <b><i>oral blending and segmenting</i></b>.</p> <p><b><i>Aspect 7 – Oral blending and Segmenting – Page 42.</i></b> –develop oral blending and segmenting alongside introduction to grapheme-phoneme correspondences. For example use the robot from “Toys in Space” to demonstrate ‘sound talk’</p> <p><b><u>Continue to validate the purposes of speaking clearly in order to be heard by others through:</u></b></p> | <ul style="list-style-type: none"> <li>▪ Use the guidance provided in Phase 1 – Letters and Sounds to embed suggested learning activities into and across the whole curriculum.</li> <li>▪ Provide good models of spoken English, actively demonstrating the importance of being heard by an audience</li> <li>▪ Build up a range of learning activities across all seven aspects and use suggested observation opportunities to inform next steps in learning.</li> </ul> |
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| <ul style="list-style-type: none"> <li>▪ Uses talk to connect ideas, explain what is happening and anticipate what might happen next. E.g. Use Plan, Do and Review approach in learning activities</li> <li>▪ Asks questions about why things happen and gives explanations. E.g. If 'Foxy Fred' had a bandage on his leg, ask questions to find out why</li> <li>• Explores past events about themselves and family – able to recall and retell in sequence to another</li> <li>• Builds up vocabulary through engagement in a range of learning activities that explore themselves and their families</li> </ul> | <p><i>Providing plenty of varied, purposeful, speaking opportunities in partners, small groups, whole class and other appropriate audiences – <u>across the curriculum</u></i> For example:</p> <p>★ <b>Generate questions that enable children to resolve an issue that is important to them – such as influencing Hootopize to return all the stolen toys to their homes on Earth. OR to discover more information about farm animal homes/habitats.</b></p> <p>★ <b>Sharing each other's ideas in partners and small groups to learn from each other and build on what is known – designing and making a parachute to transport the lost toys back to earth. Reflect and evaluate findings with each other.</b></p> <p>★ <b>Presenting a resolution to a problem, with an audience in mind – collaborating in small groups to demonstrate ideas, listen to their peers and receive feedback. "What ideas can they come up with to save the prize cow?" Each group's ideas to be published and kept for reference in the class library.</b></p> <p><b>Giving verbal instructions to a partner – to programme a Bee Bot around a route. {The map of the farm and its buildings.}</b></p> <p><b>Performing poems and dramatising stories to an audience – in particular taking account of</b></p> | <ul style="list-style-type: none"> <li>▪ <b>Adults to lead guided groups</b> to model how to share ideas and respond to others, to include appropriate intonation, to provide clear instructions etc.</li> <li>▪ <b>Maintain high expectations</b> so that children and adults expect to hear and try to make meaning from what has been said</li> </ul> |
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|  | <p><i>intonation in characters voices to enrich the audiences experiences.</i></p> <p><b>Explaining what has been learned to a partner</b> – through exploring the “Room of a Thousand Lost Toys – explain what they have learned about large numbers.</p> <p>★ <b>Describing how models have been built</b> – building rows of houses and describing them in role-play, using positional language. E.g. ‘...the tall house is next to the flats’; ‘the brick house is in between two white houses.’</p> |  |
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King's Cross Academy


**Spring 2016 - Reception Learning Project: 'Where do we live?'**

**Specific area: Understanding the World**

| 3. Technology: Early Learning Goal – Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.  |  |  |
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| A Unique Child:<br>observing how a child is learning through this project  | Positive Relationships:<br>what adults could do in this learning project   | Enabling Environments:<br>what adults could provide through this learning project  |
| <p><i>Practitioners will ensure that children will learn through:</i></p> <p><i>~Playing and exploring – where children will investigate and experience things, ‘have a go’</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><i>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of</i></p> | <p><b>Consistently draw</b> attention to how a range of technology can support learning throughout the curriculum. <b>Explore and demonstrate the</b> purpose of interacting with technology in the environment, <b>actively promoting</b> usage.</p> <ul style="list-style-type: none"> <li>• <b>Facilitate the use of</b> cameras and videos to record <u>where people live close to the school</u>. Use the video to show the route in action and cameras to take shots of patterns noticed, street signs passed, numbers of windows etc</li> <li>• <b>Children to input information</b> into Bee Bots to ‘travel a route to school.’</li> <li>• ★ <b>Further work on maps &amp; routes –</b> program Bee Bots to follow the ‘burglars plan’ – make up different routes around the farm for a partner to follow</li> <li>• <b>Use interactive whiteboard</b> to identify where the school and its surrounding roads are located.</li> <li>• ★ <b>Use the images from video film to evaluate</b> how well an experiment using parachutes was carried out &amp; suggest improvements. What does the video tell us?</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Provide</b> cameras, Bee Bots and videos to demonstrate learning</li> <li>• <b>Ensure</b> that the children’s observations are used on the routes for the Bee Bots to follow.</li> <li>• <b>Use focus activities</b> to learn how to use cameras and videos appropriately – as well as extracting information from computers.</li> </ul> |

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| <p><i>achievement and how to help them improve.</i></p> <p><b>Symbol for assessment:</b> ★</p> <p><b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> <p><b><u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></b></p> <ul style="list-style-type: none"> <li>▪ Shows a skill in making objects work, such as operating the wind up robot in ‘Toys in space’.</li> <li>▪ Knows that information, for example discovering space or enquiring about farm animal homes, can be retrieved from computers</li> <li>▪ Can complete a simple program on a computer</li> <li>▪ Can use a range of ICT hardware to interact with</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Use camera and film</b> – to record scenes from the farm visit.</li> <li>• <b>Use recorders</b> to tape interviews with animal workers</li> <li>• ★ <b>Explore the working mechanisms of toys</b>, such as the wind up robot from ‘Toys in space’. Discover how a selection of mechanical toys work and explain how.</li> <li>• ★ <b>Generate questions about space and the role of the farmer with his farm animals</b> and facilitate children’s discoveries through retrieving information from computers.</li> <li>• <b>Use the VLE to demonstrate the process or outcome of an enquiry</b> – for parents, children and staff.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Enable children</b> to understand the different purposes of using a range of technology. For example – taking a video of what happened in a collaborative project can show precisely the strengths and the areas for improvement <b>or</b> that taking a photo of a pattern can help us to remember it exactly.</li> <li>• <b>Make use of artifacts</b> from local library – mechanical toys collection and farms.</li> <li>• <b>Display mechanical toys</b> – with explanations of how they work</li> <li>• <b>Use sound buttons</b> – on displays to provide information or reflections on learning</li> </ul> |
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| age-appropriate software<br>– ie to evaluate how well<br>a parachute floated using<br>video or to remember<br>favourite parts of a farm<br>visit |  |  |
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| <br>King's Cross Academy   |  |                               |
| <b>Spring 2016 - Reception Learning Project: 'Where do we live?'</b>  |  |                               |
| <b>Specific area: Understanding the World</b><br><b>2. The World: Early Learning Goal</b> – 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. They make observations of animals and plants and explain why some things occur, and talk about changes. |  |                               |
| <b>A Unique Child:</b>  | <b>Positive Relationships:</b><br>what adults could do in this | <b>Enabling Environments:</b> |

| observing how a child is learning through this project  | learning project   | what adults could provide through this learning project  |
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| <p><i><b>Practitioners will ensure that children will learn through:</b></i></p> <p><i>~Playing and exploring – where children will investigate and experience things, ‘have a go’</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><i><b>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of achievement and how to help them improve.</b></i></p> <p><b>Symbol for assessment:</b> ★</p> | <p><b><i>Generate an inquiry approach to learning more about the world, through facilitating learning opportunities that provide active exploration and ‘real questions’ that correspond to existing interests or awaken a wondering to understand and find out more about a theme.</i></b></p> <p><b><i>Can we begin to ask questions about the world and explore ways of answering them?</i></b></p> <p><b>Build on explorations around Copenhagen Street, explore further:</b></p> <ul style="list-style-type: none"> <li>• Whilst on a local visit to Copenhagen Street include opportunities to spot patterns in the built environment. Brick patterns on houses, decorative patterns on gates, shapes of windows etc. also notice whether there is a lot of traffic and noise.</li> <li>• ★ <b>Introduce</b> and use appropriate vocabulary for children to use when discussing what they’ve noticed. For e.g. road, pavement, garden, flat, etc,</li> <li>• <b>Take photographs</b> of the route around the school-use to support children in ★ creating large maps where they can</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Use the local area</b> around the school to explore, provide maps with magnifiers, to observe and find their local streets.</li> <li>• <b>Provide cameras</b> and video cameras to become familiar with routes – use photographs in creation of own maps.</li> <li>• <b>Use</b> interactive whiteboard to demonstrate location</li> <li>• <b>Give opportunities to</b> record what they’ve seen in sketch books, drawings, rubbings, photos etc</li> </ul> |

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| <p><b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> <p><u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></p> <ul style="list-style-type: none"> <li>▪ Comments and asks questions about the local environment around the school</li> <li>▪ Can compare and contrast their local environment with another – E.g. an environment out in space – also can consider similarities and differences between a farm in the city and a farm in the countryside</li> <li>▪ Can talk about features of living things – E.g.</li> </ul> | <p>label the different features and street names.</p> <ul style="list-style-type: none"> <li>• <b>Use sketchbooks</b> to build up a rich picture of the environment</li> </ul> <p><b>Quality text ‘Toys in Space’:</b></p> <ul style="list-style-type: none"> <li>• ★ <b>Use the setting of</b> Toys in Space to find out more about another environment – in space. Use the inter-net and Information texts, as well as models and photographs to discover where space might be. Learn about some of the planets in space. Compare with our environment here in London</li> <li>• <b>Build models of the space ship</b> where Hootopize lives. Consider what it might have looked like and sounded like outside of the space ship.</li> <li>• <b>Recreate the space ship</b> in the role -play area – use as a setting for children to observe its features e.g. round windows, (as opposed to square), mostly curved in shape, in contrast to straight lines observed on local houses.</li> <li>• <b>Create a space map</b> –with the space ship on it – this could be a collaborative project and would demonstrate the similarities and differences with the local street maps.</li> <li>• ★ <b>Design and make parachutes</b> – to carry the lost toys back to earth. Explore the most appropriate materials. Test the parachutes outside and inside using the same toy for fair testing – Record and evaluate findings.</li> </ul> | <p><b>Quality text ‘Toys in Space’:</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> the opportunity of the imaginative space setting to find out more about the environment outside earth.</li> <li>• <b>Provide</b> varied resources to enrich learning – source local artifact library</li> <li>• <b>Use</b> internet to demonstrate space environments</li> <li>• <b>Encourage</b> children to express their opinions about the two differing environments.</li> <li>• <b>Provide</b> appropriate tools and materials for model making.</li> <li>• <b>Provide</b> plenty of experience in the workshop area to build up joining skills and knowledge of different materials</li> <li>• <b>Use</b> video to record tests and evaluate.</li> </ul> |
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| <p>observations about farm animals; where and how they live</p> <ul style="list-style-type: none"> <li>▪ Shows interest in finding out why things happen and how things work E.g. The workings of a parachute – how it moves</li> </ul> | <p><b>After half term:</b></p> <p><b><u>“What the Ladybird Heard”</u></b> – provides the opportunity to explore farm animals and where they live. Make a connection from ‘Toys in Space’ – for example – after getting Cuddles back, Hootopize has beamed a ladybird down to earth from the space ship, together with a map showing a farm detailing where all the farm animals live. The ladybird says nothing ... What is she trying to tell the children?</p> <p><b>Quality Text - What the Ladybird Heard:</b></p> <p><b>Make connections with People and Communities</b> – visiting a farm to find out more about the occupation of being a farmer.</p> <ul style="list-style-type: none"> <li>• <b>When preparing for the farm visit</b> explore what the children want to find out about the farm animals and where they live on the farm. E.g. Where do all the animals live? What do they need to stay warm in winter? How often do they go outside? What sort of foods do they eat? Who feeds them? etc</li> <li>• <b>Interview</b> someone who works with the farm animals –ask the questions</li> <li>• <b>Take photographs</b> of the animals showing where they live and what they eat.</li> <li>• <b>★ Use children’s direct experience</b> of the farm visit to help inform what might be included in the Role Play area.</li> </ul> | <p><b>Quality Text - What the Ladybird Heard:</b></p> <ul style="list-style-type: none"> <li>• <b>Ask the children</b> how they might find out more about some of the farm animals mentioned in the story. Where could they go? Who would be the best person to ask? Encourage them to come up with ideas to enquire further. <u>Create a learning wall to display the process of enquiry.</u></li> <li>• <b>If possible – record responses</b> made by ‘farm worker’.</li> <li>• <b>Use the photographs</b> – back in school to remind children of what they’ve seen and display in the role-play area.</li> <li>• <b>Provide dressing up clothes</b> and other props such as brushes, feeding bowls, blankets, food, boxes for homes, information about the animals care etc</li> </ul> |
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|  | <ul style="list-style-type: none"> <li> <span style="color: red;">★</span> <b>Use guided groups</b> – to role-play scenarios showing how the farmer would look after the animals. E.g. grooming the animals to keep them clean, feeding them, bedding them down for the night. A song could be used to provide a structure – for example ‘Old Macdonald had a farm – use the animals in the story, children to show what they might be doing as the farmer to take care of the animals in their homes. </li> </ul> | <ul style="list-style-type: none"> <li> <b>Pose the question</b> – in the story the farmer worked hard to make sure his cow won a prize. What sort of things did he need to do? <u>What sort of things might they do with the other animals on the farm to win prizes?</u> </li> </ul> |
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King's Cross Academy

**Spring 2016 - Reception Learning Project: ‘Where do we live?’**

**Prime area: Communication and Attention**

| <b>2: Understanding - ELG - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions About their experiences and in response to stories or events.</b>   |  |   |
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| <b>A Unique Child:</b><br>observing how a child is learning through this project   | <b>Positive Relationships:</b><br>what adults could do in this learning project  | <b>Enabling Environments:</b><br>what adults could provide through this learning project  |
| <p><i>Practitioners will ensure that children will learn through:</i></p> <p><i>~Playing and exploring – where children will investigate and experience things, 'have a go'</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><i>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how they learn, what interests them, their level of</i></p> | <p><b><i>How can we develop language in real play and problem solving contexts?</i></b></p> <ul style="list-style-type: none"> <li>Use the Creative Area to co-construct 'imaginative and purposeful learning activities'. E.g. 'Toys in Space' – <i>initially the story begins in a child's home, playing outside in the garden with his toys. After the toys have been beamed up into the space ship – <b>whose home are they in now?</b> Explore ideas with the children – is this where Hootopize always lives? Has he got a home on another planet? Was he on his way home when he realised he'd lost Cuddles?</i></li> <li><b><i>If the children want to help Hootopize do they need to provide him with a temporary home here in the classroom?</i></b> Mind map what Hootopize would need to feel at home. Would a space ship need to be re-created? Would he need to see planets and stars etc out of the window? What rooms would be in the space ship? Where would the toys stay/etc. <b><u>Transform the house here on earth</u></b> to a space home for Hootopize and friends.</li> </ul> | <ul style="list-style-type: none"> <li>The initial house/home on a local street (following on from initial exploration of our homes in the area) could be set up using large wooden blocks, planks, an address, a blanket with the toys left behind ...</li> <li>Build on the children's ideas and use suggested props to bring the role-play area to life. For example, the illustrations may inspire a lever to beam toys up and down, windows need to be round unlike the square windows we see in houses in Islington, a room especially for the children's toys may need to be allocated – together with extracts from the text to refer to – Beam-o-tron.</li> <li>Provide photos, illustrations of planets and stars in space – use children's earlier visualisations to inspire the backdrop.</li> </ul> <p><b><u>Use P4C to:</u></b></p> |

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| <p><i>achievement and how to help them improve.</i></p> <p><b>Symbol for assessment: ★</b></p> <p><b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> <p><b><u>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</u></b></p> <ul style="list-style-type: none"> <li>▪ Beginning to understand and respond appropriately to ‘how’ and ‘why’ questions, e.g. in P4C sessions &amp; resolving the challenge of saving the prize cow</li> <li>▪ Beginning to demonstrate their understanding in the responses they make in problem solving contexts</li> <li>▪ Able to follow a story or poem without pictures or props</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>★ Link with PSE</b> – use P4C structure to explore the issue of stealing children’s toys away from their homes. Facilitate children being pro-active about how they can influence Hootopize for the better. How does he think the children are feeling without their toys at home? What can they do? – record their ideas and act on some of them. e.g. ask the character some questions (hot seat), show him a note from one of the children whose toy has been lost, (children to write) are there better ways of finding Cuddles? (come up with a plan – ie provide clues &amp; a treasure hunt perhaps!</li> </ul> <p><b>After half term:</b></p> <ul style="list-style-type: none"> <li>▪ <b>★ ‘What the Ladybird Heard’</b> – now the children know the characters and the burglars plan. <b><u>Challenge them</u></b> to come up with an alternative idea to save the prize cow. Collaborate in small groups – use language for thinking in guided groups. Each group to come up with a plan and perform to the class with reasons. <b><u>For example</u></b> – Trap the bad men in the shed, wake the farmer, surround the bad men in the pen and make lots of noise, split the bad men up – persuade them not to try.</li> </ul> | <ul style="list-style-type: none"> <li>▪ help differentiate between a question and a statement</li> <li>▪ consider what listening is and what it looks/feels like to listen and be listened to</li> <li>▪ think about what it means to agree and disagree with a person’s idea</li> <li>▪ know that it is OK to express an opinion – it is not about right or wrong</li> <li>▪ <u>Ensure that the children actually go on a hunt for Cuddles – use some of children’s ideas for clues and set it up – inside and outside.</u></li> </ul> <p><b>Create a new role- play area with the children – use the setting of the farm and homes for the animals. The actual farm in the story could be reproduced to show where all the animals live. Display maps and routes around the farm – created to show the burglars plan.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Class group</b> to judge the plans – create own success criteria and compare to the ladybird’s plan.</li> <li>▪ <b>Publish all the plans</b> – a book of ideas. Ask Mr. Fairburn to read the plans and choose which one he thinks would work the best- with reasons!</li> </ul> |
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King's Cross Academy

**Spring 2016 - Reception Learning Project: 'Where do we live?'**

## Specific area: Literacy

**2. Writing: Early Learning Goal** – 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 sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

| <b>A Unique Child:</b><br>observing how a child is learning through this project   | <b>Positive Relationships:</b><br>what adults could do in this learning project  | <b>Enabling Environments:</b><br>what adults could provide through this learning project   |
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| <p><i>Practitioners will ensure that children will learn through:</i></p> <p><i>~Playing and exploring – where children will investigate and experience things, ‘have a go’</i></p> <p><i>~Active learning – where children enjoy and are engaged in what they are doing, can concentrate and persist if they encounter difficulties</i></p> <p><i>~Creating and thinking critically- where children have and develop their own ideas, make links between ideas and develop strategies for doing things</i></p> <p><i>Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners should observe children to understand how</i></p> | <p><i>Continue to exemplify the importance of <b>writing for a purpose with enjoyment</b> – aim to demonstrate to children, from the outset, how writing is a fundamental tool in our learning tool-box ; help them to see <b>the point of communicating through writing.</b></i></p> <p><i><b>Use Learning Journals</b> to note down some of the processes of becoming a writer.</i></p> <p><b>Demonstrate the processes of writing through:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Shared writing</i></li> <li>▪ <i>Making books of familiar songs, rhymes and stories</i></li> <li>▪ <i>Guided writing sessions</i></li> <li>▪ <i>Individual conferencing</i></li> </ul> <p><b>PHONICS:</b></p> <ul style="list-style-type: none"> <li>▪ Focus on Phase 2 and 3 of ‘Letters and Sounds’: 1 spelling for each phoneme (see Kings Cross academy Phonics guidance).</li> <li>▪ Apply phonics learnt discretely to writing in all areas of the curriculum e.g. relate to local environment: road names, road signs, house names, reading addresses etc.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Signs, road names, house names, addresses displayed around the classroom;</li> <li>▪ Street display;</li> <li>▪ Street furniture;</li> <li>▪ Maps;</li> <li>▪ IWB maps and aerial photos;</li> <li>▪ Photos of London landmarks.</li> </ul> |

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| <p><i>they learn, what interests them, their level of achievement and how to help them improve.</i></p> <p><b>Symbol for assessment:</b> ★</p> <p><b>To draw attention to a suggested activity where assessment could further inform learning development statements</b></p> <p><u><b>Development statements to assist in observing learning – use as appropriate with individual children and refer to other statements as needed:</b></u></p> <ul style="list-style-type: none"> <li>▪ Hears and says the initial sounds in words</li> <li>▪ Progressively linking more sounds to letters, naming and sounding the sets of letters in Phase 2 &amp; 3</li> <li>▪ Continues to consolidate knowledge and understanding of the conventions of print</li> </ul> | <p><b>WRITING</b></p> <p><u>Provide multiple opportunities for children to write for a purpose across all the areas, consistently exemplifying technical terms about language in context and responding to children’s individual interests and questions:</u></p> <ul style="list-style-type: none"> <li>• <b>Create</b> simple maps of the classroom, the school and the locality – write labels and use in role play area</li> <li>• <b>Write</b> simple instructions for routes – for others to follow</li> <li>• <b>Write</b> captions for London landmarks</li> <li>• <b>Write</b> tickets for travel – bus and train – use in role-play area. Write street signs and post codes for the postman to know where we live.</li> </ul> <p><b>Quality text ‘Toys in Space’:</b></p> <ul style="list-style-type: none"> <li>• <b>Write</b> simple characteristics for the main toy characters – make a book of the characters for others to read.</li> <li>• <b>Make</b> name labels for the toys</li> <li>• ★ <b>Write</b> labels for the toys ‘homes’ in the space ship</li> <li>• <b>Write</b> speech bubbles to accompany the toys in role-play.</li> <li>• <b>Design</b> lost posters for Cuddles – what questions might they include? Would writing a short rhyme help people to</li> </ul> | <p><b>Quality text ‘Toys in Space’:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Publish</b> children’s writing on the VLE</li> <li>▪ <b>Make</b> a book of letters written by the children for them to read;</li> <li>▪ Speech bubbles – written by the children, displayed.</li> <li>▪ <b>Create role-play spaceship</b> – use for creating opportunities to write for a purpose</li> <li>▪ Have instructions for parachute making displayed in the Discovery/Knowledge &amp; Understanding area.</li> <li>▪ Post box – to post letters for toys, Hootopize etc</li> </ul> |
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| <p>through shared and guided writing</p> <ul style="list-style-type: none"> <li>▪ Beginning to use some clearly identifiable letters to communicate meaning</li> <li>▪ Beginning to understand the purpose of writing through involvement in creative and imaginative contexts</li> </ul> | <p>remember where they last saw the lost toy?</p> <ul style="list-style-type: none"> <li>• ★ <b>Write</b> questions to ask Hootopize in a hot seating session. e.g. How do you think the lost toy's owners are feeling? Can you remember where you saw Cuddles last? (this could be a collaborative guided session)</li> <li>• <b>Write</b> addresses for the Lost toys to attach to their parachutes. Write instructions on how to make a parachute</li> <li>• ★ <b>Write</b> letters to Cuddles – hoping that he/she's OK</li> <li>• <b>Design</b> and use party invitations.</li> <li>• <b>Make</b> simple consequences for Pass the Parcel – use in games</li> <li>• <b>Write</b> a letter from Cuddles and Hootopize, thanking them for helping them to find each other</li> <li>• ★ <b>Write</b> a simple story-board (collaboratively – guided group) to show the important parts of the story.</li> </ul> <p><b>After half term:</b></p> <p><i><u>"What the Ladybird Heard"</u> – provides the opportunity to explore farm animals and where they live. Make a connection from 'Toys in Space' – for example – after getting Cuddles back, Hootopize has beamed a ladybird down to earth from the space ship, together with a map showing a farm detailing where all the farm</i></p> | <p><b>Quality Text – What the Ladybird Heard</b></p> |
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animals live. The ladybird says nothing ... What is she trying to tell the children?

**Quality Text - What the Ladybird Heard:**

- ★ **Write lists of all the farm animals** – to help the farmer check that they're all in their correct homes.
- **Generate and write questions** for the ladybird. E.g. Why don't you speak to your farm animal friends? What do they think about this – do they get fed up with you not speaking? Why did you decide to tell the animals about the plan? Etc
- ★ **Having created the map** – use symbols and words to label it – write up the instructions for a partner to use when programming a Bee Bot.
- **Write consequences** for the board game and use to play with a small group.
- **Design and annotate** – 'Wanted' posters for the 2 'bad men'.
- ★ **Collaborative writing** – use guided groups to explain the group's alternative ideas on how to save the farmer's prize cow. Use shared success criteria when feeding back. Generate and write a sentence to say what they liked about the plan and why.
- ★ **Annotate story maps** – to sequence events in the correct order.
- **Write letters** – to congratulate the ladybird for such good thinking – saved

- **Label** all the homes for the animals – provide a model for children to make reference to.
- **'Hot seat' the ladybird** – use a puppet to respond. Adult to write up responses to refer back to.
- **Devise some simple success criteria** – to help partners feedback how effective the written instructions were to follow a route
- **Focus on positional language** in shared writing sessions
- **Children to dress up as the 'bad men'** – **take photos** and use for the photos. Children to decide what they might be holding or wearing to give clues as to who they are. Display in role-play area.
- **Publish** children's plans in book form and on the VLE for a wider audience. A book of ideas to inspire creative thinking! Mr. Fairburn has been invited (See Understanding) to give his feedback on the children's alternative plans. Include his feedback in the book.
- **Encourage children** – to think about how important it is for the prize cow to stay in her home on the farm.



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|  | <p><i>the day. Write in role as the prize cow –<br/><u>How does she feel knowing that she is<br/>now safe in her own home?</u></i></p> |  |
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