



Little Griffins Spring 1 2020

The ToI is 'Our Planet'

Our CENTRAL INVESTIGATION is:
We are caring explorers

We will investigate:

1. What is it like? (*Form*)
2. How is it connected to other things? (*Connection*)
3. How do we know what we know? (*Reflection*)

We will develop the following SKILLS :	The ACTION we might take is:	We will develop the following PUPIL PROFILE characteristic:
<p>Research: Formulating questions, Collecting data</p> <p>Communication: Listening, speaking, reading and writing, Digital understanding</p> <p>Social: Acting responsibly</p>	<p><i>I will keep safe in the sun by...</i></p> <p>UN – Good health and Wellbeing</p>	<ul style="list-style-type: none"> • Caring

<p>We will take Action from our ToI by:</p> <ol style="list-style-type: none"> 1. Making a choice 2. Acting on our choice 3. Reflecting on our choice 4. Presenting our choice to an audience <p>Our actions will impact, in some way, on the Eco-Schools 17 SDG's</p>	<p style="background-color: #d1c4e9; padding: 5px;">Planning in the Moment</p> <p>Learning follows boys' interests and level of development. At the start of the topic, teachers will assess the interests of the boys and inquiries will follow these, for example magnetism, the solar system, oceans, dinosaurs, etc.</p> <p>As the boys change so rapidly it is impossible to plan for their learning ahead of time. All learning here is a guide as to what development is expected of children of a similar age (30-50months and 40-60 months) and most children will be somewhere within these bands for most things. However, learning is personalised to the individual child, the statements are not a checklist of what must be achieved and should not be seen as such.</p>
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To prepare to become Mathematicians our Tol may involve...	To prepare for Reading and Writing , part of our Tol may involve...	As Performers our Tol will help us....	As we begin to Understand the World , part of our Tol may involve....
<p>Exploring numbers by:</p> <ul style="list-style-type: none"> ❖ Estimating how many objects and check by counting. ❖ Saying the number that is 1 more or 1 less a given number. ❖ Finding the total number of two groups of objects by counting them. ❖ Beginning to use the vocabulary of addition and subtraction during practical activities. ❖ Recording and using marks that they can interpret and explain. ❖ Identifying our own mathematical problems based on their interests. ❖ Counting reliably with numbers to 20 and place them in order (including non-consecutive numbers) <p>Exploring shape, space and measures by:</p> <ul style="list-style-type: none"> ❖ Using mathematical terms to describe shapes ❖ Describing my position using vocabulary such as, behind, next to, under. ❖ Sequencing events and by beginning to use the vocabulary of time. ❖ Recognising, creating and describing patterns. 	<p>Reading</p> <ul style="list-style-type: none"> ❖ Using vocabulary and forms of speech that are increasingly influenced by books ❖ Knowing that information can be found in books. ❖ Being able to identify rhymes and continue a rhyming string. ❖ Segmenting the sounds in simple words and blending them together. ❖ Beginning to read words and simple sentences. ❖ Being able to identify and read some of the 'Tricky words' <p>Writing</p> <ul style="list-style-type: none"> ❖ Mark making and sharing orally what I have written. ❖ Hearing, saying and writing the initial sounds in words. ❖ Using some letters to communicate meaning, with some sounds being used correctly and in the correct order. ❖ Beginning to write my own name and other labels. 	<p>Explore by:</p> <ul style="list-style-type: none"> ❖ Enjoying joining in with dancing and ring games. ❖ Beginning to move rhythmically. ❖ Imitating movement in response to music. ❖ Tapping out simple repeated rhythms. ❖ Exploring and learning how sounds can be changed. ❖ Beginning to build a repertoire of songs and dances. ❖ Exploring the different sounds of instruments. <p>Be imaginative by:</p> <ul style="list-style-type: none"> ❖ Developing preferences for forms of expression. ❖ Using movement to express feelings. ❖ Creating movement in response to music. ❖ Singing to self and making up simple songs. ❖ Making up rhythms. ❖ Playing cooperatively as part of a group to develop and act out a narrative. 	<p>Understanding more about People and Communities by:</p> <ul style="list-style-type: none"> ❖ Knowing about similarities and differences between themselves and others, and among families, communities and traditions. <p>Exploring Technology by</p> <ul style="list-style-type: none"> ❖ Finding and using programmes on the computer independently. ❖ Developing more complex coding to make toys move ❖ Use apps independently on a tablet computer. <p>Understanding more about The World by:</p> <ul style="list-style-type: none"> ❖ Talking about features of the environment and how environments may change. ❖ Making observations of animals and plants and explain why some things occur. ❖ Looks closely at similarities, differences, patterns and change.
As budding Artists and Designers , during our Tol we may	While learning to Communicate and Use Language , part of our Tol may involve...	While Developing our Physical Selves , part of our Tol may involve...	We may develop our Personal, Social and Emotional skills within our Tol by...
<p>Explore by:</p> <ul style="list-style-type: none"> ❖ Joining in dancing, ring games and songs. ❖ Moving in response to music. ❖ Exploring different colours and sounds ❖ Constructing with a purpose in mind, using a variety of resources. ❖ Using simple tools and techniques competently and safely. <p>Be imaginative by:</p> <ul style="list-style-type: none"> ❖ Creating simple representations of events, people and objects. ❖ Singing to myself and making up songs ❖ Playing with others to develop and act out a narrative. 	<p>Learning to listen and attend by:</p> <ul style="list-style-type: none"> ❖ Join in with repeated phrases in stories and rhymes ❖ Responding with relevant questions, comments and action. ❖ Following instructions ❖ Giving my attention to what others say and respond appropriately. <p>Developing my understanding by:</p> <ul style="list-style-type: none"> ❖ Respond to simple instructions involving a two – part sequence. ❖ Showing I understand humour, e.g. nonsense rhymes and jokes. ❖ Following a story without pictures or props. ❖ Listening and responding to ideas shared by others during conversations and discussions. ❖ Ask and answer 'how' and 'why' questions <p>Improving my speaking by:</p> <ul style="list-style-type: none"> ❖ Extending vocabulary and exploring the meaning of new words. ❖ Introducing a storyline or narrative into play. 	<p>Moving and Handling objects by:</p> <ul style="list-style-type: none"> ❖ Experimenting with different ways of moving around and jumping off objects. ❖ Negotiating space, when playing games, changing direction and speed to avoid obstacles. ❖ Using simple tools safely and with developing control. ❖ Starting to use a dominant hand and be able to use anticlockwise movements and being to for some recognisable letters. ❖ Holding a pencil correctly in a tripod grip. <p>Looking after my health and showing self-care by:</p> <ul style="list-style-type: none"> ❖ Eating a range of food and understand we need a variety of food. ❖ Attending to my own toileting needs, most of the time. ❖ Understanding different ways to stay healthy. ❖ Using equipment safely and beginning to consider and manage risks. ❖ Practicing some appropriate safety measures without direct supervision. ❖ Talking about ways to keep healthy and safe 	<p>Making friends by:</p> <ul style="list-style-type: none"> ❖ Starting conversations with my friends, and listening to them. ❖ Sharing my knowledge and asking questions. ❖ Trying to resolve problems, by finding a compromise, with help. ❖ To play co-operatively and take turns. ❖ Showing kind behaviour to adults and other children ❖ Showing sensitivity to others' needs and feelings <p>Becoming self-confident and self-aware by:</p> <ul style="list-style-type: none"> ❖ Begin confident to speak about what I like and need. ❖ Talking about myself positively ❖ Choosing activities and resources by myself. <p>Managing my feelings and behaviour by:</p> <ul style="list-style-type: none"> ❖ Knowing how I feel and that some actions and words can hurt others ❖ Being aware of boundaries and the school rules. ❖ Taking turns and sharing, and begin to negotiate with others. ❖ Adapting my behaviour depending on the event or situation ❖ Talking about how they, and others show their feelings.