



Little Griffins Spring 2 2020

The Tol is 'Systems and Structures'

Our CENTRAL INVESTIGATION is:
We are collaborative builders

We will investigate:

1. What makes structures safe? (*function*)
2. Why are buildings and structures important? (*cause*)
3. How can we keep ourselves safe? (*responsibility*)

We will develop the following SKILLS :	The ACTION we might take is:	We will develop the following PUPIL PROFILE characteristic:
<p>Research: Observing</p> <p>Self-Management: Gross motor skills, Fine motor skills, Spatial awareness, Safety, Healthy Lifestyle</p> <p>Social: Social and environmental responsibility, co-operating and collaborating</p> <p>Critical Thinking: Evaluation</p>	<p>We will keep safe when we build by...</p> <p>UN – Good health and Wellbeing</p>	<p>Collaboration</p>

	Planning in the Moment
<p>We will take Action from our Tol 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>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 climbing frames, skyscrapers, houses, 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>

prepare to become Mathematicians our ToI may involve...	To prepare for Reading and Writing , part of our ToI may involve...	As Performers our ToI will help us....	As we begin to Understand the World , part of our ToI may involve....
<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> ❖ Showing interest in shape by sustained construction activity or by talking about shapes or arrangements. ❖ Showing interest in shapes in the environment ❖ Using shapes appropriately for tasks ❖ Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. ❖ Using familiar objects and common shapes to create and recreate patterns and build models. 	<p>Reading</p> <ul style="list-style-type: none"> ❖ Can segment the sounds in simple words and blend them together and knows which letters represent some of them. ❖ Links sounds to letters, naming and sounding the letters of the alphabet. ❖ Begins to read words and simple sentences. <p>Writing</p> <ul style="list-style-type: none"> ❖ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ❖ Writes own name and other things such as labels, captions. ❖ Attempts to write short sentences in meaningful contexts. 	<p>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. 	<p>The World</p> <ul style="list-style-type: none"> ❖ Talks about why things happen and how things work. ❖ Looks closely at similarities, differences, patterns and change. <p>Technology</p> <ul style="list-style-type: none"> ❖ Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. ❖ Knows that information can be retrieved from computers
As budding Artists and Designers , our ToI will	While learning to Communicate and Use Language , part of our ToI may involve...	While Developing our Physical Selves , part of our ToI may involve...	We may develop our Personal, Social and Emotional skills within our ToI by...
<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> ❖ Joins construction pieces together to build and balance. ❖ Realises tools can be used for a purpose. Understands that different media can be combined to create new effects. ❖ Manipulates materials to achieve a planned effect. ❖ Constructs with a purpose in mind, using a variety of resources. ❖ Uses simple tools and techniques competently and appropriately. ❖ Selects appropriate resources and adapts work where necessary. ❖ Selects tools and techniques needed to shape, assemble and join materials they are using. 	<p>Learning to listen and attend by:</p> <ul style="list-style-type: none"> ❖ Joining in with repeated phrases in stories and rhymes ❖ Responding with relevant questions, comments and action. ❖ 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>Looking after my health and showing self-care by:</p> <ul style="list-style-type: none"> ❖ Showing some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ❖ Showing understanding of the need for safety when tackling new challenges and considers and manages some risks. ❖ Showing understanding of how to transport and store equipment safely. ❖ Practicing some appropriate safety measures without direct supervision. <p>Moving and Handling objects by:</p> <ul style="list-style-type: none"> ❖ Using simple tools to effect changes to materials. ❖ Handling tools, objects, construction and malleable materials safely and with increasing control. ❖ Showing a preference for a dominant hand. ❖ Using a pencil and holding it effectively to form recognisable letters, most of which are correctly formed. 	<p>Making friends by:</p> <ul style="list-style-type: none"> ❖ 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 ❖ Taking turns and sharing and begin to negotiate with others. ❖ Talking about how I, and others show their feelings.