



Reception Spring 2 2019

The Tol is ‘Systems and Structures’

Our CENTRAL INVESTIGATION is:
We are Architects

We will investigate:

1. How does it work? (*function*)
2. Why is it like it is? (*Cause*)
3. What is our responsibility in this? (*Responsibility*)

The <i>AtL</i> 's we will show during this investigation are:	We will develop the following <i>SKILLS</i> :	The <i>ACTION</i> we might take is:	We will develop the following <i>PUPIL PROFILE</i> characteristic:
<ul style="list-style-type: none"> • Creativity • Independence • Resilience 	<p>Research: Observing, planning</p> <p>Self-Management: Gross motor skills, Fine motor skills, Spatial awareness, Safety, Healthy lifestyle, Informed choices</p> <p>Social: Social and environmental, cooperation and collaboration</p> <p>Critical thinking Application, Evaluation</p>	<p><i>We will keep safe when we play by....</i></p>	<ul style="list-style-type: none"> • Collaboration

Planning in the Moment

Learning follows boys' interests and level of development. At the start of the topic, they may be interested in other aspects of the universe and so will investigate completely different things.

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 (40-60 months) and most children will be somewhere within this band 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>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>We may develop our Personal, Social and Emotional skills within our Tol by...</p> <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. ❖ Playing co-operatively and taking turns. ❖ Showing kind behaviour to adults and other children ❖ Showing sensitivity to others' needs and feelings ❖ Playing games with rules, and abiding by them. <p>Becoming self-confident and self-aware by:</p> <ul style="list-style-type: none"> ❖ Talking about myself positively ❖ Choosing activities and resources by myself and saying when they need help. ❖ Being confident to speak in front of a familiar group. <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
--	---

<p>To prepare to become Mathematicians our Tol may involve...</p>	<p>To prepare for Reading and Writing, part of our Tol may involve...</p>	<p>As Performers our Tol will help us....</p>	<p>As we begin to Understand the World, part of our Tol may involve....</p>
<ul style="list-style-type: none"> • Starting to use the vocabulary involved in adding and subtraction during practical activities and discussions. • Recording, using marks that they can interpret and explain. • Beginning to identify their own mathematical problems based on own interests and fascinations. • Using quantities and objects, to add and subtract two single-digit numbers • Counting reliably with numbers from 1 to 20, • Placing numbers in order and saying which number is one more or one less than a given number. • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selecting a particular named shape. • Exploring characteristics of everyday objects and shapes and using mathematical language to describe them. • Describing their relative position such as 'behind' or 'next to'. • Using familiar objects and common shapes to create and recreate patterns and build models. 	<ul style="list-style-type: none"> • Segmenting the sounds in simple words and blending them together and knowing which letters represent some of them. • Beginning to read words and simple sentences. • Knowing that information can be retrieved from books and computers. • Starting to read some common irregular words. • Demonstrating understanding when talking with others about what they have read. • Using some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writing own name and other things such as labels, captions. • Attempting 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. ❖ Making up rhythms. <p>Playing cooperatively as part of a group to develop and act out a narrative.</p>	<ul style="list-style-type: none"> • Knowing that other children do not always enjoy the same things and are sensitive to this. • Knowing about similarities and differences in relation to places, objects, materials and living things. • Talking about the features of their own immediate environment and how environments might vary from one another. • Selecting and using technology for particular purposes.
<p>As budding Artists and Designers, our Tol may involve</p>	<p>While learning to Communicate and Use Language, part of our Tol may involve...</p>	<p>While Developing our Physical Selves, part of our Tol may involve...</p>	<p>To demonstrate how we impact our environment in PE and swimming we will learn....</p>
<ul style="list-style-type: none"> • Exploring what happens when they mix colours. • Experimenting to create different textures. • Understanding that different media can be combined to create new effects. • Manipulating materials to achieve a planned effect. • Constructing with a purpose in mind, using a variety of resources. • Using simple tools and techniques competently and appropriately. • Selecting appropriate resources and adapts work where necessary. • Selecting tools and techniques needed to shape, assemble and join materials they are using. • Representing their own ideas, thought and feelings through DT, Art, Role-play and stories. 	<ul style="list-style-type: none"> • Listening carefully to instructions and other people ideas. • Listening and respond to ideas expresses by others and commenting accurately when listening to stories or to discussions. • Sharing our own ideas in an appropriate manner. • Following multi-step instructions. • Remembering to take turns when speaking and listening. • Speaking in full sentences, thinking about using tenses correctly when describing past, present and future events. 	<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. • Using a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Showing some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Talking about ways to keep healthy and safe. • Managing their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<p>Fundamental movement skills, become increasingly competent and confident.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities.</p> <p>What different scoring systems can we use in different sports? What scoring systems to the boys already know? Why do we have them in place? What happened when we take all the scoring systems out of games.</p>