



## Little Griffins Autumn 2020

The ToI is 'Who are we?' and our CENTRAL INVESTIGATION is:

.....**We are caring and courteous**.....

<b>We will investigate</b>	<b>We will develop the following SKILLS:</b>
<ol style="list-style-type: none"> <li>1. How we can be caring (form)</li> <li>2. How we can help each other (connection)</li> <li>3. When we need to be courteous (responsibility)</li> </ol>	<p><b>Self-Management: Behaviour</b></p> <ul style="list-style-type: none"> <li>• Play in a group, extending and elaborating our play ideas</li> <li>• Be aware of our own feelings, and know that some actions and words can hurt others' feelings</li> </ul> <p><b>Social: Resolving</b></p> <ul style="list-style-type: none"> <li>• Begin to accept the needs of others and take turns to share resources, sometimes with support from others</li> </ul> <p><b>Communication: Listening, Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen to each other, one to one or in small groups, when conversation interests us</li> <li>• Retell a simple past event in the correct order</li> </ul>

<b>Planning in the Moment</b>
<p>Learning follows boys' interests and level of development. Inquiries follow children's interests 'in the moment' and tend to be very short term, starting and finishing within a short space.</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>

As we prepare to become <b>Mathematicians</b> our TOI may involve...	To prepare for <b>Reading</b> and <b>Writing</b> , part of our TOI may involve...	As <b>Performers</b> our TOI will help us....	As budding <b>Artists and Designers</b> , our TOI will ....
<ul style="list-style-type: none"> <li>• Use number names spontaneously and usually accurately when playing</li> <li>• Recognise some numerals and be interested in them</li> <li>• Count things other than objects (e.g. jumps, claps, steps)</li> <li>• Say some numbers in sequence</li> <li>• Count some objects by saying one number name for each item.</li> </ul>	<ul style="list-style-type: none"> <li>• Know who is in our favourite stories, where they are and what happens to them</li> <li>• Enjoy books independently and carefully</li> <li>• Create marks with some meaning</li> <li>• Recognise our names and give meaning to signs we see</li> <li>• Listen to stories and say what happened in them.</li> </ul>	<p>Explore by:</p> <ul style="list-style-type: none"> <li>• Joining in dancing, ring games and songs</li> <li>• Tapping out simple rhythms</li> <li>• Moving in response to music</li> <li>• Using body percussion</li> </ul> <p>Be imaginative by:</p> <ul style="list-style-type: none"> <li>• Singing to ourselves and making up songs</li> <li>• Creating role play and imaginative games</li> <li>• Building stories around toys (e.g. rescuing our toy animals)</li> </ul>	<p>Explore by:</p> <ul style="list-style-type: none"> <li>• using different colours and sounds</li> <li>• Using construction materials to create spaces, enclosures, balance and build</li> </ul> <p>Be imaginative by:</p> <ul style="list-style-type: none"> <li>• Noticing what adults do, imitating what we observe and then doing it spontaneously when the adult is not there.</li> <li>• Using available resources to create props to support our role-play.</li> <li>• Creating simple representations of events, people and objects.</li> </ul>
As we begin to <b>Understand the World</b> , part of our TOI may involve....	While learning to <b>Communicate and Use Language</b> , part of our TOI may involve...	While <b>Developing our Physical Selves</b> , part of our TOI may involve...	We may develop our <b>Personal, Social and Emotional</b> skills within our TOI by...
<p>Understand more about communities by:</p> <ul style="list-style-type: none"> <li>• Showing interest in the lives of people familiar to me</li> <li>• Know some things which make me unique, and talking about the similarities and differences in my friends and family</li> <li>• Learn more about our world by:</li> <li>• Talking about some of the things we observe; such as plants, animals, natural and found objects.</li> <li>• Showing care and concern for living things and the environment.</li> <li>• Explore Technology by:</li> <li>• Developing more complex coding to make toys move.</li> <li>• Being interested in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Showing skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> </ul>	<p>Help us to listen and attend by:</p> <ul style="list-style-type: none"> <li>• Listening to stories</li> <li>• Joining in with repeated phrases in stories and rhymes</li> <li>• Following instructions</li> </ul> <p>Develop our understanding by:</p> <ul style="list-style-type: none"> <li>• Responding to simple instructions, such as putting things away</li> <li>• Knowing what objects are used for (e.g. scissors)</li> <li>• Ask and answer 'how' and 'why' questions</li> </ul> <p>Improve our speaking by:</p> <ul style="list-style-type: none"> <li>• Letting us use more complex sentences, including words like 'and' and 'because'</li> <li>• Enabling us to retell a simple past event in order</li> <li>• Helping us talk in pretending that objects stand for something else (e.g. this box is our castle)</li> </ul>	<p>Teach us to Move and Handle objects by:</p> <ul style="list-style-type: none"> <li>• Moving confidently in a variety of ways (slithering, sliding, running, hopping, crawling, walking, etc)</li> <li>• Walking confidently up and down stairs, when carrying an object</li> <li>• Running confidently, avoiding obstacles</li> <li>• Drawing vary large lines and circles, sometimes in the air</li> <li>• Using scissors and mark making tools confidently</li> </ul> <p>Help us look after our health and show self-care by:</p> <ul style="list-style-type: none"> <li>• Telling an adult if we are tired or hungry</li> <li>• Attending to our own toileting needs, most of the time</li> <li>• Using equipment safely</li> </ul>	<p>Making friends by:</p> <ul style="list-style-type: none"> <li>• Learning to play in a group</li> <li>• Inviting others to join our games</li> <li>• Showing kind behaviour to adults and other children</li> </ul> <p>Becoming self-confident and self-aware by:</p> <ul style="list-style-type: none"> <li>• Choosing activities and resources, maybe with some help</li> <li>• Enjoying praise for our achievements</li> <li>• Becoming responsible and carrying out jobs</li> <li>• Asking adults when we need help</li> </ul> <p>Managing our feelings and behaviour by:</p> <ul style="list-style-type: none"> <li>• Knowing how we feel and that some actions and words can hurt others</li> <li>• Taking turns and sharing, sometimes with help</li> </ul>