

### **Prime Area: Communication & Language**

(Early Learning Goal focus: follow detailed instructions; answer 'how' and 'why' questions; listen attentively and respond appropriately; express themselves effectively, showing awareness of listeners' needs)

- Develop own narratives and explanations by connecting ideas and ordering events, inspired by Winnie the Pooh stories
- Explore drama as a means of communication
- Participate in games that include descriptive language and the sharing of ideas
- Use the appropriate language to describe and discuss feelings and emotions

### **Literacy**

(Early Learning Goal focus: use phonic knowledge to read and write regular words/sentences; correctly read/ spell some irregular common words eg the, was, me, my; discuss with others what has been read)

#### **Writing:**

- Explore descriptive and inventive language (eg wobble and wizzle) to write poetry. Can we use our own invented words?
- Write instructions for games eg 'Pooh Sticks'
- Create an adventure story involving their own favourite stuffed animal
- Ensure writing can be read by themselves and by others

#### **Reading/Phonics:**

- Focus on Phase 3 & 4 sounds and 'tricky words'; apply them when reading levelled texts
- Listen to, read and recite phrases and poems from Winnie the Pooh and other favourite poems
- Collect our favourite "Poohisms," like "Isn't it funny how a bear likes honey?"
- Consider AA Milne's choice of words and phrases and re-use them in different contexts

### **Mathematics**

(Early Learning Goal focus: using quantities and objects, add and subtract two numbers; solve everyday problems, including doubling, halving and sharing; explore characteristics of everyday objects and shapes)

- Use and apply numbers to 20 (to 100 for Year 1), including number bonds to 10/20/100 and counting in 2's, 5's, 10's, finding halves and quarters of objects and quantities. How big is 100?
- Through traditional 'summer fayre' style games, develop concept of estimation
- Develop problem solving and reasoning skills via 'Maths Mastery' approach eg explain to me how you know, is it always true?, prove it etc
- Explain own mathematical recording/number sentences etc
- Compare and measure time, length and distance: how big is 100 acres?
- Name and describe 2D and 3D shapes

### **Prime Area: Physical Development**

(Early Learning Goal focus: handle equipment and tools effectively, including pencils for writing; move confidently in a range of ways; make healthy choices in relation to eating and exercise; dress and undress independently)

- Design a balanced meal for a Winnie the Pooh picnic
- Explore Callisthenics: follow instructions for a Winnie the Pooh exercise circuit
- Develop stamina through sustained and regular exercise: daily Golden Mile challenge
- Practise the art of relaxation through Yoga
- Learn about self-care at school, through regular hand-washing and developing the necessary independence for dressing and eating
- Practice accurate cursive letter formation skills

### **Underwater Class Topic Overview for Term 5 2020**

## **'Deep in 100 Acre Wood'**



**'The things that make me different are the things that make me me.' A A Milne**

### **Understanding of the World**

(Early Learning Goal focus: explore similarities and differences between themselves and others, and among families, communities and traditions; select and use a range of technology for particular purposes)

- RE: explore the concept of celebration, through special places and objects
- Investigate the history of AA Milne and Christopher Robin, and of teddy bears
- Look at the 100 acre wood map and make our own
- Learn about life cycles, focusing on butterflies and bees; investigate how bees make honey
- Explore animal tracks and make our own
- Continue to broaden our understanding of how to use technology for research (<https://thekidshouldseethis.com/>), recording of events, listening to stories etc

### **Prime Area: Personal, Social & Emotional Development**

(Early Learning Goal focus: 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)

- Engage in the 'recovery curriculum', to support transition back to school and moving on to a new year group (see Week 5 Term 5 newsletter for more details)
- Explore emotions through the study of Winnie the Pooh and his friends: reflect on our own feelings, and why we might behave in certain ways. What makes a good friend?
- Philosophy: reflect on quotes from Winnie the Pooh & what they mean to us
- Mindfulness: learn to slow down, notice and take care
- WWO (working with others) – problem solving (building on ideas and decision making)

### **Expressive Arts & Design**

(Early Learning Goal focus: explore a variety of materials, tools and techniques; represent their own ideas, thoughts and feelings through art, music, dance, role-play and stories)

- Use a choice of media to create a portrait of a favourite character, and to create a landscape inspired by Winnie the Pooh stories and illustrator, E H Shepherd
- Make a 3D model of a teddy bear or similar toy
- Design and make a house for Eeyore (when he doesn't have one) and a tail (when he loses his)
- Design and make a Heffalump trap
- Listen to different styles of music; reflect on what we like and why. How does the music make us feel? What images does it conjure up for us? Explore and respond through movement and story telling.
- Create a song using Pooh's 'Buzz, Buzz, Buzz' as a starting point