

## Project Overview of Learning, Development and Assessment Opportunities

### Project: Buildings

**Sparkly Starter:** Exploring the school building

**Fab Finish:** Nativity in St. Peter's Church

**Dates:** Term 1: 5<sup>th</sup> September - 18<sup>th</sup> October 2022

Term 2: 31<sup>st</sup> October - 16<sup>th</sup> December 2022

**Partnership with Parents:** -Visiting buildings and ruins in the local area, such as Salisbury Cathedral and Old Sarum.

Visiting local parks and observing the changing seasons in the environment.

Sharing traditional tales and nursery rhymes.

Playing board and card games involving dice and numbers.

### Home Learning

#### Opportunities/Activities

Phonics - Sheets and flashcards  
Reading books and harder to read and spell words. Number cards.

Personal, Social and Emotional Development		Communication and Language	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
<ul style="list-style-type: none"> <li>Initiates conversations, attends to others and takes account of what others say.</li> <li>To describe themselves in positive terms and talk about their abilities.</li> <li>To be aware of the boundaries and behavioural expectations in school.</li> </ul>	<ul style="list-style-type: none"> <li>Support to work and play within their new class</li> <li>Circle time</li> <li>Opportunities to talk about what they are good at.</li> <li>Celebrate their successes.</li> <li>Classroom rules and expectations are clear and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>To follow directions and respond to simple instructions.</li> <li>Maintain their attention for a short span.</li> <li>Listen and respond to others.</li> <li>To use language in play situations.</li> </ul>	<ul style="list-style-type: none"> <li>Circle time.</li> <li>Support in starting school, the routines expectations and meeting new people.</li> <li>Opportunities to talk with others in class/school.</li> <li>Adult-led sessions to model routines and expectations.</li> </ul>
Physical Development		Understanding the World	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
<ul style="list-style-type: none"> <li>To copy some letters, such as letters from their name.</li> <li>To develop their muscles ready for writing.</li> <li>To experiment with different ways of moving.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> </ul>	<ul style="list-style-type: none"> <li>Letter formation using a variety of media.</li> <li>Play dough to develop and strengthen their muscles.</li> <li>Adult-led PE sessions.</li> <li>Free-flow between the indoor and outdoor learning environments.</li> <li>Classroom rules and expectations are clear and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>To know some of the things that make them unique.</li> <li>To talk about similarities and differences in relation to friends and family.</li> <li>To show care and concern for living things, including people.</li> <li>To use ICT hardware and age-related software.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about things we have in common and things that make us different.</li> <li>Opportunities to explore the school grounds.</li> <li>Access to ICT.</li> </ul>
Literacy		Maths	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
<ul style="list-style-type: none"> <li>To hear and say the initial sound in words.</li> <li>To give meaning to marks as they draw, write and paint.</li> <li>To enjoy an increasing range of books.</li> <li>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics sessions using a multi-sensory approach alongside Letters and Sounds Phases 1, 2 &amp; 3</li> <li>Storytime.</li> <li>Mark-making with a wide range of materials both indoors and outdoors.</li> <li>Props for story retelling.</li> </ul>	<ul style="list-style-type: none"> <li>To count objects to 10 and beginning to count beyond 10.</li> <li>To recognise numerals to 10 and beyond.</li> <li>To select a named shape.</li> <li>To use everyday language related to time.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore numbers and shape both indoors and out.</li> <li>Adult-led sessions to reinforce accurate counting, number recognition and mathematical language.</li> <li>Counting songs.</li> <li>Simple games and counting activities.</li> </ul>

## Expressive Arts and Design

What do we want the children to learn?

- To begin to build a repertoire of songs and dances.
- Explore the different sounds of instruments.
- Manipulates materials to achieve a planned effect.
- To construct with a purpose in mind, using a variety of resources.
- To use simple tools and techniques competently and appropriately.

What learning opportunities will we provide?

- Opportunities to sing songs across the curriculum, in class and with the whole school.
- Musical instruments for the children to explore.
- A variety of resources for children to develop their creative skills.
- Age-appropriate tools.