



Personal, Social and Emotional Development Journeys - Early Years World Tour 2018

Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Experience play and learning in a range of indoor and outdoor environments which stimulate wonder, imagination, excitement and the disposition to learn 2. Develop self-esteem and self worth 3. Develop confidence and a sense of security 4. Make and express choices, plans and decisions 5. Initiate ideas and test them out, developing their own theories about how things work and solving simple practical problems 6. Persevere in task which at first present some difficulties. 7. Express appropriately needs and preferences 8. Form positive relationships with familiar adults 9. Form positive relationships with other children 10. Create and experience cooperative play 11. Share and take turns 12. Begin to develop independence in caring for themselves and their personal safety 13. Handle and use resources with care and understand the need for safety 14. Develop independence in selecting activities and resources 15. Develop an understanding of fairness, justice, right and wrong. 16. Promote an understanding of routines and management systems. 	<p><u>Making Relationships</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Initiates conversations, attends to and takes account of what others say. 2. Explains own knowledge and understanding, and asks appropriate questions of others. 3. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p><u>Self confidence and self awareness</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Confident to speak to others about own needs, wants, interests and opinions. 2. Can describe self in positive terms and talk about abilities 	<p><u>Making relationships</u></p> <p>Continue to develop relationships with peers and early years staff through a wide variety of joint activities.</p> <p>Participate in circle time.</p> <p>Continue to build relationship with Year 4 Buddy and take part in joint year group activities.</p> <p>Develop skills in working with a Learning and Talking partner, these will be changed on a regular basis to develop good relationships and speaking and listening skills.</p> <p><u>Self Confidence and Self awareness</u></p> <p>Continue to develop independence in self care, washing hands, selecting snacks and drinking water.</p> <p>Continue to develop skills in making choices in self-selection areas and maintaining focus on chosen activity. topic.</p> <p>Develop confidence in new school routines such as whole school assembly. Take part in a class assembly in front of parents.</p> <p>Children establish questions for learning in relation to 'journeys'</p> <p>Contribute ideas to planning and discuss which aspects of learning you have enjoyed.</p> <p>Carry out small tasks independently such as taking the register to the office</p> <p>Children will be encouraged to value each others talk and listening skills. Work with various Learning partners.</p>



Begin to demonstrate some understanding of different values and beliefs

Managing Feelings and Behaviour

40-60 months

1. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
2. Aware of the boundaries set, and of behavioural expectations in the setting.
3. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Describe events that are special to them and their family
Celebrate achievement through involvement in Tapestry observations and review of self chosen targets.

Managing Feelings and Behaviour

Participate in circle time discussing what makes a good friend and school values of perseverance, empathy and independence.
Take part in Child Mental Health week activities, whole school assembly, class circle time, discussing what makes us special and unique.
Make class bunting – to highlight that the class is a team who work together and support one another .
Additional discussion with small groups and individuals as necessary.
Share Traditional Tale The Empty Pot to focus on honesty.



Communication and Language Journeys - Early Years World Tour 2018

Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Listen to and use oral language including well known traditional tales with patterned language 2. Explore sound and experiment with it 3. Listen and respond to the sound and rhythm of words in rhymes, poems, stories and songs 4. Listen to a wide variety to a wide variety of text stories poems and. non-fiction 5. Ask and answer questions 6. Respond to information and instructions 7. Discuss issues, ideas and negotiate plans. 8. Express themselves through gesture and body language 9. Take part in short and more extended conversations 10. Express needs, thoughts and feelings with increasing confidence in talk and non-verbal language Share ideas and information 11. Talk with others about personally meaningful experiences 12. Associate sounds with patterns in rhymes and words. 13. Play games which highlights sounds within words 	<p><u>Listening and Attention</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Maintains attention, concentrates and sits quietly during appropriate activity. 2. Two-channelled attention – can listen and do for short span. <p><u>Understanding</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Responds to instructions involving a two-part sequence. 2. Understands humour, e.g. nonsense rhymes, jokes. 3. Able to follow a story without pictures or props. 4. Listens and responds to ideas expressed by others in conversation or discussion 	<p><u>Listening and Attention</u></p> <p>Maintain attention during discussion of the visual time table and menu of choice for self-selection activities. Listen to others during news sessions, circle time, showing respect for the opinion of others. Listen to others whilst engaged on group tasks Listen to Learning Partners. Participate in phase 1 general sound discrimination activities Listening games programme. Take part in daily RWI phonics programme, listening carefully to the production of sounds. Listen and respond to a range of stories related to Journeys topic, eg Flat Stanly, The Run away chapatti, etc</p> <p><u>Understanding</u></p> <p>Respond to whole class, group and individual instructions. Listen to a variety of rhymes Listen to and use patterned refrain in the Run Away Chapati Listen to verbal recount of The Gingerbread man Asks questions and circle time discussion and grow in confidence when asking questions of our learning partners. Establish key areas of interest and questions relating to the topic</p>



	<p><u>Speaking</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none">1. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.2. Uses language to imagine and recreate roles and experiences in play situations.3. Links statements and sticks to a main theme or intention.4. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.5. Introduces a storyline or narrative into their play.	<p><u>Speaking</u></p> <p>Extend using language to describe taste texture and smells, learning place names, words for transport, language for comparison, words of greeting in various languages and specific vocabulary relating to celebrations and customs. Use language to imagine roles in the ticket office and Chinese restaurant, space station etc Retell news to talk partner/ learning partner or the class</p> <p>Describe the items selected for Marvellous me Describe family celebrations and research about China</p> <p>Retell The Run Away Chapati using a story map Use talk to create stories in the small world area.</p>
--	---	--



Mathematics		Journeys - Early Years World Tour 2018	
Opportunities For Learning	Intended Learning	Activities and Resources	
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Listen to, and recall number rhymes 2. Respond to rhymes and stories which use number 3. Hear and use number names; recite numbers 4. Count a wide variety of things in a range of real and play situations. 5. See and make use of written numerals 6. Recognise the numerals 1-9. 7. Sort objects making choices and justifying 8. Describe solutions to practical problems) 9. Count loud in one's and two's. 10. Use language such as greater, smaller, heavier and lighter to compare quantities. 11. Use familiar objects and shapes to create patterns. 	<p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Recognise some numerals of personal significance. 2. Recognises numerals 1 to 5. 3. Counts up to three or four objects by saying one number name for each item. 4. Counts actions or objects which cannot be moved. 5. Counts objects to 10, and beginning to count beyond 10. 6. Counts out up to six objects from a larger group. 7. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. 8. Counts an irregular arrangement of up to ten objects. 9. Estimates how many objects they can see and checks by counting them. 10. Uses the language of 'more' and 'fewer' to compare two sets of objects. 11. Finds the total number of items in two groups by counting all of them. 12. Says the number that is one more than a given number. 13. Finds one more or one less from a group of up to five objects, then ten objects. 14. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. 15. Records, using marks that they can interpret and explain. 16. Begins to identify own mathematical problems based on own interests and fascinations 	<p>Say number rhymes and play finger games which involve counting Count every day items fruit children present etc. Practice counting forwards and backwards to 20 Numeral recognition and ordering introduce washing line numerals to 20 Use Nunicom to make /order teens numbers. Use a 5 frame to explore number and introduce children to a 10 frame. Use a numbers in a variety of situations key boards, phones, games and calculators to programme bee bot Hopscotch Target games Practise numeral formation Estimate the number of objects and check by careful counting/arranging in Nunicom shapes Begin to develop language for addition Together, makes, add all together and equals. Carry out simple addition activities Use rhymes to carry out practical addition here comes the bus Make sets with 1 more 1 less Find the number which is 1 more 1 less on a numberline State the number which is 1 ore 1 less than a give number Use activities from Education city and 2simple</p>	



12. Use language of comparison.
13. Use everyday language related to time, sequence familiar events, (before, now, after)
14. Use language such as greater, smaller, heavier and lighter to compare quantities.
15. Use familiar objects and shapes to create patterns.
- 16 Build models with a variety of shapes

40-60 months

1. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
2. Selects a particular named shape.
3. Can describe their relative position such as 'behind' or 'next to'.
4. Orders two or three items by length or height.
5. Orders two items by weight or capacity.
6. Uses familiar objects and common shapes to create and recreate patterns and build models.
7. Uses everyday language related to time.
8. Beginning to use everyday language related to money.
9. Orders and sequences familiar events.
10. Measures short periods of time in simple ways.

Compare and order sky scrapers by height when making skyline picture
Use appropriate language to order by height taller shorter tallest shortest
Experience weight practically role play weighing luggage
Compare two items by weight plastic animals and use appropriate language
Heavier lighter
Compare Chinese dragons by length
Longer shorter



Understanding the World		Journeys - Early Years World Tour 2018
Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none">1. Use all of their senses to investigate the natural and made environment2. Care for living things such as plants and minibeasts3. Make and use collections of things which interest them4. Look closely at similarities, differences, patterns and change in the natural and made worlds5. Have time and opportunity to wonder6. Report and represent their observations using drawings, recordings or other means7. Look at the effects of personal growth and change.8. Experience everyday uses of technology to develop their awareness of the world9. Use information technology to develop their awareness of the world10. Recall and reflect on past experiences in their personal lives and in the setting11. Find out about their own cultures, religions and family structures and those of other people12. Find out about where they live and their environment, including the Early Years setting13. Experience and respond to seasonal change.14. Be aware of Cultural events and beliefs such as Pancake Day and Chinese New Year	<p>People and Communities</p> <p><u>40-60 months</u></p> <ol style="list-style-type: none">1. Enjoys joining in with family customs and routines <p>The World</p> <p><u>40-60 months</u></p> <ol style="list-style-type: none">1. Looks closely at similarities, differences, patterns and change	<p>Learn about Worcester, where we live, special features, river, Cathedral, learn own address, post Flat Stanley home. Location of our school, why that is special. Talk about features of our immediate environment.</p> <p>Make my World books, to include my home, my city, my country, my planet, - learn new vocabulary.</p> <p>Find out information about different customs around the world</p> <p>Explore Chinese New Year celebrations</p> <p>Design mendhi patterns</p> <p>Discuss Special places in their family life. Take part in Christianity special places lessons.</p> <p>Take part in Godly Play – Activity Afternoon</p> <p>Discuss that buildings can have different purposes</p> <p>Look at images of Churches and Mosques</p> <p>Begin to understand some of the features and associated rituals in a church or mosque</p> <p>Make simple stained glass windows and decorate prayer mats</p> <p>Observe and discuss seasonal change</p> <p>Use Barnaby Bear to describe different environments and climates</p> <p>Consider different needs in particular environments pack a case for a journey to a specific destination</p> <p>Compare different buildings in the UK and other countries eg India</p>



	<p>Technology</p> <p><u>40-60 months</u></p> <ol style="list-style-type: none">1. Completes a simple program on a computer.2. Uses ICT hardware to interact with age-appropriate computer software.	<p>Taste a wide variety of foods and compare textures Naan Bread and Popadums, Tropical Fruit Noodles Croissant/ Baguette Investigate materials ; which surface makes a toy car travel furthest, can you build a bridge for the train to cross, which material makes the best plane? Take part in Outdoor Afternoons and Science Activity Afternoons.- Ogden Trust Science talk- Mini –Marshmallow constellations, Balloon Beards, Jelly chopsticks, Magnetic Motors , Lolly Stick skyscrapers etc</p> <p>Use programmable toys (bee bot) till in the shop Explore in small groups using the ipads, Beebot app, use positional language to describe movements. Use Topmarks and Let's Celebrate to find information about Chinese New Year</p>
--	--	--



Physical Development		Journeys - Early Years World Tour 2018	
Opportunities For Learning	Intended Learning	Activities and Resources	
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Be active and move in different ways 2. Move in response to sound, music and feelings both real and imaginary 3. Explore different ways in which they can use their bodies in physical activity 4. Cooperate with others in physical play and games 5. Pursue a healthy way of life within the setting 6. Use a variety of small and large equipment 7. Move in a range of different spaces at different levels, in natural and made environments indoors and outside 8. Understand the need for safety and care of themselves, others and living things 9. Move in safety, showing an awareness of space. 	<p><u>Moving and Handling.</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Experiments with different ways of moving. 2. Jumps off an object and lands appropriately. 3. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 4. Travels with confidence and skill around, under, over and through balancing and climbing equipment. 5. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 6. Uses simple tools to effect changes to materials. 7. Handles tools, objects, construction and malleable materials safely and with increasing control. 8. Shows a preference for a dominant hand. 9. Begins to use anticlockwise movement and retrace vertical lines. 10. Begins to form recognisable letters. 11. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p><u>Health and Self Care</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Eats a healthy range of foodstuffs and understands need for variety in food. 2. Usually dry and clean during the day. 	<p>Learn to respond to a signal in order to stop safely.</p> <p>Learn to change direction when travelling</p> <p>Learn to vary speed and method of travel, discuss and investigate different ways of travelling on equipment, introduce a balance and learn to perform sequence to include, travelling, a 5 second balance and safe landing.</p> <p>Learn to move staying in space</p> <p>Learn to bounce and jump safely</p> <p>Use a variety of small and large apparatus safely in the hall and in the outdoor area</p> <p>Participate in Funky Fingers sessions</p> <p>Incorporate some gestures from Indian dance in unit warm up</p> <p>Match movements to music to create short dance sequences to represent different animals in The Banyan tree</p> <p>Participate in class dragon dance</p> <p>Perform for others and watch and comment on the performance of others</p> <p>Encourage independence through coat certificates</p> <p>Discuss how our bodies feel during and after exercise</p> <p>Healthy New Year – Take part in Boot Camp</p> <p>Reinforce good routines for hygiene Bubble Gloves</p> <p>Reinforce healthy choices for snacks and drinks through out the day Healthy Meal Collage and Fruit Friends</p> <p>Dance session and design an outfit for your favourite sport</p>	



	<ol style="list-style-type: none">3. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.4. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.5. Shows understanding of how to transport and store equipment safely.6. Practices some appropriate safety measures without direct supervision.	Continue to reinforce good practice when using tools and apparatus
--	---	--

Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Explore the colour, texture and form of natural and made things 2. Develop close observation skills and at times draw from observation 3. Listen and respond to sound, rhymes, songs and a variety of music 4. Make sounds and music using voice, body sounds and instruments 5. Move rhythmically and expressively to music 6. Participate in simple dances and singing games 7. Respond in a wide variety of ways to what they perceive through their senses 8. Use their imagination in role play, storying, and expressive arts 9. Perform to audiences of their choice 10. Use role play to recreate and invent situations 11. Communicate ideas through a variety of media 12. Explore their feelings and those of others and communicate them through drama, movement and painting 13. Manipulate a wide range of media and tools 14. Develop techniques such as printing, moulding and building 15. Build and construct with a wide range of materials 16. Select tools and resources to cut join stick etc. 	<p><u>Exploring and using media and materials</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Begins to build a repertoire of songs and dances. 2. Explores the different sounds of instruments. 3. Explores what happens when they mix colours. 4. Experiments to create different textures. 5. Understands that different media can be combined to create new effects. 6. Manipulates materials to achieve a planned effect. 7. Constructs with a purpose in mind, using a variety of resources. 8. Uses simple tools and techniques competently and appropriately. 9. Selects appropriate resources and adapts work where necessary. 10. Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>Being Imaginative</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Create simple representations of events, people and objects. 2. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 3. Chooses particular colours to use for a purpose. 	<p>Learn a variety of new songs from around the world How do You Do Kye Kye Kule popcorn Chinese New Year The magic dove Use instruments and body percussion to keep a steady beat Kye Kye Kule Make high low sounds pop corn Match Actions to song Magic dove Chinese New Year Discuss our response to famous landmarks such as The Eiffel Tower, Big Ben Taj Mahal and The Great Wall Of China Paint our own favourite London Landmark Create collages selecting from a wide variety of materials Select resources in order to make a representation of The Eiffel Tower Select paint colours and materials to create an African Sunset Select materials to make a dragon</p> <p>Select materials to represent animal patterns on masks of African animals Look at textiles from India design a butah fabric design Design mendhi patterns Design ceremonial howdah for an elephant</p> <p>Create Chinese Dragon Dance Create dance phrases for different animals in the Banyan tree story Use some dance gestures from Indian dance in warm up</p>



17. Experiment with and make sculptures using different materials and media such as boxes, clay, dough, wood and commercial construction kits
Observe and appreciate their own work and show respect for the work of others.

4. Introduces a storyline or narrative into their play.
5. Plays alongside other children who are engaged in the same theme.
6. Plays cooperatively as part of a group to develop and act out a narrative

Opportunities to participate in role play Space centre
Chinese restaurant, safari trail and ticket office and train station.



Literacy

Journeys - Early Years World Tour 2018

Opportunities For Learning

Intended Learning

Activities and Resources

Children need opportunities to:

- 1 Listen to and use oral language including well-told stories
- 2 Explore sound and experiment with it
- 3 Listen and respond to the sound and rhythm of words in rhymes, poems, stories and songs
- 4 Create their own, and retell familiar rhymes, stories etc. and share them with others.
- 5 Take part in short and more extended conversations
- 6 Associate sounds with patterns in rhymes and words.
- 7 Play games which highlights sounds within words.
- 8 Begin to associate sounds with letters of the alphabet.
- 9 Choose a book
- 10 Share fiction and non-fiction texts with adults and other children
- 11 Respond to shared texts and express opinions
- 12 Use books to find interesting information.

Reading

40-60 months

1. Continues a rhyming string.
2. Hears and says the initial sound in words.
3. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
4. Links sounds to letters, naming and sounding the letters of the alphabet.
5. Begins to read words and simple sentences.
6. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
7. Enjoys an increasing range of books.
8. Knows that information can be retrieved from books and computers

To recognise Set 1 sounds
 To join in with rhyming stories and activities such as silly soup odd one out etc
 To join in with alliteration.
 To orally blend and segment cvc words.
 Share a wide variety of books both fiction and non fiction
 Take part in Daily Read Write Inc phonic sessions , grow in confidence using the strategies Fred Talk and Fred in Head to independently, sound out, blend and read words.
 To participate in ORT shared reading

 individual reading

Take part in Daily Read Write Inc Phonics sessions – practice writing words , which include daily taught sounds, using the strategies of fred fingers.



- 13 Make marks with a range of tools**
- 14 Use mark making to communicate meaning, and expect a response**
- 15 Represent their own name**
- 16 Develop their own drawing and writing in play situations**
- 17 Attempt writing for different purposes**
- 18 Make marks with a range of tools**
- 19 Use mark making to communicate meaning, and expect a response**
- 20 Represent their own name**
- 21 Develop their own drawing and writing in play situations**
- 22 Attempt writing for different purposes**

Writing

40-60 months

1. Gives meaning to marks they make as they draw, write and paint.
2. Begins to break the flow of speech into words.
3. Continues a rhyming string.
4. Hears and says the initial sound in words.
5. Can segment the sounds in simple words and blend them together.
6. Links sounds to letters, naming and sounding the letters of the alphabet.
7. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
8. Writes own name and other things such as labels, captions.
9. Attempts to write short sentences in meaningful contexts.

Continue to work on correct letter formation, using the writing phrases from RWI.

- Write simple sentences, to include capital letters, finger spaces and full stops.
- Participate in funky fingers sessions sessions
- Write recount of news
- Write passports and luggage labels
- Create a story map for the run away chapatti
- Write postcards
- Write lists of holiday items
- write a description of favourite animal in Chinese Zodiac