

## Inventors - Curriculum Grid: Autumn 2019



This grid provides you with an overview of teaching and learning in the different areas of the Inventors curriculum this term. Keep up to date by using the home-school book and as always, you are welcome to make an appointment to see the class teacher at any time.

Get in touch with your child's class teacher via [office@sirjohncassprimary.org](mailto:office@sirjohncassprimary.org) or catch them on the playground. You can also keep track of what's going on in school via our websites [www.sirjohncassprimary.org](http://www.sirjohncassprimary.org) or just for children [www.casskids.org](http://www.casskids.org)

<b>Topics for the term</b>	<b>Literacy</b>	<b>Communication and Language</b>
Are we there yet? Why do squirrels hide their nuts? Do you want to be friends? What happens when I fall asleep?  Diwali Eid Christmas	To explore stories and books To listen to stories, join in with repeated refrains and retell simple stories To give meaning to marks made To write their name independently To sound out simple words using phonics and write simple words letters	To use talk to share and connect ideas, feelings and events  To be able to listen to others and take turns in conversations  To follow a simple set of instructions  Prepositions of place e.g. on, above, over, in front of
<b>Maths</b>	<b>Understanding of the World</b>	<b>PSED</b>
To name numbers 1-10 and match to quantities  To count beyond 10 using objects  To find the total number of two groups of objects by counting them.  To use adding and subtracting vocabulary in practical activities and number songs.	To show an interest in the lives of people who are familiar to them. To remember and talk about significant events in their own lives. To operate simple equipment and show an interest in technical toys. Harvest festival Diwali festival Autumnal observations	To understand and develop their new routine: tidy up time, lunch time, story time etc. To be confident when exploring their new environment and making choices in their play. To be able to negotiate and share with other children. To be able to talk about their feelings and approach adults when they need help.  Healthy Me



<b>Songs/Rhymes</b>	<b>EAD</b>	<b>Physical Development</b>
<p>Number songs- 1,2,3,4,5 once I caught a fish alive etc.            Action songs and nursery rhymes- Miss Polly had a dolly etc.            Action rhymes- Banana Banana etc.            Routine songs- Tidy up song, lunch time song etc.</p>	<p>To explore and experiment with a variety of textures and media: paints, collage, pastels, crayon, chalk, clay, construction materials, music, dance            To explore and name different colours and mix them to create new colours            To share and discuss their art learning            To develop a repertoire of songs and dances</p>	<p>To use a range of equipment safely and effectively including scissors and tools for woodwork.            To experiment with different ways of moving and avoid obstacles.            To manage self care needs independently throughout the day.            To show a preference for a dominant hand when using tools such as pencils and scissors            To form all letters of the alphabet correctly.</p>
<b>Role play</b>	<b>Books to read at home</b>	<b>Experiences and Trips</b>
<p>Home corner with kitchen area            Based on children's interests and themes of learning throughout the term i.e. cafe, space centre, superhero lair, acting out fairytale stories, acting out scenes from school and home.</p>	<p>Naughty Bus            No Dinner            Ruby's worry            Starting school stories            Friendship stories            Picture books with no or very few words to develop comprehension skills.            Stories with repeating refrains to join in with and learn by heart.</p>	<p>Frequent visits to the Artizan library to borrow books.            Number walks, roof garden visits, walking to local shops and train stations etc.</p>



## Characteristics of Effective Learning

Characteristics of Effective Learning		
Playing and exploring- engagement	Active learning- motivation	Creating and thinking critically- thinking
<ul style="list-style-type: none"><li>• Finding out and exploring</li><li>• Playing with what they know</li><li>• Being willing to have a go</li></ul>	<ul style="list-style-type: none"><li>• Being involved and concentrating</li><li>• Keeping trying</li><li>• Enjoying achieving what they set out to do</li></ul>	<ul style="list-style-type: none"><li>• Having their own ideas</li><li>• Making links</li><li>• Choosing ways to do things</li></ul>