Early History Aims

I can compare and contrast characters from stories, including figures from the past
I can talk about images of familiar situations in the past.
I know some similarities and differences between things in the past and now, drawing upon my experiences and what has been read in class
I understand the past through settings, characters and events encountered in books read in class
I can talk about members of my immediate family and community
I can name and describe people who are familiar to me.

Early Art and Design Aims

I can explore, use and refine a variety of artistic effects to express their ideas and feelings.
I can return to and build on my previous learning, refining my ideas and developing my ability to represent them.
I can select appropriate resources and adapts work where necessary.
I can create collaboratively sharing my ideas, resources and skills.

Early Geography Aims

I can recognise some similarities and differences between life in this country and life in other countries.
I can draw information from a simple map.
I can recognise some similarities and differences between life in this country and life in other countries.
I can recognise some environments that are different to the one in which I live.

ENRICHMENT DAY

World Book Day

St Thomas' C of E Academy
Spring 2 – Hello Spring!

Overview of Learning:

In this unit children will explore different features and changes that happen during Spring. We will compare animals from the farm, the woodland and the wild. The children will be encouraged to identify where they live and why and how the animals need to be cared for.
The children will look at animals and their young and the life cycles. Children will experience first-hand the changes that happen during the incubation of chicken eggs . Children will also learn about Easter traditions through stories, pictures and video clips.

Weekly topics ensure coverage of the TAF's to meet the Early Learning Goals but learning will also be led by Children's interests.

Characteristics of Effective Learning

Respond to new experiences that you bring to their attention.
Plan and think ahead about how they will explore or play with objects. Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.
Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.
Keep on trying when things are difficult.
Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
Know more so feel confident in coming up with new ideas

Early Science Aims

I can look closely at similarities, differences, patterns and change.
I can explore the natural world around me.
I can describe what I see, hear and feel whilst outside.
I understand the effect of changing seasons on the natural world around me.
I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.
I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Early PSHCE/RE Aims

I am aware of the boundaries set, and of how to behave in the setting.
I am beginning to be able to negotiate and solve problems without aggression.
I can express my feelings and consider the feelings of others.
I can manage my own needs.
I can initiate conversations and attend to and takes account of what others say.
I can build constructive and respectful relationships

Early Computing Aims

To follow instructions as part of practical activities and games
To learn to give simple instructions
To learn that an algorithm is a set of instructions to carry out a task, in a specific order
To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary