

PENINSULA EAST PRIMARY ACADEMY - POI - 2023-24

YEAR GROUP: Nursery

	Module 1/2	Module 3	Module 4/5	Module 6
Transdisciplinary Theme	Who We Are	Where We Are In Place & Time	How The World Works	How We Express Ourselves
Transdisciplinary Descriptor	An inquiry into the nature of the self ; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment .	An inquiry into the ways in which we discover and express ideas , feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central Idea	<i>Learning about ourselves and others helps us.</i>	<i>Materials are used to build and create"</i>	<i>People contribute to maintain the balance of life on Earth</i>	<i>Story telling can help us to communicate</i>
Core Texts	Harry and the Dinosaurs Go To School, Who's in my family , Making friendship, Owl Babies Rainbow Fish Room On The Broom	Brown Bear, Brown Bear Three Little Pigs The Three Billy Goat's Gruff	The Very Hungry Caterpillar , Three Little pigs Little Red Hen A Squash & A Squeezee Owl Babies Chicken Licken Dear Zoo	The Ugly Duckling Hansel & Gretel The Gruffalo The Lion & The Mouse Beegu
Related Concepts	Family Friendships Growth Environment Roles Identity Belonging	Communication Responsibility Science Homes resources structures	Life cycle- plants, animal, and humans Growth Pets Living things Changes Living vs non-living	Feelings Emotions Self Well-being Identity Storytelling
Key Concepts	Form , Connection, Perspective	Form, Function, Causation,	Form, Change, Responsibility	Function, Connection, Perspective
Career Focus	Teachers	Architect, Builders	Farmers, Zoo Keepers, zoologist, botonist	Authors
Lines of Inquiry	An inquiry into... ourselves (form) how to make friends (connection) exploring how people are the same and different (perspective)	An inquiry into... What are materials (form) Different types of materials and their functions (function) how materials keeps us safe (causation)	An inquiry into... living things (form) recognising changes (change) our role in caring for the world around us (responsibility)	An inquiry into... how stories are shared (function) how art enriches storytelling (connection) telling our own stories (perspective)
Learner Profile Attributes	Caring Open-Minded Principled	Knowledgeable Inquirer	Knowledgeable Thinker Balanced	Communicators Reflective Risk Taker
Approaches to Learning	Social Skills Self-Management Skills	Thinking Skills Research Skills	Thinking Skills Research Skills	Communication Skills
Action	Participation	Life Style Choice	Advocacy	Participation
Global Engagement	SDG 3: Good health and Well-Being	SDG 9: Industry, Innovation and Infrastructure SDG 11: sustainable Communities	SDG 14: Life Below Water SDG 15: Life On Land	SDG 4: Quality Education
Communication and Language [1]	Communication and Language			
Personal, Social and Emotional Development [2]	Personal, Social and Emotional Development			
Physical Development [3]	Physical Development			
Maths	Maths			
Literacy	Literacy			

Understanding The World [4]	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. [5]</p>	<p>Show interest in different occupations.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice. [6]</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work</p> <p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p>
Expressive Arts & Design [7]	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and colour mixing.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. [8]</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and colour mixing.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
Computing	Introduction of iPads and expectations, (Computer Science) Exploring apps suitable for EYFS. Digital paint. Mouse pad control.	Book Creator, Digital Art, Exploring early tech toys	Book Creator, Digital Art, Coding, Unplugged activities, metal	Book Creator, Digital Art, Coding, Technology in School
RE	Celebration of Diwali	Easter	Chinese New Year	Graduation

[1] Communication and Language

The development of children's spoken language underpins all seven areas of learning and development.

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

[2] Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

These attributes will provide a secure platform from which children can achieve at school and in later life.

[3] Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

[4] Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Enriching and widening children's vocabulary will support later reading comprehension.

[5] Spend time with children talking about photos and memories.

Encourage children to retell what their parents told them about their life-story and family.

[6] Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.

Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes.

[7] Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity.

It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

[8] Offer opportunities to explore scale.

Suggestions:

- long strips of wallpaper
- child size boxes
- different surfaces to work on e.g., paving, floor, tabletop or easel

Listen and understand what children want to create before offering suggestions.

Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.

Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.