

Characteristics of effective teaching and learning

The Characteristics of Effective Teaching and Learning describe how children learn. These learning dispositions, behaviours and habits of mind are particularly important in the EYFS because they build the foundations needed to support children to become strong lifelong learners and independent thinkers.

Play and self-initiated activities are ideal opportunities to build Characteristics of Effective Learning.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

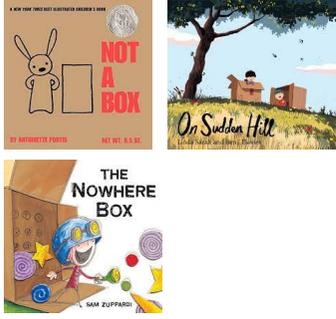
Playing and exploring - children investigate and experience things, and 'have a go'

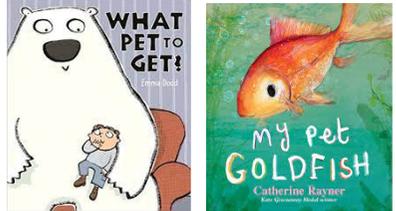
Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing this

Core Big Ideas

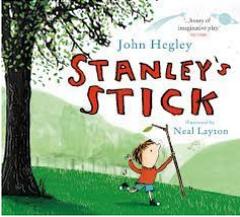
These Big Ideas will be covered this term. The sequence of learning is adaptable in response to children's interests and their next steps.

Big Idea	Key Texts	Key Focus/Driver
<p>Boxes (Making Friends)</p>		<p>PSED: seeing themselves as valuable individuals, building relationships, expressing and respecting feelings, considering the perspective of others EAD: develop storyline in pretend play, create collaboratively, sharing ideas, resources and skills</p>
		<p>National Curriculum Links: Y1: PSHE - Where do I belong?, Coping with new situations Y1: DT - Taxi (wheels, axels and chassis - moving parts) Y2: PSHE - Beginning and belonging Y3: DT - Making it move Y5/6: PSHE: Beginning and belonging</p>

<p>Autumn (Trees, Hedgehogs, Halloween, Harvest)</p>		<p>UTW: exploring the natural world, describing what they see, hear and feel, understanding the effect of changing seasons, explorations of the natural world (hedgehogs), understand that people celebrate special times in different ways The Natural World ELG: Understand some important processes and changes in the natural world around them, including the seasons EAD: Using a variety of artistic effects to respond to what they see in the natural world</p>
	<p>Wow: Hedgehog/hoglet visit from hedgehog hospital</p>	<p>National Curriculum Links: Y1: Science - Seasonal Changes, RE - Autumn, Art - Natural art Y2: DT - Cut, stitch and join Y5: DT - Eat the season</p>
<p>Pets</p>		<p>UTW: exploring the natural world (observations of animals), talking about their own experiences of pets within their families The Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals EAD: Using a variety of artistic effects to respond to what they see in the natural world</p>
	<p>Wow: pets into school, e.g. dogs, rabbits, guinea pigs, hamsters, goldfish, budgies, stick insects...</p>	<p>National Curriculum Links: Y1: Science - Animal parts Y2: Science - Habitats (How do living things survive?)</p>
<p>Winter/Christmas</p>		<p>UTW: understanding the effect of changing seasons, exploring the natural world (interacting with natural processes - ice), celebrating special times in different ways (contrasting experiences of Christmas), talking about members of the community and their own families, understanding that some places are special to members of the community (church visit), comment in images of familiar situations in the past, explore the natural world (observe and interact with natural processes such as ice melting) The Natural World ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter EAD: watch and talk about dance and performance art, singing in a group and increasingly matching the pitch and following the melody, engaging in music making, dance and performing as part of a group</p>
	<p>Wow: church visit (carol service), Pantomime, Nativity</p>	<p>National Curriculum Links: Y2: RE - Hanukkah and Christmas Y6: Geography - Frozen kingdoms</p>

Additional Big Ideas

These will be selected in response to the children's fascinations and interests as well as cohort data and areas for development. Further Big Ideas may be supplemented to make learning irresistible.

Big Idea	Key Texts	Key Focus/Driver
Colour		<p>EAD: explore, use and refine colour mixing techniques PSED: expressing their feelings and considering the feelings of others, identifying and moderating their own feelings Creating with materials ELG: <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</i></p>
		<p>National Curriculum Links: Y1/2: Art - Mix it Y3/4: Art - Contrast and compliment Y5/6: Art - Tints, tones and shades</p>
Sticks		<p>Maths - measurement Creating with materials ELG: <i>Make use of props and materials when role playing characters in narratives and stories</i> Being Imaginative ELG: <i>Invent, adapt and recount narratives and stories with peers and their teacher</i> Managing self ELG: <i>Explain the reasons for rules, know right from wrong and try to behave accordingly (stick safety)</i></p>
Spiders		<p>UTW: Exploring the natural world around them (close observations of spiders), describing what they see outside, naming and describing spiders and webs Explore the natural world around them, making observations and drawing pictures of animals EAD: Using a variety of artistic effects to respond to what they see in the natural world Literacy Comprehension ELG: <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories and during role-play.</i></p>
	<p>Wow: Tarantula visit</p>	<p>National Curriculum Links: Y1: Geography - Our Wonderful World Y2: Geography - Let's explore the World</p>

Caves, Rocks and Fossils



UTW: Recognise some environments are different from the one in which they live (caves)
 Developing an understanding of past and present, including figure from the past (Mary Anning), exploring the natural world around them
Past and Present ELG: *Understand the past through settings, characters and events encountered in books read in class and storytelling*
EAD: Using a variety of artistic effects to respond to what they see in the natural world
Literacy Comprehension ELG: *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories and during role-play.*

National Curriculum Links:
 Y2: History - Movers and shakers
 Y3: History - Through the ages (Stoneage), Geography - Rocks, fossils and rumbles, Art/Science - Ammonite (Mary Anning link)
 Y4: History - Ancient civilisations

Hats/Clothing



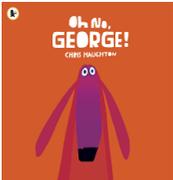
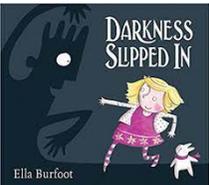
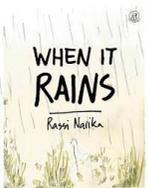
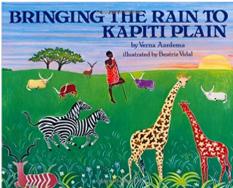
PSED: Think about the perspective of others
Literacy Comprehension ELG: *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories and during role-play.*
Creating with materials ELG: *Make use of props and materials when role playing characters in narratives and stories*
Being Imaginative ELG: *Invent, adapt and recount narratives and stories with peers and their teacher*

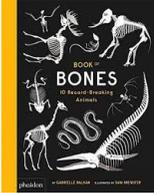
National Curriculum Links:
 Y1: Science - Everyday materials
 Y2: Science - Use of materials

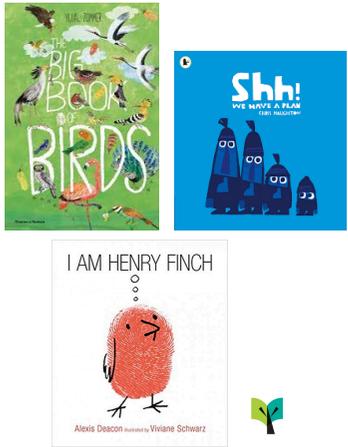
Holes



EAD: develop storylines n their pretend play
Literacy Comprehension ELG: *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories and during role-play.*
Creating with materials ELG: *Make use of props and materials when role playing characters in narratives and stories*
Being Imaginative ELG: *Invent, adapt and recount narratives and stories with peers and their*

		<i>teacher</i>
Dogs	 	<p>UTW: exploring the natural world (observations of dogs), talking about their own experiences of pets within their families</p> <p>EAD: Using a variety of artistic effects to respond to what they see in the natural world</p> <p>PSED: recognising when behaviour is not in accordance with rules and why it is important to respect class rules and behave correctly towards others (link to text)</p>
	Wow: dog visit	<p>National Curriculum Links: Y1: Science - animal parts</p>
Light and Dark	  	<p>UTW: Explore the natural world around them - observe and interact with natural processes (light travelling through transparent material, an object casting a shadow), understand the effect of the changing seasons on the natural world around them</p> <p>National Curriculum links: Y3: Science - Light and shadows Y5: Art - Line, light and shadows Y6: Science - Light theory</p>
Rain/weather	 	<p>UTW: understand the effect of the changing seasons on the natural world around them, describe what they see, hear and feel whilst outside, recognise that some environments that are different from the one in which they live</p> <p>The Natural World ELG: Understand some important processes and changes in the natural world around them, including the seasons</p> <p>National Curriculum Links: Y1: Science - Seasonal Changes, Art - Rain and Sunrays. Geography - Our Wonderful World Y2: Geography - Let's explore the World</p>

Core Big Ideas <i>These Big Ideas will be covered this term. The sequence of learning is adaptable in response to children's interests and their next steps.</i>		
Big Idea	Key Texts	Key Focus/Driver
Fairies/Teeth		<p>PSED: know and talk about the different factors that support health and wellbeing (toothbrushing) EAD: develop storylines in their pretend play Managing self ELG: <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</i> Past and present ELG: <i>Know some similarities and differences between things in the past and now, drawing on their experiences</i></p>
		<p>National Curriculum Links: Y2: Science - Human survival Y3: DT - Cook well, eat well Y4: Science - Digestive system Y4 DT - Fresh food, good food, Science - Digestive system</p>
Bones and Skeletons		<p>UTW: Developing an understanding of past and present Past and present ELG: <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i></p>
	<p>Wow: Trip to Sedgewick Museum?</p>	<p>National Curriculum Links Y3: Science - Skeletal and Muscular systems Y6: Science - The circulatory system, Evolution and inheritance</p>
Dragons and Machines		<p>EAD: develop storylines in their pretend play Literacy Comprehension ELG: <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories and during role-play.</i></p>
		<p>National Curriculum Links: Y3: Science - Forces and magnets Y4: Science - Electrical circuits Y5: Science - Properties and changes of materials</p>

<p>Birds</p>		<p>UTW: explore the natural world around them (encourage interactions with the outdoors to foster curiosity, draw pictures of the natural world after close observation) The Natural World ELG: <i>Explore the natural world around them, making observations and drawing pictures of animals</i> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons (Migration) EAD: Using a variety of artistic effects to respond to what they see in the natural world</p>
	<p>Wow: birds of prey visit</p>	<p>National Curriculum Links: Y1: Science - Animal parts Y2: Geography - Let's explore the World, Science - Habitats</p>

<p>Additional Big Ideas <i>These will be selected in response to the children's fascinations and interests as well as cohort data and areas for development. Further Big Ideas may be supplemented to make learning irresistible.</i></p>		
Big Idea	Key Texts	Key Focus/Driver
<p>Beasts</p>		<p>EAD: develop storylines in their pretend play Literacy Comprehension ELG: <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories and during role-play.</i> Creating with materials ELG: <i>Make use of props and materials when role playing characters in narratives and stories</i> Being Imaginative ELG: <i>Invent, adapt and recount narratives and stories with peers and their teacher</i></p>

Bog Baby

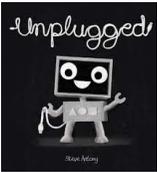


EAD: develop storylines in their pretend play
PSED: Consider the feelings of others, think about the perspectives of others
UTW: Past and Present ELG Understand the past through settings, characters and events encountered in books read in class and storytelling
Literacy Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories and during role-play.
Creating with materials ELG: Make use of props and materials when role playing characters in narratives and stories

National Curriculum Links:

Y1: History - Childhood

Robots



UTW: Explore the natural world around them (observe and interact with natural processes such as magnets)
Literacy Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories and during role-play.

National Curriculum Links

- Y3: Science - Forces and magnets
- Y4: Science - Electrical circuits
- Y5: Science - Properties and changes of materials

Core Big Ideas		
These Big Ideas will be covered this term. The sequence of learning is adaptable in response to children's interests and to their next steps.		
Big Idea	Key Texts	Key Focus/Driver
Planting and Growing		<p>PSED: Know and talk about the different factors that support their overall health and wellbeing, including healthy eating The Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals</p>
	<p>Wow: trip to a garden centre/botanical gardens</p>	<p>National Curriculum Links: Y1: Science - Plant parts Y2 Science - Plant survival, Art - Still life, Flower head Y3: Science - Plant nutrition and reproduction, Art - Beautiful botanicals Y4: Science - Grouping and classifying: What separates plants from animals Y5: Geography - Sow, grow and farm, DT - Eat the season</p>
Bugs/Worms		<p>UTW: Explore the natural world around them (encourage opportunities to foster curiosity and give children the opportunities for hands-on experiences) The Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals</p>
		<p>National Curriculum Links: Y1: Science - Animal parts Y2: Science - Habitats</p>

Our World



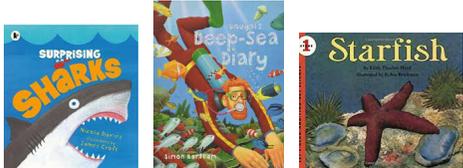
UTW: Recognise some similarities and differences between life in this country and life in other countries, teach children about places in the world that contrast with locations they know well, create opportunities to discuss how we care for the natural world around us, recognise some environments that are different from the one in which they live, understand that some places are special to members of the community

People Culture and Communities ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

National Curriculum Links:
 Y1: Science - Everyday materials
 Y2: Science - Use of materials, Geography - Coastline
 Y3: Geography - Our planet, Our world
 Y4: Geography - Interconnected world

Under the sea



UTW: teach children about places in the world that contrast with locations they know well, create opportunities to discuss how we care for the natural world around us

The Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Wow: Trip to the Sealife Centre

National Curriculum Links:
 Y1: Science - Animal parts
 Y2: Science - Habitats, Geography - Coastline

Additional Big Ideas

These will be selected in response to the children's fascinations and interests as well as cohort data and areas for development. Further Big Ideas may be supplemented to make learning irresistible.

Big Idea	Key Texts	Key Focus/Driver
<p>Space</p>		<p>UTW: Recognise similarities and differences between contrasting environments/locations UTW - Literacy: <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories and during role-play.</i> The Natural World ELG: <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</i></p> <hr/> <p>National Curriculum Links: Y3: Science - Our planet, our world, Light and shadows Y5: Science - Earth and Space</p>
<p>Explorers</p>		<p>UTW: recognise that some environments that are different from the one in which they live, draw information from a simple map Literacy: <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories and during role-play.</i> People Culture and Communities ELG: <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i> The Natural World ELG: <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</i></p> <hr/> <p>National Curriculum Links: Y2: History - Movers and Shakers, Geography - Let's explore the World Y4 Geography - Misty mountains and winding rivers Y6 Geography -Frozen kingdoms</p>

<p>Littleport and London</p>		<p>UTW: recognise that some environments that are different from the one in which they live, draw information from a simple map, understand that some places are special to members of their community, talk about members of their immediate family and community, name and describe some people who are familiar to them, compare and contrast characters from stories, including figures from the past</p> <p>Past and Present ELG: <i>Talk about the lives of the people around them and their roles in society</i></p> <p>People Culture and Communities ELG: <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</i></p>
	<p>Wow: Walk around Littleport</p>	<p>National Curriculum Links:</p> <p>Y1: Geography - Bright Lights, Big City, DT - shade and shelter</p> <p>Y2: History - Magnificent monarchs</p> <p>Y5: DT - Architecture</p> <p>Y6: DT - Engineer - What makes a building stable?</p>
<p>Food</p>		<p>The Natural World ELG: <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i></p> <p>Managing self ELG: <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</i></p> <p>National Curriculum Links:</p> <p>Y2: Science - Human survival</p> <p>Y3: DT - Cook well, eat well</p> <p>Y4: Science - Digestive system</p> <p>Y4 DT - Fresh food, good food, Science - Digestive system</p>

Celebrations/Events

(weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year)



Harvest, Diwali, Hanukkah, Christmas, New Year, Chinese New Year, Shrove Tuesday, Easter, Eid

Further opportunities will be added in response to our cohort. Where possible invite members of the community into school to share their experiences with the children

UTW: Recognise some similarities and differences between life in this country and life in other countries, recognise that people have different beliefs and celebrate in different ways, understand that places are special to members of their community

People Culture and Communities ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

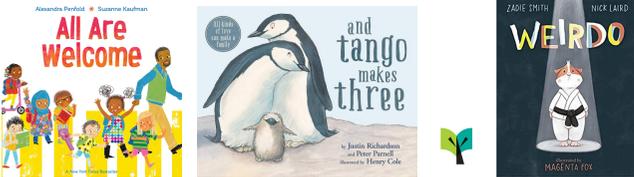
National Curriculum Links:

Y1: RE - Diwali (Hinduism)

Y2: RE - Navratri (Hinduism), Hanukkah and Christmas

Y4: DT - Functional and fancy fabrics

Key texts to support PSED/PSHE
These texts are to be used to support circle time and discussion.

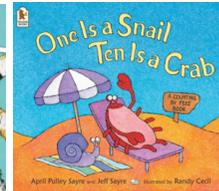
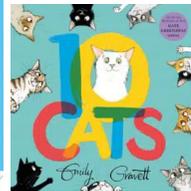
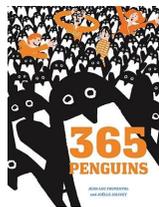
Theme	Key Texts
Feelings/emotions	
Friendship	
Family	
Diversity and inclusion	

Key texts to support learning in Maths

Shape, Space and Measure



Number



Literacy Tree Texts