

Spring 1	<h1>Year R</h1> <h2>Our Local Area</h2>	
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**The Big Question ...**

**Why do we have a brand new school?**

**The Big Idea (overview)...**

The children will explore their local area and talk about what it looked like in the past and how it might change in the future. We will discuss the recent housing developments and the impact that this has on our local area. We will talk about how this affects our local environment and how we can support biodiversity to help support our local wildlife. We will also discuss how to improve recycling at our school.

<p><b>Deep conceptual learning:</b></p> <p>Children will understand what our local area looks like and why we have different amenities e.g. shops, bike trails etc. They will begin to think about how our local area impacts on the world and how they can ensure that the plants and wildlife are not affected by the recent housing developments. They will develop an understanding of how buildings are built and developed over the years and why these changes are needed. The children will think about how to enable more wildlife to visit our school grounds.</p>	<p><b>Why is this important to an RCPA child?</b></p> <p>As our school is surrounded by a brand new housing development, we feel it is important for pupils to understand what is happening in our immediate environment and why. They will gain an understanding of why certain amenities are built e.g. vets, shops, bike and walk trails. This will help them to understand why these changes are taking place.</p>
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<p><b>Links to prior learning:</b></p> <p>Transport, vehicles used in different ways e.g. dumper trucks, lorries</p>	<p><b>Global Goals for Sustainable Development previously studied:</b></p> <p>All EYFS global goals would have been introduced in nursery (for those who attended our nursery) but not looked at in detail Autumn term =</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Transport</p> </div> <div style="text-align: center;"> <p>School Grounds</p> </div> <div style="text-align: center;"> <p>Healthy Living</p> </div> <div style="text-align: center;"> <p>Water</p> </div> </div>
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**Termly Global Goals for Sustainable Development focus:**

Transport

School Grounds

Biodiversity

Litter

Energy

Global Citizenship

**Transport** – How can we keep ourselves safe whilst walking in the local area? Look at the bike/walking trails – why are they important? Complete a survey to find out how we come to school.

**School Grounds** – add to our school bug hotel. Use different resources and talk about why these are useful e.g. stones, bamboo etc. How can we feed the birds in the winter? Create recyclable bird feeders and take into the outside area/forest school.

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**Biodiversity** – investigate which animals/birds visit our local area. Create posters for others. Add to the bug hotel to encourage other creatures to visit our local area e.g. mulch, bark, stones.

**Litter** – talk about the importance of recycling and how we can do more at school or at home. Go on litter pick at home or in our local area. Which items did we find the most? Why? Trial a package free lunch box or snack. Re-introduce using a compost bin in school for our fruit peelings and cores.

**Energy** – How can we save energy and reduce pollution? Can you walk more and use your car less? Promote this with a scoot/ walk/ cycle to school week? How can improve the litter in our school environment?

**Global Citizenship** – We will find out about the Chinese New Year and talk about how it is celebrated here in the UK and all over the world. We will watch Dragon and Lion dances and try different Chinese food.

<b>Key Questions:</b>	<b>Metacognition:</b>
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**What do different homes look like?**  
**What does our local area look like now?**  
**What did our local area look like in the past?**  
**How can we improve our local area?**  
**What jobs do people do in our local area?**  
**How is the Chinese New Year celebrated in our local area?**  
**What animals, including minibeasts might we see in our local area?**  
**How can we encourage more to visit our school environment?**

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Recap learning powers learnt in Autumn term.



Introduce Superpower Sam, Concentrating Cuthbert, Teamwork Tallulah

<b>Oracy and Communication:</b>			
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 <b>Physical</b>	 <b>Linguistic</b>	 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
I can speak clearly	I speak using the correct grammar	I stay on topic	I listen attentively and respond appropriately I take turns and wait for others to finish speaking

**Ideas for Oracy and Communication**  
 Would you rather – linked to Literacy stories  
 How we can change stories  
 Talking in full sentences

<b>Building the Community:</b>	<b>Change / Personal Growth:</b>
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Inviting visitors in e.g. Charter Vets, lollipop person  
 Local walks  
 Visit to a local Chinese Restaurant to celebrate the Chinese New Year (22.01.23)

How the decisions we make impact the world around us  
 Developing our local area by looking at the building work



<p><b>Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):</b></p>	<p><b>Key Vocabulary:</b></p>
<p>Non-fiction texts about local area e.g. Geography links The Three Little Pigs</p> <p>On the road by Susan Steggall</p> <p>Poetry – I love bugs</p>	<p>Construction e.g. foundations, walls, diggers, cement mixer Wildlife e.g. robins, shoots, Past, present e.g. horses, carts, Chara banc, Change Environment e.g. climate, weather, frost, ice, snow, bike trail, walking trail, stream, river, footpath</p> <p><b>Key Experiences:</b></p> <p>Walks in the local area e.g. teddy bears picnic</p> <p>Visit from a local vet to talk about the need for a vet in Roundswell</p> <p>Visit to a local supermarket</p> <p>Barnstaple in Bloom project – Gates to somewhere? (linked to Barnstaple n Bloom and Barnstaple Heritage)</p>
<p><b>Opportunities for revisiting learning in the future:</b></p>	
<p>Year 1 – We are what we eat – local history of food production Year 2 – Superheroes – local people</p>	

Area of learning		Children could....	Children in Reception will be learning to...
<b>Personal, Social and Emotional Development</b>	Self-Regulation	Turn taking activities throughout the day Use the visual timetable to help understand the day's activities Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.	<ul style="list-style-type: none"> <li>● Express their feelings and consider the feelings of others</li> <li>● Identify and moderate their own feelings socially and emotionally.</li> <li>● Think about the perspectives of others.</li> </ul>
	Managing Self	Open ended activities inside and outside Talk about learning behaviours e.g. perseverance, sharing etc	<ul style="list-style-type: none"> <li>● Express their feelings and consider the feelings of others</li> <li>● Show resilience and perseverance in the face of challenge.</li> <li>● Identify and moderate their own feelings socially and emotionally.</li> <li>● Manage their own needs.</li> <li>● See themselves as a valuable individual.</li> <li>● Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>● Physical activity</li> <li>● Healthy eating</li> <li>● Toothbrushing</li> <li>● Sensible amounts of screen time</li> <li>● Having a good sleep routine</li> </ul> </li> <li>● Being a safe pedestrian</li> </ul>
	Building Relationships	PSHE Jigsaw programme - see individual lessons Discovery RE programme - see individual lessons	<ul style="list-style-type: none"> <li>● See themselves as a valuable individual.</li> <li>● Build constructive and respectful relationships.</li> <li>● Think about the perspectives of others.</li> </ul>

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<h3>Communication and Language</h3>	<h4>Listening, Attention and Understanding</h4>	<p>Listen to BBC radio extracts for drama and story Listen to stories and rhymes shared in class</p>	<ul style="list-style-type: none"> <li>● <u>Talk about listening and why it is so important</u></li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>● Learn rhymes, poems and songs.</li> <li>● Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>
	<h4>Speaking</h4>	<p>Road safety What our local area looks like now, in the past and what it might look like in the future? What will the future of Barnstaple look like? (Link to Barnstaple in Bloom project)</p> <p>Memory games Use prepositions Retell familiar stories e.g. Three Little Pigs Talk about the local walk that we go on and how we can travel safely around Roundswell e.g. bike and walk trails Talk about how they get to school e.g. what different landmarks do you pass? Walk to local supermarket e.g. in small groups, walk and buy from a shopping list, use weighing scales etc How do people celebrate Chinese new year? Talk about how we celebrate our new year. What special food is eaten? How are houses decorated? Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.</p>	<ul style="list-style-type: none"> <li>● Learn new vocabulary (this is relevant in all areas)</li> <li>● Use new vocabulary through the day</li> <li>● Ask questions to find out more and to check they understand what has been said to them</li> <li>● Articulate their ideas and thoughts in well-formed sentences.</li> <li>● Describe events in some detail.</li> <li>● Develop social phrases.</li> <li>● Use new vocabulary in different contexts.</li> <li>● Connect one idea or action to another using a range of connectives.</li> <li>● Engage in storytimes.</li> <li>● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>● To give an opinion and suggest some ideas of how they might answer the question (RCPA History Curriculum)</li> </ul>
<h3>Physical Development</h3>	<h4>Gross Motor Skills</h4>	<p><b>Get Set for PE – Gymnastics Units 1 &amp; 2</b> Create obstacle courses Use large construction equipment to create building sites Use large equipment in the hall and move their body in different ways Basic gymnastic skills e.g. front support, back support, different types of jumps and rolls Use brushes outside to sweep the floor</p>	<ul style="list-style-type: none"> <li>● Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>● To develop balancing and taking weight on different body parts.</li> </ul>

		<p>Work together to build houses using different materials e.g. crates</p>	<ul style="list-style-type: none"> <li>● Progress towards a more fluent style of moving, with developing control and grace.</li> <li>● Combine and sequence different movements with ease and fluency.</li> <li>● Develop our knowledge and understanding of how to jump and land safely from a variety of heights and why this is important.</li> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>● Develop overall body-strength, balance, co-ordination and agility.</li> <li>● Know and talk about the different factors that support their overall health and wellbeing:             <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian                 <ul style="list-style-type: none"> <li>● Further develop the skills they need to manage the school day successfully:</li> </ul> </li> <li>- lining up and queuing</li> <li>- mealtimes</li> <li>- personal hygiene</li> </ul> </li> </ul>
	<p><b>Fine Motor Skills</b></p>	<p>Using different size pencils and paintbrushes in a variety of activities</p>	<ul style="list-style-type: none"> <li>● Develop their small motor skills so that they can use a range of</li> </ul>

		<p>Create junk modelling models of buildings or create a model of own choice</p> <p>Create simple maps of short journeys</p> <p>Continue to work on scissor skills</p> <p>Use the dustpan and brush to sweep up the sand</p> <p>Use a mouse, touch screen or appropriate access device to target and select options on screen.</p> <p>Play on a touch screen game and use computers/keyboards/mouse in role play</p> <p>Type letters with increasing confidence using a keyboard and Mini Surface.</p>	<p>tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> <li>● Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>● Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (RCPA ICT Curriculum)</li> </ul>
<b>Literacy</b>	Comprehension	<p>Retell stories shared in class</p> <p>Create labelled diagrams e.g. where we went a local walk</p> <p>Use information books to help support language</p>	<ul style="list-style-type: none"> <li>● Listen to and talk about stories to build familiarity and understanding.</li> <li>● Engage in story times.</li> <li>● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>● Engage in non-fiction books.</li> <li>● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>● Learn new vocabulary and use within the day</li> <li>● Use new vocabulary in different contexts.</li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>
	Word Reading	<p>Read Red Ditties and Green books</p> <p>Use decodable books and start reading in pairs/ small group reading</p> <p>Read alien/ nonsense words linked to daily phonics graphemes</p>	<ul style="list-style-type: none"> <li>● Read individual letters by saying the sounds for them.</li> <li>● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>● Read some letter groups that each represent one sound and say sounds for them</li> </ul>

			<ul style="list-style-type: none"> <li>● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>● Read a few common exception words matched to the school's phonic programme.</li> <li>● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>● Learn rhymes, poems and songs.</li> </ul>
	Writing	<p>Drawing own maps of short journeys e.g. way to school. Label different landmarks e.g. path, stream/river, grass, tree</p> <p>Write postcards, letter and post it in a real post box</p> <p>Write shopping lists</p>	<ul style="list-style-type: none"> <li>● Form lower-case and capital letters correctly.</li> <li>● Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>● Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>● Re-read what they have written to check that it makes sense.</li> </ul>
Mathematics	Number	<p>White Rose programme</p> <p>Identify a chart and sort physical objects, take a picture and discuss what I have done.</p> <p>Present simple data on a digital device e.g. traffic surveys</p> <p>Role play area e.g. shop, post office, weighing and capacity linked to shopping</p>	<ul style="list-style-type: none"> <li>● Count objects, actions and sounds.</li> <li>● Subitise.</li> <li>● Link the number symbol (numeral) with its cardinal number value.</li> <li>● Count beyond ten.</li> <li>● Compare numbers.</li> <li>● Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>
	Numerical Patterns	White Rose programme	<ul style="list-style-type: none"> <li>● Explore the composition of numbers to 10 e.g. 2, 3, 4 and 5 first</li> <li>● Automatically recall number bonds for numbers 0-10.</li> </ul>

			<ul style="list-style-type: none"> <li>● Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>● Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</li> <li>● Continue, copy and create repeating patterns.</li> <li>● Compare length, weight and capacity.</li> </ul>
<p><b>Understanding the World</b></p>	<p>Past and Present</p>	<p>Find out about our local area now and in the past. What was here before our school was built? Talk about the features of their local area and immediate environment e.g. walks that the children have been on, school, park etc. Look at photographs.</p> <p>Draw/paint pictures to represent places in their own immediate environment.</p> <p>Know about key human features, including: city, town, village, shop, factory, farm, house, office. Talk about these being man-made. What is similar and different about these?</p> <p>Talk about different places that children and staff have lived.</p> <p>Ask simple questions about artefacts, pictures and documents – who, what, where, about</p> <p>Fruit trees in our local environment – what changes can you see in the trees? Build a bug hotel in the Forest School area – what different materials will we need? Where would be the best place? How can we arrange it? Look at and take photos of different places and using key words to talk about them. Draw simple maps from stories or made up places or a bird’s-eye view of their desk/play area.</p> <p>Identify and use vocabulary for the different types of weather.</p>	<ul style="list-style-type: none"> <li>● Connect one idea or action to another using a range of connectives.</li> <li>● Talk about members of their immediate family and community.</li> <li>● Name and describe people who are familiar to them.</li> <li>● Comment on images of familiar situations in the past.</li> <li>● Compare and contrast characters from stories, including figures from the past.</li> <li>● Visit and explore different places within their school and locality and describe what they see. (RCPA Geography Curriculum)</li> <li>● Understanding where common places in their locality are in relation to one another, including main cities, towns and land features. (RCPA Geography Curriculum)</li> <li>● Understands change as being a difference over time. (RCPA Geography Curriculum)</li> <li>● Comments and asks questions about the changes in their own locality and about aspects of their familiar world such as the place where they live or the natural world. (RCPA Geography Curriculum)</li> <li>● Understands change as being a difference over time (RCPA Geography Curriculum)</li> </ul>



			<ul style="list-style-type: none"><li>● Ask simple questions about changes in locality (RCPA Geography Curriculum)</li><li>● Can recognise changes in my environment (RCPA Geography Curriculum)</li><li>● Ask simple questions about people in my immediate environment (RCPA Geography Curriculum)</li><li>● Understand human geographical features are man-made and identify some in my immediate environment. (RCPA Geography Curriculum)</li><li>● Begin to identify simple similarities and differences in relation to different places/key human features. (RCPA Geography Curriculum)</li><li>● Understand that people move and simple reasons why someone might move. (RCPA Geography Curriculum)</li><li>● Know that people move within and out of the country. (RCPA Geography Curriculum)</li><li>● Ask simple questions about artefacts, pictures and documents – who, what, where, about (RCPA History Curriculum)</li><li>● Finding different sources of information to help them answer their question (RCPA History Curriculum)</li><li>● Think about the evidence they've found out with supported discussion (RCPA History Curriculum)</li><li>● Understand simple comparisons between the past and present (RCPA History Curriculum)</li></ul>
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## Roundswell Community Primary Academy

	People, Culture and Communities	<p>Discovery RE Weekly Lesson Spr 1- How do people celebrate?</p> <p>How do people celebrate Chinese new year? Talk about how we celebrate our new year. Job roles in the local area e.g. why do we have a lot of shops? Talk about different types of homes that we live in. Link to differences from story Handa's Hen (PE link)</p>	<ul style="list-style-type: none"> <li>● Find out about and respond with ideas to examples of co-operation between people who are different. (RCPA RE Curriculum)</li> <li>● Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>● Know about similarities and differences between themselves and others</li> <li>● Draw information from a simple map.</li> <li>● Understand that some places are special to members of their community</li> <li>● Knows some similarities and differences between religious and cultural communities in this country (RCPA Geography Curriculum)</li> </ul>
	The Natural World	<p>How can we make things better for our environment? E.g. plants to support the wildlife, make recyclable bird feeders.</p> <p>Look at the changes in our Spring bulbs and discuss Talk about the changes in the Winter/early Spring weather. What do we need to wear? What is the weather like? Explore a 360 image.</p> <p style="color: blue;"><b>Global links - Energy - How can we save energy and reduce pollution? Can you walk more and use your car less? Promote this with a scoot/ walk/ cycle to school week? How can improve the litter in our school environment?</b></p>	<ul style="list-style-type: none"> <li>● Explore the natural world around them.</li> <li>● Describe what they see, hear and feel whilst outside.</li> <li>● Understand the effect of changing seasons on the natural world around them. (RCPA Science Curriculum)</li> <li>● Recognise some environments that are different to the one in which they live.</li> <li>● Know about similarities and differences in relation to living things</li> <li>● Make observations of animals and plants and explain why some things occur and talk about changes.</li> </ul>
Expressive arts and design	Creating with Materials	<p>Create junk models of buildings using different materials Painting different buildings including homes, local walks, mixing own colours Collage of local area e.g. school building Drawings of different plants in our school environment</p>	<ul style="list-style-type: none"> <li>● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>● Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>

		<p>Being able to describe and explain what they have created Use a painting app and explore the paint and brush tools</p>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>
	<p>Being Imaginative and Expressive</p>	<p>Sing Up Spring 1 Weekly Music Lesson – Up and down and Shake my sillies out Role play – shop and post office Investigate music instruments Watch African dancing and discuss e.g. link to Handa’s Hen (PE story) Continue to use drama techniques within English lessons and free play opportunities Consider creating a stage in the outdoor area</p>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>(RCPA Music Curriculum)</p> <ul style="list-style-type: none"> <li>Listen to examples of music which demonstrate variations in pitch and use appropriate hand actions to mark these changes.</li> <li>Sing a rising and falling melody tunefully and accurately.</li> <li>Compose / improvise new lyrics and accompanying hand actions.</li> <li>Play simple up and down melodies on pitched instruments.</li> <li>Listen to music and show the beat with actions</li> <li>Sing an action song observing contrasting speeds to underline musical character</li> <li>Play a rhythmic accompaniment on percussion instruments.</li> <li>Compose/Improvise using a range of sounds within a story and create a percussion</li> </ul>



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			performance using instruments to represent different animal sounds.
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