

I Wonder.....

Purpose and Aims

Based on children’s prior learning and interests and specifically prompted by one child’s questions “Why is my apple core brown?” the aim of this topic is to develop children’s understanding of the world and acknowledge that every child’s questions are an important and valuable part of learning.

We will provide a series of provocations that will inspire wonder and the topic will develop as the children continue to explore, investigate and follow their interests. We will continue to respond to children’s enquiry “in the moment” and will be flexible with the learning journey.

Oracy Outcomes:

Practising asking questions, what do you need to include when asking a question? Who, What, Where, Why, When, How?

Independent Writing opportunities

We will provide a Question box for children to write their own questions and on a daily/weekly basis we will look at their questions and put them up on our wall.

Opportunities for independent writing - observations of butterflies, mini-beast hunts outside, role play, etc.

Sequence of learning

Exploring changes that happen firstly with food and then link into life cycles – referring back to prior learning and introducing the butterfly kit, and incorporating seasonal changes, growing food. Exploring wonders of the world following their interests in construction and building. Linking to Leonardo da Vinci inventions and art.

Focus will be on chn asking questions e.g. How do they build tall buildings? Why do ladybirds have spots? How do you make pink? How many Lego pieces are in this box? How does the music make you feel?

English/Text type/writing outcomes

Exploring a variety of relevant fiction and non-fiction texts.

Using Sentence stacking/Fantastics where appropriate.

Writing sentences

Hook - As the children walk in to their classrooms on first day of term they will see words hanging from the ceiling – Why? What? Where? Who? Etc and photos of some of the things we could explore e.g. Niagara falls, Grand Canyon, Pyramids, Leonardo da Vinci, Mona Lisa, Andy Goldsworthy pictures, Jackson Pollock, flying machines, scuba diving equipment, clouds, plants, space etc. Vivaldi, 4 seasons music playing. Setting the scene for awe and wonder and excitement.

Trips/visitors

Butterfly kit

Nature in Art

Nick Cope musician – Why is the sky blue?

PSED

Build constructive and respectful relationships. Think about the perspectives of others Show resilience and perseverance in the face of challenge•

Manage their own needs.

Know and talk about the different factors that support their overall health and wellbeing:

-regular physical activity

-healthy eating

See themselves as a valuable individual

Express their feelings and consider the feelings of others.

Identify and moderate their own feelings socially and emotionally.

C&L

Food

On the last day of Spring term we will leave out an apple core in our curiosity cube so we can look at what has happened to it. I wonder why....
Remind children that this was a question from Millie D and that asking questions helps us to learn.

Gathering ideas – why has this happened?

I wonder what will happen to a banana, piece of bread etc? Let's find out – we will perform experiments (link back to Science workshop)

Possible avenues depending on children's interests....

Where does food come from? How is it made? Can we grow our own food, what will we need?

Link into changes and remembering past learning and move into.....

Seasons/Life Cycles and another surprise visitor – a box with caterpillars in.

ICT/Computing Children will take photos of what they notice inside/outside.

Wonders of the world

Looking at some of the natural and great wonders of the world e.g. Northern Lights, Grand Canyon, Mount Everest, Taj Mahal and Niagara Falls.
Links to prior learning with investigating on Google Earth – Great Wall of China.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Develop social phrases.

Use new vocabulary in different contexts

PD

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

UTW

Recognise some similarities and differences between life in this country and life in other countries.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

EAD

Create collaboratively sharing ideas, resources and skills.

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups

	<p>Construction opportunities to design, build, draw, problem solve. Use water to investigate how water moves and travels links to children's current schema of transporting and general interest in water play.</p> <p>This will link to Inventions/Art and finding out about Leonardo da Vinci. Links back to prior learning in Science Workshop. Parachutes, Flying machines, scuba diving suit. Can you make a parachute? What will you need? Can you make something fly? Link to gravity (from Science Workshop)</p> <p>Trip in Term 6</p> <p>Visit to Nature in Art to see art gallery, sculpture in the environment and artist workshop.</p>		<p>Literacy Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense</p> <p>Maths Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>
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