

Topic: The Big Top

Year group: F

Term: Spr 1

Starting point:

Chn to come and visit the chn.

MOTIVATION:

Hook(s) – The clumsy clown is desperate to join the circus but he is no good. How could the chn help him to become a better clown?
Chn to find out more about the circus and circus skills.

Homework - Chn to draw and label circus character.

Travelling Circus.

VALUES:

- Team Work Trio.
- Independent Isaac
- Ruby Resilience

British Values:

- Tolerance of other faiths and beliefs
- Mutual respect
- Democracy
- Rule of law
- Individual liberty

Subject areas:

Personal, social and emotional;
Self-confidence and awareness
Managing feelings and behaviour
Making relationships
Communication and Language;
Speaking
Listening and attention
Understanding
Physical;
Health and self-care
Moving and handling
English;
Writing
Reading
Mathematics;
Number
Shape, space and measure
Understanding of the World;
People and communities
The World
Technology
Expressive arts and design;
Exploring and using materials
Being imaginative

<p>What the children want to know: How can you join the circus? What do you do in the circus? Can anyone join the circus? How can we get better at circus skills?</p>	<p>Multicultural/Community cohesion Learning about circus life and their community.</p>	<p>PE/Dance: (See unit plan) Circus real PE unit.</p>	<p>Music: (JG unit plans) Learning and singing simple songs</p>
<p>End product: Circus skills assembly. Chn to showcase all they have learnt about the circus. Invite parents in as audience.</p>	<p>R.E. (See unit plan) Jesus as a story teller (Christian week last week of term)</p>	<p>SEAL/PSHE/Citizenship Helping one another to learn new skills Accepting others beliefs and ways of life.</p>	

VALUES - How/when will these be taught?

- Team work twins and Trusty trio - working together and supporting one another when learning new skills.
- Captain challenge - learning new circus skills, positive thinking, rising to the challenge.
- Motivation mike - encouraging each other.

British Values

- **Tolerance of other faiths and beliefs, Mutual respect** - circus way of life, other people and their jobs.
- **Democracy, Rule of law, Individual liberty** - making own choices of what they would like to perform.

Curriculum Coverage (learning objectives)

Personal, Social and Emotional Development;

Self-confidence and self-awareness

Children are confident to try new activities and say why they like some activities more than others.
Children will talk about their ideas and choose the resources they need for their chosen activities.
They say when they do or do not need help.

Managing feelings and behaviour

Takes turns and shares with adult support

Works as part of a group or class, taking turns and sharing fairly. Understands that there needs to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously.
Children are aware of the boundaries set and of the behavioural expectations in the setting

Making relationships

To work as a group

Builds relationships through gesture and talk.

Children support one another and take account of others ideas.

Communication and Language

Listening and attention

Children listen attentively in a range of situations

Children give their attention to what others say and respond appropriately while engaged in another activity.

Speaking

Children develop their own narratives and explanations by connecting ideas or events.

Children use language to imagine and recreate roles and experiences in play situations.

Understanding

Children listen and respond to ideas expressed by others in conversation or discussion.

Responds to instructions involving two part sequence.

Children answer how and why questions about their experiences and in response to events.

English

Writing

Children use phonic knowledge to write words in ways that match their spoken sounds.

Children writes own name and other things such a labels and captions.

They write some irregular common words (key words)

Children write simple sentences which can be read by themselves and others.

Reading

Children read and understand simple sentences.

They use phonic knowledge to decode regular and read them aloud accurately. They also read some common irregular words.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Maths

Number

To relate addition to combining 2 or more shapes/ amounts.

To find one more/ less than a given number.

To use the language of addition

To see and learn doubles as special combinations of 2 numbers.

To relate subtraction to taking away

Using quantities and objects they add and subtract 2 single digit numbers and count on or back to find the answer.

Shape, space and measure

Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Children use everyday language to talk about size, position and money.

To compare quantities and objects and to solve problems.

Recognise create and describe patterns.

Physical Development

Moving and handling

Children show good control and coordination in large and small movements.

Children move confidently in a range of ways safely negotiating space.

Children handle equipment and tools effectively.

Shows increasing control over and object.

Health and self-care

Children practise some appropriate safety measure without direct supervision.

Show understanding of the need for safety when tackling new challenges and considers and manages some risks.

Children understand the importance of exercise.

They manage their own basic hygiene and personal needs successfully.

Understanding the World;

People and communities

They know about similarities and differences between themselves and others and among families, communities and traditions.

The World

Children think about how environment might vary from one another.

Children know about similarities and differences in relation to places, objects, materials and living things.

Technology

Recognise a range of technologies used in homes and schools.

They select and use technology for a range of purposes.

Expressive Arts and Design

Exploring and using media and materials

Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture form and function.

Selects appropriate resources and adapts work where necessary.

Being imaginative

Represent their own ideas, thoughts and feelings through design and technology, art music, dance, role play and stories.

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Learning journey:

- Hook - Children have a visit from the clumsy clown - how can they help him to become a better clown and join the circus.
- Children to plan ideas for how they could help the clown - put on a circus performance for him to help him find out more about the circus.
- Children to discuss what they would like to find out about the circus.
- Introduce T4W story 'Giraffes cant dance'
- Children to
- Children to begin learning circus skills during PE and discovery time.
- Discuss how the different performers perform in the story and how they all have their special place in the show.
- Chn to decide that we will showcase our new skills and put on a performance for parents and the clumsy clown.
- Children to use labels to make posters inviting parents to the show.
- During discovery time chn to use patterns to make their own big top.
- Children to use money to role paying to go to the circus and set up circus shop.
- Chn to look at a big picture of the circus. Children to write sentences or key words saying what they can see in the picture (assessment piece).
- Children to choose their favourite circus character and describe them.
- Topic end - Circus skills workshop and performance.

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Date	Literacy W, R	Mathematics N, SSM	UW	PSHE/ C and L	Physical PD	Arts EA and Design
<p>Week 1 Hook Homework and topic leaflet.</p>	<p>Children to talk about how they can help the clumsy clown. How did Gerald get better in the story? Introduce and retell T4W story - giraffes can't dance.</p>	<p>N - addition - circus performers SSM - Weight, juggling balls (Friday)</p>	<p>Look into circus life and communities Discuss different jobs in the circus (information books during discovery) Logging on. Chn to use BeeBots in discovery time. Chn to navigate directions.</p>	<p>Discuss how performers might feel when performing. When have you felt nervous or anxious (link to nativity) Circle time</p>	<p>Circus PE unit</p>	<p>Children to paint/draw their own interpretation of a circus.</p>
<p>Week 2</p>	<p>Children to draw and write about what circus skill they want to improve on . Retell T4W story.</p>	<p>N - addition - 1 more - circus performers SSM - Shape / pattern</p>	<p>Look into circus life and communities Discuss different jobs in the circus (information books during discovery) Logging on. Chn to use BeeBots in discovery time. Chn to navigate directions.</p>	<p>Children to share experiences of visits o the circus, show etc. Show videos of circus performance and discuss what they can see, hear etc. Circle time</p>	<p>Circus PE unit Children to practise circus skills during discovery and outdoor learning.</p>	<p>Children create clown clothes, big top, juggling balls using patterns and printing.</p>
<p>Week 3</p>	<p>Children to innovate the story by changing dances to circus skills. Retell T4W story in groups</p>	<p>N - Doubles SSM - Money</p>	<p>Children to use cameras and ipads to take pictures of their friends performing circus skills (half class log on/ half pictures). Chn to use BeeBots in discovery time. Chn to navigate directions.</p>	<p>Children to talk about what they would like to perform if they were in the circus. I would be... becuase. Circle time</p>	<p>Circus PE unit Children to practise circus skills during discovery and outdoor learning.</p>	<p>Children to make trapeze artist using pipe cleaners.</p>
<p>Week 4</p>	<p>Children to create a poster using labels to invite parents to our circus performance. Ind - story map of story. Retell T4W story.</p>	<p>N - Doubles SSM - Money</p>	<p>Children to use cameras and ipads to take pictures of their friends performing circus skills (half class log on/ half pictures) Chn to use BeeBots in discovery time. Chn to navigate</p>	<p>Talk to the children about what it might be like to be part of a circus. They are a family/community. Would they like it? etc. Circle time</p>	<p>Circus PE unit Children to practise circus skills during discovery and outdoor learning.</p>	<p>Junk modelling - circus acts/skills</p>

			directions.			
<p>Week 5</p> <p>Big finish- circus performance</p> <p>Circus in mon & Tues</p>	<p>Non Fiction - Recount - chn to write a recount of their day as a circus performer.</p> <p>Retell T4W story.</p>	<p>N - Subtraction</p> <p>SSM - Money</p>	<p>Children to make clown biscuits and decorate to take home. Chn to use BeeBots in discovery time. Chn to navigate directions.</p>	<p>Talk to the children about how they feel about performing next week. How can they support one another?</p> <p>Circle time</p>	<p>Circus PE unit</p> <p>Children to practise circus skills during discovery and outdoor learning.</p>	<p>Paper plate clowns</p>
<p>Week 6</p> <p>RE week</p>	<p>Story telling - Jesus was a story teller.</p> <p>Children to draw picture from story and label - what was the message.</p>	<p>N - Subtraction</p> <p>SSM - height and ordering.</p>	<p>Children to make clown biscuits and decorate to take home. Chn to use BeeBots in discovery time. Chn to navigate directions.</p>	<p>Talk about the circus performance. How did they feel? How could they improve it? Would they like to be in a circus?</p> <p>Circle time</p> <p>Topic reviews</p>	<p>Circus PE unit</p> <p>Children to practise circus skills during discovery and outdoor learning.</p>	<p>Children to create a piece of music to express the story</p> <p>Children to take on roles and become characters of story and act out the good Samaritan scene.</p>