



### Homework Challenge

This half term we are learning all about the circus. The children will be finding out about what it is like to be part of a circus and learning different circus skills.

Talk to your child about the different people that perform in a circus.

Ask your child to choose one person from the circus and create a poster about them. e.g. clown, trapeze artist.

Please hand the homework to your child's class teacher by the Monday 4th February.

All homework will be displayed in your child's classroom.

# The Big Top!

Foundation  
Spring 1

## School Values

- Teamwork Trio - working together and supporting one another when learning new skills.
- Challenge Charlie - learning new circus skills, positive thinking, rising to the challenge.
  - Resilient Ruby - 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.



# The Big Top!

## Foundation

### Spring 1

**This half term in Foundation, we will be covering the following areas:**

#### **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.

#### *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.

### **End Product:**

- **Circus skills workshop for children followed by a presentation for parents at end of day on,**

**Monday 11<sup>th</sup> February** - Badgers and Hedgehogs (2.15 pm)

**Tuesday 12<sup>th</sup> February** - Rabbits and Foxes (2.15pm)

**To create a sense of occasion we would ask if the children could dress up in 'Circus Themed' Costumes for the workshop days.**

**The Performance Space for presentations TBC.**

Topic: The Big Top		Year group: F	Term: Spr 1
<b>Starting point:</b> Clown to come and visit the chn.	<b>VALUES:</b> <ul style="list-style-type: none"><li>• Team Work Trio.</li><li>• Independent Isaac</li><li>• Ruby Resilience</li></ul> <b>British Values:</b> <ul style="list-style-type: none"><li>• Tolerance of other faiths and beliefs</li><li>• Mutual respect</li><li>• Democracy</li><li>• Rule of law</li><li>• Individual liberty</li></ul>	<b>Subject areas:</b> <b>Personal, social and emotional;</b> Self-confidence and awareness Managing feelings and behaviour Making relationships <b>Communication and Language;</b> Speaking Listening and attention Understanding <b>Physical;</b> Health and self-care Moving and handling <b>English;</b> Writing Reading <b>Mathematics;</b> Number Shape, space and measure <b>Understanding of the World;</b> People and communities The World Technology <b>Expressive arts and design;</b> Exploring and using materials Being imaginative	
<b>MOTIVATION:</b> <b>Hook(s)</b> – 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.			

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

## 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;

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Topic: The Big Top

Year group: F

Term: Spr 1

## 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 can't 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.

# Topic: The Big Top

Year group: F

Term: Spr 1

Date	Literacy W, R	Mathematics N, SSM	UW	PSHE/ C and L	Physical PD	Arts EA and Design
Week 1 Hook Homework and topic leaflet.	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.	N - addition - circus performers SSM - Weight, juggling balls (Friday)	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.	Discuss how performers might feel when performing. When have you felt nervous or anxious (link to nativity)  Circle time	Circus PE unit	Children to paint/draw their own interpretation of a circus.
Week 2	Children to draw and write about what circus skill they want to improve on . Retell T4W story.	N - addition - 1 more - circus performers SSM - Shape / pattern	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.	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	Circus PE unit Children to practise circus skills during discovery and outdoor learning.	Children create clown clothes, big top, juggling balls using patterns and printing.
Week 3	Children to innovate the story by changing dances to circus skills. Retell T4W story in groups	N - Doubles SSM - Money	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.	Children to talk about what they would like to perform if they were in the circus. I would be... becuae. Circle time	Circus PE unit Children to practise circus skills during discovery and outdoor learning.	Children to make trapeze artist using pipe cleaners.
Week 4	Children to create a poster using labels to invite parents to our circus performance.  Ind - story map of story. Retell T4W story.	N - Doubles SSM - Money	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	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	Circus PE unit Children to practise circus skills during discovery and outdoor learning.	Junk modelling - circus acts/skills

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