



EYFS and KS1 mixed-age planning Spring term 2

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Coastline Unit 1

Imagery
about their project

In this project, children develop their understanding of the world by thinking about the planets and atmosphere around the world and learning their understanding of how to make things in the world.

They will learn about the world and how to make things in the world.

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Lesson

Supporting Project

Introducing knowledge

On the Beach
Reading 1
Sea and waves

Memorable Experiences
Reading 1

On the Beach
Memorable Experiences
What can you do at the beach?
(Illustration)

Memorable Experiences
Illustration 1

On the Beach
Memorable Experiences
What can you do at the beach?
(Illustration)

Stage 1

Lesson 1: Map making

On the Beach

Reading 1

Treasure maps

Stage 2

Lesson 2: Reading 1

On the Beach

Reading 1

Using a map



Then children represent. Explain that the blue is the sea and the red is the beach. They will learn about the world and how to make things in the world.

They will learn about the world and how to make things in the world.

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They will learn about the world and how to make things in the world.

Planning The Curriculum For Mixed Age Clabes Foundation Stage And Year 1

Jo McEvoy, Samantha McMahon



Planning The Curriculum For Mixed Age Clabes Foundation Stage And Year 1:

Planning an Appropriate Curriculum in the Early Years Rosemary Rodger, 2016-04-11 Now its fourth edition Planning an Appropriate Curriculum in the Early Years offers a comprehensive guide for early years practitioners and students on how to plan and implement a suitable curriculum for the children in an Early Years setting It examines the key roles and responsibilities of practitioners working in Early Years settings and those with responsibility for leading and managing provision for EYFS in primary schools Completely revised and updated in line with the Statutory Framework for the Early Years Foundation Stage latest research evidence and OFSTED requirements this book covers the following aspects of the Early Years including what we mean by planning an appropriate curriculum in the early years transition from nursery to school and into Year 1 defining quality learning and play in the early years assessment procedures and examples integration of two year olds into school the role played by parents and carers in children s learning and development the ways in which vulnerable children are provided for examples of planning material developed by practitioners With case studies of good practice and questions for reflective practice and group work this timely fourth edition will be welcomed by students and practitioners looking to provide high quality and effective learning experiences for the under fives

Planning the Curriculum in Mixed Age Classes Sally Featherstone, 2001-01 Planning guidance for presenting a curriculum which simultaneously addresses Early Learning Goals while meeting National Curriculum objectives for Year 1

Developing The Foundation Stage Lockett Andrew, 2003-11

Managing the Curriculum in Mixed Age Classes , 2001

Let Me Be Five Sue Quirk, Victoria Pettett, 2020-12-29 This book offers a step by step guide to implementing a play based curriculum in Year 1 while fully achieving the National Curriculum objectives The authors explore the key barriers and common pitfalls that often arise around this crucial transition and show teachers how to successfully lead children from the Reception stage through Year 1 and to the subject based teaching beyond Providing practical advice and guidance for busy teachers the authors clearly and concisely illustrate their methods with theory personal stories and colourful photographs from transitional stories they have been a part of *Let Me Be Five* shows teachers how to plan the curriculum in a way that builds on children s experiences in the Early Years Foundation Stage and gives them meaningful contexts for learning Including real life case studies and views from parents and teachers this book will give you the knowledge and confidence to plan a play based curriculum based on children s interests and developmental needs that will enable every learner to thrive

Child Centred Planning in the Early Years Foundation Stage Jo McEvoy, Samantha McMahon, 2019-05-27 This practical text supports early years students and practitioners to build confidence in planning for learning across all stages of the EYFS and in the many different contexts in which it is delivered

Planning the Curriculum in Mixed Age Classes Alan Smith, Sally Featherstone, 2001-02 Planning guidance for presenting a curriculum which simultaneously addresses Early Learning Goals while meeting National Curriculum objectives for Years 1 and 2

Managing the Curriculum in Mixed Age Classes

,2001 *Moving on to Key Stage 1: Improving Transition into Primary School, 2e* Julie Fisher,2020-10-06 Moving On to Key Stage 1 has been highly influential in developing innovative developmentally appropriate KS1 practice in schools across the country This new edition offers teachers further powerful and persuasive arguments for continuing play based learning into Year 1 and 2 This new edition contains Brand new research identifying the current concerns of teachers in KS1 and setting these in the context of the current school readiness agenda An updated chapter on how children learn most naturally age 5 7 years and how to capitalise on this A revised chapter on play which draws on teacher views about its benefits for KS1 children and the barriers they face in incorporating it into their practice A new chapter offering messages from headteachers advocating a play based approach and providing examples of how it has raised standards A fresh consideration of how to balance adult led and child led learning and the role of the teacher in supporting both The author has a deep understanding of the challenges facing teachers in developing this fusion of pedagogies and this book offers every reader principled and inspiring ways of meeting these challenges with success Julie Fisher is an independent Early Years Adviser and Visiting Professor of Early Childhood Education at Oxford Brookes University UK She has been Headteacher of two schools a University lecturer and a Local Authority Lead Adviser for Early Years

Curriculum Planning and Assessment for the Foundation Stage Lorraine Lord,Kathy Slinn,2007 Helping the reader to put a framework for curriculum planning and assessment in place Curriculum Planning The Foundation Stage Profile The National Literacy Strategy The National Numeracy Strategy The National Curriculum *Designed to Improve* ,2003

Planning an Appropriate Curriculum for the Under-fives Rosemary Rodger,2003 The foundation stage has a fundamental role in the laying of foundations for children s learning In this new edition the author uses a wide range of material including research evidence to offer an additional dimension to work currently taking place in the Foundation Stage Each chapter includes the early learning goals for the majority of children and advice on providing for each area of learning personal social and emotional development language and literacy mathematics knowledge and understanding of the world and physical and creative development Students training to be specialist early years teachers and those already working in the sector will welcome this up to date guide to planning and providing for high quality learning experiences for children under five With case studies of good practice practical help in writing an early years policy and guidance on assessment and devising an effective post inspection plan this is a truly comprehensive guide to planning and implementing an appropriate curriculum for the under fives

Curriculum Planning and Assessment for the Foundation Stage Lorraine Lord,Kathy Slinn,2006 Helping you to put a framework for curriculum planning assessment in place in your setting this book will do your planning for you Set within the national context of promoting high quality education experiences the authors give guidance on how to assess children s learning on a day to day basis

A Study of the Transition from the

Foundation Stage to Key Stage 1 ,2005 *Planning a Theme-based Curriculum* Carla F. Berry,Gayle Mindes,1993 A complete planning model with goals themes and activities for theme based teaching **An Introduction to the Foundation Phase** Amanda Thomas,Alyson Lewis,2016-09-08 An Introduction to the Foundation Phase provides a practical guide to understanding and implementing the Foundation Phase in any early years setting in Wales The experienced author team discuss and reflect upon a play based approach to learning and the importance of collaboration between various members in any early years settings Students are introduced to key topics including key theories of influential thinkers within early years education both past and present international curricula and perspectives on play and how Welsh curriculum compares effective classroom practice observational techniques methods of assessment and how to be a reflective practitioner Through interviews with different stakeholders including educational ministers policy advisors practitioners and parents An Introduction to the Foundation Phase concludes by discussing the challenges and complexities of putting policy into practice and considers implications for the future of early years education Making links between theory policy and practice is vital for a future workforce and this core text provides a solid foundation for any student within early years Illustrative case studies activities reflective tasks and suggestions for further reading are provided throughout Online resources for lecturers and students are also included *Making Their Day* ,2008 **National Curriculum In The Early Years** Dr Theo Cox,Theo Cox,2014-05-01 The child centred principles of early years education which emphasize play and holistic learning are being challenged by the implementation of a subject based National Curriculum The contributors to this book explore this challenge and offer some ways of meeting it practically and productively Issues covered include pedagogical issues such as the cross curricular topic based teaching teacher s attitudes to subject knowledge assessment issues including baseline assessment at the age of five and parental attitudes to the National Curriculum and its content at Key Stage 1 *Cross-Curricular Teaching in the Primary School* Trevor Kerry,2010-10-19 How can teaching across the curriculum improve children s learning How can you plan meaningful imaginative topic work Cross Curricular Teaching in the Primary School helps teachers plan a more imaginative integrated curriculum by presenting in accessible language a rationale and framework for teaching across the subjects Illustrated throughout with examples of effective topic work in successful schools this book provides guidance on the underpinning theory and strategies to facilitate cross curricular work with young children Issues covered include how children learn developing the curriculum and lesson planning teaching and learning in an integrated way at KS1 and KS whole school approaches and team teaching for cross curricular teaching the role of support staff in cross curricular teaching improving children s thinking skills supporting children with special needs using new media and drama to facilitate cross curricular learning assessing cross curricular learning Cross Curricular Teaching in the Primary School provides much needed support for busy student and practising teachers Packed with practical ideas it offers an accessible guide to all aspects of introducing an integrated curriculum *Planning the Primary*

School Curriculum C Rothley, Sally Featherstone, 2003-03 Your complete guide to planning the primary curriculum Part 1 presents samples of curriculum maps and plans for the Foundation Stage KS1 and KS2 Part 2 deals with whole school management and the incorporation of the Foundation Stage Includes briefing papers for subject co ordinators

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