



The Oratory R.C. Primary and Nursery School

'Shine as to be a light to others'



REAL Project Planner

Year: Nursery

Teacher: Mrs Glanville

Teaching Assistant: Miss Shah

Project Name	Project Summary	Essential Question
<p>People Who Help Us</p>	<p>Children will be introduced to some of the different caring occupations of people who help us.</p> <p>Children will investigate three focus occupations- dentist, police and lollypop person.</p> <p>They will also receive a variety of different visits from people with occupations such as a Lollipop Lady, school caretaker, nurse, dentist and school cook.</p> <p>They will take part in a range of activities such as junk modelling a police car or making road crossing cookies.</p> <p>We will be exploring and answering key questions about ways in which people help us. Where do they work? How can we request their help? Which vehicle do they drive? Why? How do we know?</p> <p>Children to compare the different tools and equipment each job requires and the different uniforms each occupation wears.</p> <p>We will also visit Ladywood Fire Station to observe people who help us at work.</p>	<p>How do people help us?</p>

How will your children meet the 4 components of effective REAL Projects?

RIGOROUS	ENGAGING
<p><i>How will the children show in depth subject knowledge?</i></p> <p>Through observations of children’s learning and discussions in their play. Opportunities for children to demonstrate their knowledge and understanding about people who help us during continuous provision e.g. children’s writing, role play in the dentist/police or builder role play areas and creative work. Evidence will also be collected in the children’s online learning journals. Feedback from parents on the online blog and tapestry comment boxes about children’s learning at home.</p>	<p><i>How will your children engage in the learning?</i></p> <p>Project launch will involve an activity where children are given a series of problems to solve to enable the children to discover the roles of the different people who help us. They will be able to ask questions about the different occupations. Children will then complete a variety of exciting activities to aid their understanding of different occupations. Children will receive visits from a variety of people who help us. We will also visit Ladywood Fire Station to observe people who help us at work.</p>
AUTHENTIC	LEARNING
<p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>Children will showcase their learning of people who help us to their peers.</p>	<p><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Displaying their knowledge and understanding through child initiated learning. Observations of children’s learning and transferable skills across the areas of learning. These will be recorded in their online learning journals. Through assessment for learning-children giving self and peer assessment in adult led activities.</p>

Project Start	Project End
September 2018	December 2018

Key Outcomes	Trips and Experiences	Immersion - Classroom
<p>Understand that there are a range of people who help us in different ways in our life.</p> <p>Understand that they wear different clothes and use different tools to help them do their specific job and sometimes drive and use a specialist vehicle to help them do their job.</p> <p>Understand that different people help us with different problems talk about different methods of keeping safe and staying healthy and make links to own experiences.</p> <p>Look closely at similarities and differences.</p> <p>Create simple representations of people who help us and their equipment using a range of media and materials.</p> <p>Writing for different purposes.</p> <p>Role playing in the dentists, police station, kitchen and builders.</p>	<p>Investigate a range of scenarios deciding which people can help us with which problems.</p> <p>Visits from people from the local community to talk about their job.</p> <p>A visit to Ladywood fire station.</p> <p>Children showcasing their learning to others.</p>	<p>Role play areas-a huge builders yard where children can experiment with a variety of construction materials.</p> <p>A dentist and a police station with a variety of role play-props, mark making opportunities and dressing up costumes such as police officer, builder, doctor etc.</p> <p>Engaging displays around the unit to represent a range of different types of jobs that people do to help us. Job themed music/ rhymes.</p> <p>Reading a range of people who help us books.</p> <p>Tables decorated with a people who help us theme.</p>

Exhibition Venue	Exhibition Plan	No Attended
Foundation Unit	Children to showcase their learning about people who help us.	_____ parents/carers
Date and Time		
TBC		

Weekly REAL Project Planning Autumn 2018

Date	Key Outcomes	Developmental Month Bands and Skills
<p>Week 1 Home Visits 4th Sep – 7th Sep</p> <p><i>Teacher Training</i> <i>Day 3rd Sep</i></p>	<p>For staff, families and children to get to know each other.</p> <p>To aid settling in and child wellbeing when Nursery starts.</p>	<p>Home visits. A chance for parents and children to get to know staff/ask questions before starting Nursery.</p>
<p>Weeks 2-6 10th Sep – 12th Oct</p>	<p>To become familiar with staff, routine, expectations and the environment.</p> <p>Project launch-</p> <ul style="list-style-type: none"> Children to solve a mystery investigation where people are dressed as different people who help us. Children are given different scenarios to work out which person is the correct one to help. <p>R.E- Creation Go for a walk outside and look at all of the wonderful things that have been made by God. God made us. Look in a mirror and paint a self-portrait.</p>	<p>Settling children into the Foundation Stage Unit.</p> <p>Implementing Nursery Baseline assessment on Arbor.</p> <p>R.E- To hear the praise of God in creation and the story of creation as God's work.</p>
<p>Weeks 7-8 15th-26th Oct</p> <p>Dentist How do we look after our teeth? Tapestry Workshop</p>	<p>English-Daily phonic sessions and activities. Listening to environmental sounds. Power of Reading- making a character profile for Claude. Reciprocal reading session.</p> <p>Maths- Numbers and counting. Number rhymes. Help the dentist count the teeth and identify numerals.</p> <p>R.E- Share the story of creation. Children to talk about and join in with their favourite parts of the story. Children to discuss how God created the world and mark make their favourite part of the creation story. Both ourselves and the seasons grow and change. Discuss growth and change with the children.</p> <p>English-Daily phonic sessions and activities. General Sound Discrimination – Instrumental Sounds. Listen to and appreciate the difference between sounds made with instruments. Power of Reading- What makes a good friend. Create a friendship card.</p>	<p>Literacy-Reading & Writing: Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. To develop children's listening skills and awareness of sounds in the environment. Further development of vocabulary and children's identification and recollection of differences between sounds.</p> <p>Mathematics: Numbers:</p> <ul style="list-style-type: none"> Recites some number names in sequence. Selects a small number of objects from a group when asked. Uses some number names accurately in play. <p>Uses some number names and number language spontaneously.</p> <p>Exploring & Using Media & Materials: Realises tools can be used for a purpose.</p>

	<p>Maths- Counting and recognition. Number rhymes.</p> <ul style="list-style-type: none"> • Toothbrush number recognition game. <p>Expressive Arts & Design-Use art materials To use a variety of art and craft materials to create a scene of Claude and Sir Bobblysock on one of their adventures.</p> <p>Topic: Learn brush your teeth rhyme. Talk about the role of the dentist. Sort foods into good and bad for our teeth. Talk about keeping teeth healthy and cleaning our teeth.</p>	<p>Expressive Arts & Design- Being Imaginative: Create simple representations of objects.</p> <p>Understanding the World-The World: Talk about why things happen and how things work.</p>
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Half Term

<p>Police Week 9-10</p> <p>5th-16th Nov</p> <p>Police How do the police keep us safe?</p> <p>Phonics Workshop</p>	<p>English-Daily phonic sessions and activities- General Sound Discrimination Body Percussion. Power of Reading- Write a postcard to Mr and Mrs Shiny Shoes. Reciprocal reading session.</p> <p>Maths- Counting and recognition. PC Sam wants to collect lots of fingerprints for her computer data base. Each card says how many prints are needed. Children to use numicon to help them make the correct amount. Children to compare different sets of finger prints.</p> <p>R.E- God Our Father cares for us. To learn about ways in which we care for each other through activities and discussion. To know that Father Anton and other priests do a special job for God in caring for the church building and the people.</p> <p>Maths-Number sequencing. PC Sam likes the police officers to drive their cars into the carpark in the correct order. But down at the police station they got a bit muddled up. Children to sequence Sam's cars so they are in the correct order.</p> <p>English-Daily phonic sessions and activities- Rhythm and Rhyme Tuning into sounds. Power of Reading- Make wanted posters for the masked lady.</p> <p>Topic: Make a police car using junk modelling materials.</p>	<p>Literacy-Reading & Writing: Listens to stories with increasing attention and recall. Knows information can be relayed in the form of print. Sometimes gives meaning to marks as they draw and paint. Suggests how the story might end.</p> <p>Mathematics-Numbers:</p> <ul style="list-style-type: none"> • Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Begins to make comparisons between quantities. Uses the language of quantity such as 'more' and 'a lot'. • Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. <p>PSED: Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, with support.</p> <p>Exploring & Using Media & Materials: Joins construction pieces together to build and balance.</p> <p>Understanding the World- Has a sense of own immediate family and relations. Shows interest in different occupations and ways of life.</p>
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<p>Week 11-12</p> <p>19th – 30th Nov</p> <p>Lollipop People</p> <p>How can we stay safe near roads?</p>	<p>English-Daily phonic sessions and activities. Alliteration-Tuning into Sounds Power of Reading- Children to think of questions to ask the museum manager in a hot-seating activity. Then in small groups children roleplay the scene at the museum. Reciprocal reading session.</p> <p>Mathematics- Shape, Space & Measures: 2D Shape People Who help us in school. Children to go on an environmental shape hunt around school. Naming, matching and sorting environmental shapes.</p> <p>R.E- God Our Father cares for us. To know that when we hurt people by the things we say or do we say sorry to each other.</p> <p>English-Daily phonic sessions and activities. Voice sounds. Power of Reading- Children to make a Claude in the City story map.</p> <p>Mathematics- Shape, Space & Measures: 2D Shape Mrs Butler’s lollipop sign is a circle but in different countries the people who help us to cross the road can hold a sign with a different shape. Children design and make their own lollipop crossing stick talking about the shapes used.</p> <p>Topic: Children to make road crossing cookies.</p>	<p>Literacy-Reading & Writing: Beginning to be aware of the way stories are structured. Describes main story settings, events and principal characters. Sometimes gives meaning to marks as they draw and paint.</p> <p>Mathematics- Shape, Space & Measures:</p> <ul style="list-style-type: none"> Shows interest in shapes in the environment and is aware of similarities of shape. Beginning to talk about the shapes of everyday objects. Beginning to categorise objects according to shape. <p>Mathematics- Shape, Space & Measures:</p> <ul style="list-style-type: none"> Notices simple shapes in pictures. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses shapes appropriately for tasks. <p>Understanding the world People and communities- Shows interest in different occupations and ways of life. The World- Talks about why things happen and how things work.</p> <p>Expressive Arts and Design Exploring and using media and materials Beginning to be interested in and describe the texture of things.</p>
<p>Weeks 13-15</p> <p>3rd-21st Dec</p>	<ul style="list-style-type: none"> Assessment (Letters and Sounds assessment) Writing assessment Arbor Autumn assessments. Practise showcase Children’s showcase <p>Advent-Getting Ready Christmas-Mary the Mother of Jesus</p> <ul style="list-style-type: none"> Learning about the Christmas story Christmas activities- making Christmas cards and calendars. <p>Christmas concert</p> <ul style="list-style-type: none"> Practise Christmas concert Perform to parents/carers 	<p>Expressive Arts and Design- Being Imaginative: Plays alongside other children who are engaged in the same theme. Create simple representations of objects.</p> <p>Using Media & Materials: Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>RE- Christmas Be able to sing simple songs, re-enact parts of the story and sequence pictures with captions. Be able to empathise simple with some of the thoughts and feelings of the characters involved.</p>