

Term Five

Area of Learning: Communication and Language

“The development of children’s spoken language underpins all seven areas of learning and development” EYFS Statutory Framework. Every day we listen to stories and poems, instructions and guidance to improve attention, knowledge and vocabulary. Every day we talk to adults and other children about things that we find interesting. Adults comment on what we are doing, offer suggestions and in this way language is modelled and new vocabulary introduced. In our play we practise turn taking and negotiating, and use the modelled language. We have opportunities for role play, both indoors and outside, where our imaginations can freely run and we can use our spoken language to share this with others.

Area of Learning: Personal, Social and Emotional Development

PSHE

Focus: Being my Best

Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: Bouncing Back When Things Go Wrong Feel resilient and confident in their learning	We can all have another go if things go wrong	Bounce Back - to recover after a setback Try again - To give something another chance
2: Yes I Can! Learn and use strategies or skills in approaching changes	The phrase “I can try...” can help us to try something tricky	Challenging - Something difficult
3. Healthy Eating Understand that they can make healthy choices	Eat a variety of foods to be healthy	Food - That which we eat to provide energy Grow - To increase in size
4. My Healthy Mind Name and discuss different types of feelings and emotions	Our minds need to be healthy as well as our bodies	Exercise - Moving your body Healthy - When nothing is wrong
5. Move Your Body Name and recognise that healthy choices can keep us well	Exercise keeps our bodies healthy	Heart - Organ that pumps blood around the body Muscles - Used to move our bodies
6. A Good Night’s Sleep Name and recognise that healthy choices can keep us well	Regular, sufficient sleep keeps us healthy	Routine - repeatedly doing things in the same way Calm - Peaceful
<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u>	<u>Assessing Key Vocabulary and Definition</u> Children to be observed using the key vocab while doing the tasks.

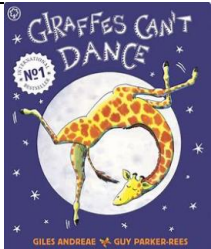
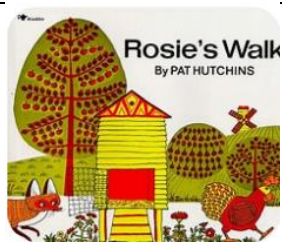
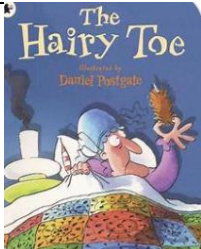
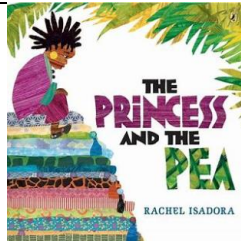

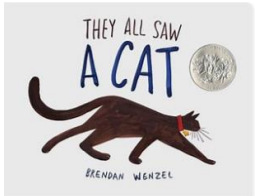
Area of Learning: Literacy



Every day we learn phonics using our chosen phonics scheme, Little Wandle. Every day we use our phonics to segment and write words. We focus on a new tricky word every day too. We read three times each week to an adult, then we take the book home to share. We choose a library book to take home on Wednesdays to share. We take home a "Bug Club" book on Wednesdays to read at home, using our phonic knowledge.



We practise writing every day through Drawing Club. We are inspired by a new book or animation each week. We then innovate our own ideas from these sources. We write a "code" to make something amazing happen. This term we are writing whole sentences for our code. We use grapheme mats and lists of tricky words to help us with our writing. Every day we focus on the correct formation of a letter, learning these through their letter families. We get our body parts, large and small, ready for writing, using Dough Disco or Wiggle and Squiggle every day. We have access to lots of different writing materials, including clipboards, so we can take our writing outside. Each week we learn a new nursery rhyme

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				 Cartoon	
Two little dickie birds	Queen of Hearts	See Saw Margery Daw	Pease porridge hot	Jack Sprat	Diddle Diddle Dumpling

Area of Learning: Mathematics



Every day we learn about number using our chosen Mastering Number scheme, NCETM. We listen and interact with the teacher. Sometimes a friendly giraffe puppet comes to help. We then do other tasks, both practical and written, with adults helping us.

Counting larger sets and things that cannot be seen	Subitising to 6	Composition- "5 and a bit"	Composition of 10	Comparison-linked to ordinality	Consolidation of all knowledge and skills taught this term.
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We learn about Shape, Space and Measurement each week, using our chosen scheme, White Rose.

Compare size	Compare mass	Compare capacity	Explore simple patterns	Copy and continue simple patterns	Create Simple Patterns
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Area of Learning: Understanding the World		
Science		
Focus: Our Beautiful Planet		
Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: Exploring Outdoors To recognise some ways to look after the planet	Natural “things” are not made by people.	Human made - created by people Natural - created by the world
2: Plants To identify and name plants	Different plants have different names	Flower - The flowering part of a plant Leaf - The part where photosynthesis happens
3. Exploring Plant Parts To identify and name plant parts	Different parts of plants have different names	Roots - The part that’s underground Stem - The part that joins the leaves and flower to the roots
4. Planting Seeds To explore what helps seeds grow	Sunshine (light and heat) and water will help seeds germinate and grow	Seed - Produced by a plant in order to reproduce Germinate - When a seed begins to grow a shoot
5. Caring for the Earth To recognise some ways to look after the planet	It is everyone’s job to look after the planet	Care - To look after Earth - The planet we live on
<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> What could you do to look after the world?	<u>Assessing Key Vocabulary and Definition</u> Children to be observed using the key vocab while doing the tasks.
Religion and World Views		
Focus: Why are some things Special?		

Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: What Is Special To You? Discussing things that are special and exploring why they are meaningful	Objects can be special and meaningful	Respect - Having due regard for
2: What Makes Prayer Beads Special? Recognising that some people from different religions use beads to help them when they are thinking about God	Prayer beads are used by Christians, Hindus and Muslims when praying	Prayer beads - Beads on a string used in prayer Prayer - Talking to a deity you have faith in
3: What Are Special Symbols? Understand that symbols have special meanings for different people	Many faiths have a symbol	Symbol – A representative figure or sign
4: Why Are Some Books Special? Recognising that some books are special to people for different reasons	Religious texts should be treated with respect	Bible - Christian religious text Qur'an - Islamic religious text
5: Why Are Some Candles Special? Describing why candles are special to some people by identifying how they are used for different reasons	Candles are significant in many different ways	Candle - A wick dipped in wax which when lit, produces light and heat
<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> Children to talk about special places	<u>Assessing Key Vocabulary</u> Children to be observed using the key vocab while doing the tasks

History

Focus: Adventures Through Time

Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: Family Tree To begin to understand the concept of generations.	We all come from a family with different generations	Family - a group of two or more persons related by birth, marriage, or adoption Generations - a group of people born and living during the same time
2: My Achievements To recognise special achievements	We can courageous and have achievements ie swimming badges, karate belts.	Achievement - Working to the best of your ability and being rewarded for the effort you put into it

		Courageous - making good choices in the face of fear or obstacles. It's another term for bravery.
3: Wearing the Crown To recognise some special items associated with kings and queens.	King Charles is our current king and Queen Elizabeth was his mother.	King - a male ruler of a country who usually inherits his position and rules for life Queen - a female sovereign who is the official ruler or head of state Royalty - a group of royals, or kings and their extended families
4: Picture Detective To understand that the environment around us changes as time passes.	Pictures and photos show us what it was like in the past.	Cart – a piece of equipment with wheels that a horse pulls along. Fan – a flat object that is waved to move air around. Hoop – a circular toy that can be rolled.
5: Transport Through Time To compare modes of transport of the past with the present.	Transport has changed over time ie steam trains to electric trains.	Transport - all the methods people use to move themselves and their goods from one place to another Steam train - a train pulled by an engine powered by steam
<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> Children to be observed during matching activities throughout the terms	<u>Assessing Key Vocabulary and Definition</u> Observation of children during adult led activities.

Area of Learning: Expressive Arts and Design		
Music		
Focus: Transport		
Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: Exploring Different Types of Transport To explore creating sound effects	Different sounds can be made with your voice	Voice - the sounds you make using your mouth and associated parts.
2: Trains To explore making sounds at different speeds	Music can be represented by a score	Tempo - the speed of the music Score - written sounds

3: Boats To explore moving to different tempos	The tempo of music can change	Tempo - the speed of the music
4: Cars To interpret symbols to show a change in speed	Tempo can be represented on a musical score	Fast - Sounds which have a fast tempo Slow - Sounds which have as slow tempo
5: Transport Journey To interpret a simple score to show tempo changes.	You can follow a musical score	Faster - an increase in tempo Slower - a decrease in tempo
<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> Children follow a score	<u>Assessing Key Vocabulary</u> Children use Key Vocabulary to describe sounds.

Art
Focus: Sculpture and 3D: Creation Station

Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: Clay To explore clay and it's properties	Clay can change shape	Clay - a type of mud that can harden
2: Playdough To explore playdough and it's properties	Playdough can change shape	Playdough - a soft, malleable material made from flour
3: 3D Landscape Art To create natural 3D landscape pictures using found objects	Art can be created from natural materials	Collage – artwork created by (usually) sticking pieces together
4: Designing Animal Sculptures To generate inspiration and conversation about sculpture art and artists	People have always created sculptures	Sculpture - an artwork in 3D
5: Creating Animal Sculptures To begin making a 3D clay sculpture using the designs created last lesson	Sculptures can be made from clay	Techniques - Ways to manipulate the clay
6: Painting Animal Sculptures To make a 3D clay sculpture using the designs created last lesson	Sculptures can be enhanced by paint, but this is not always necessary	painting - Putting paint onto a surface
<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> Children can create a sculpture	<u>Assessing Key Vocabulary</u> Children use Key Vocabulary when working

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Computing Focus: Data Handling: Introduction to Data		
Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: Loose Parts Play Children sort and categorise objects	Objects can be grouped together according to common attributes	Sort- group things together according to common attributes
2: Sorting Ourselves Children sort themselves into groups based upon given categories before undertaking this activity independently	Objects can have many attributes	Categorise- to sort categories
3: Yes or No? Children respond to Yes/No questions as an introduction to branching databases	Sorting Data can be used to group objects	Data- information
4: Creating a Branching Database Children learn branching databases through physical sorting and categorising	A branching database can be used to sort objects	Database- Where information is stored
5: Exploring pictograms Children learn to interpret a basic pictogram	You can show data on a pictogram	Pictogram- a type of graph
<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> Children can explain how they have sorted a group of objects	<u>Assessing Key Vocabulary</u> Children use Key Vocabulary when working.