

Term Six

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: Growing and Changing

Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: Seasons Understand that there are changes in nature	The four seasons are a continuous cycle	Autumn - A season of the year Season - in Britain the year is divided into 4 seasons
2: Life Stages: Plants, Animals, Humans Understand that there are changes in nature and humans	Animals and humans have life cycles	Life Cycle - Reproductive cycles
3. Life Stages: Human Life Stage-Who Will I Be? Name the different stages in childhood and growing up	Humans grow from babies to adults	Baby - First stage in human life cycles Old Age - Final stage in human life cycles
4. Where do Babies Come From Understand that babies are made by a man and a woman	Babies develop in women’s wombs	Egg - Female part needed to create an embryo Sperm - Male part needed to create an embryo
5. Getting Bigger Understand that some characteristics are inherited	Some characteristics are inherited from our biological parents	Messages - DNA and genes
6. Me and My Body-Girls and Boys Use the correct vocabulary when naming the different body parts.	Some parts of our bodies are private	Vulva - The visible part of female genitals Penis - Part of male genitals
<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. 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 practise blending sounds together to make words. We practise segmenting words to hear the sounds contained. We practise writing words using our phonics. We practise reading and spelling tricky words.

Throughout the term we will continue to practise our handwriting. We do large movements with beanbags and felt tips to develop our whole bodies. We lie on our tummies to engage our core. We squeeze and stretch our fingers to make them strong. We use pencil grips to help us hold our pencils in a tripod grip. We write on lines and are beginning to notice ascenders and descenders.



Every day we write using the Drawing Club approach. Our writing is innovative, creative and full of joy. A different book or cartoon is used each week and we respond to this by writing a “code” which can make something happen. This term we will begin to write more than one sentence, always supported by word cards, letter cards and adults. We will continue to develop our vocabulary through daily “Get up Stand up” vocabulary related to the weekly text.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
					
Polly put the kettle on	1,2 Buckle my shoe	Wee Willie Winkie	Old Mother Hubbard	Little Boy Blue	Oh the Grand of Duke of York

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.

Subitise to 5 Introduce rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number Patterns	Counting
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We learn about Shape, Space and Measurement each week, using our chosen scheme, White Rose.

Rotate, Manipulate and Compose Shapes	Identify and create patterns	Visualise from different positions	Describe positions	Give instructions to build	Explore mapping
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Area of Learning: Understanding the World

Religion and World Views

Focus: Why are Some Stories Special?

Objective	Sticky Knowledge	Key Vocabulary and Definitions
<p>1: How Do Some People Treat Special Books? Recognising that some people treat special books with care by finding out how different people look after them</p>	<p>Some people treat books about God in a special way</p>	<p>Respect- Having due regard for Bible- Christian religious text Qur'an- Islamic religious text</p>
<p>2: What Is Your Favourite Story? Exploring how stories can be special to people for different reasons by discussing their favourite story</p>	<p>Stories can be special to different people</p>	<p>Favourite- The one you like the most</p>
<p>3: What Makes a Story Special? Investigating why some stories are special by listening to a Christian story</p>	<p>The Sower and the Seeds is a Christian story</p>	<p>Choice – What we choose to do Jesus– Christians believe he is God's son</p>
<p>4: What Can We Learn From a Christian Story? Recognising that stories can teach people how to make good choices through discussion</p>	<p>Stories can help us to think about choices</p>	<p>Foolish- Not making good choices Wise- Having knowledge</p>
<p>5: Why Can We Learn From a Hindu Story?</p>	<p>Ganesha's Race Around the World is a Hindu story</p>	<p>Hindu- A religion mostly practised in India Mango- A delicious fruit with a large stone and thick skin</p>

Investigating why some stories are special by listening to and responding to a Hindu story		
<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

Geography

Focus: Around the World

Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: Home or Away To compare features in the local environment to other places around the world	Different places have different geographical features	Geographical features- Words we use to describe our local area
2: Bears UK Travels To compare contrasting places within the UK	The UK is made from 4 different countries: England, Scotland, Wales and Northern Ireland	Mountain A very high hill Field: Land with grass City A place where lots of people live Beach Sand or pebbles next to the sea
3: City or Countryside? To recognise the difference between city and countryside environments	People live in different places	Countryside A place where not as many people live City A place where lots of people live
4: Exploring World Landscapes To compare different landscapes around the world	The world can be represented on a flat map	Postcard A piece of card you can put in the post
5: Desert Explorers To understand the characteristics of desert environments, including climate and landscape	Deserts are dry and often sandy	Sand Dune An area of sand, often with grass Desert A region defined by lack of precipitation
6: Polar Explorers	Antarctica is very cold	Snow Frozen precipitation Ice Frozen water

To explore and understand life in a cold place, comparing and contrasting it with our own lives		
<u>Assessment Tasks</u>	Assessing Sticky Knowledge: Children to create art work relating to the seasons and can talk about what they have done.	Assessing Key Vocabulary Children to be observed using the vocabulary during sessions, explaining what they can see etc.

Area of Learning: Expressive Arts and Design		
Music		
Focus: Big Band		
Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: What Makes an Instrument? To discuss what makes a musical instrument, to use recyclable materials to create a simple representation of a musical instrument	A musical instrument makes a sound	Shake - to move up and down, or side to side Tap - to lightly hit Bang - to hit a little harder Jingle - to shake
2: Introduction to the Orchestra To learn what an orchestra is, to learn about the four different groups of musical instruments	There are four sections in an orchestra	Conductor - the person who tells the orchestra when to play
3: Follow the Beat To copy and follow a beat using an untuned instrument	The beat can be counted in different ways	Beat - the steady underlying pulse of the music
4: Tuned and Untuned Instruments.	Some instruments can play different pitches	Rhythm – the pattern of sound, silence and emphasis Beat - the steady underlying pulse of the music

To experiment with playing tuned and untuned instruments, to play in time to familiar songs		
5: Big Band Performance To choose appropriate instruments to represent different parts of a song, to perform a practised song to a small audience	Some instruments can play different pitches	Pitch - How high or low the note sounds
<u>Assessment Tasks</u>	Assessing Sticky Knowledge Children play and sing together	Assessing Key Vocabulary Children use Key Vocabulary to describe sounds.

DT

Focus: Structures: Boats

Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: Waterproof Materials To understand what waterproof means and to test whether materials are waterproof.	Waterproof materials keep things dry	waterproof: Something that keeps water out
2: Floating and Sinking To test and make predictions for which materials float or sink.	A prediction is making an educated guess	float: to rest on the surface of or be suspended in a fluid sink: to move downward usually so as to be below the surface
3: Boats To compare the uses of boats.	Boats move and float on water	boat: a small watercraft used for fun or for carrying small loads ship: a large boat that can carry passengers or cargo for long distances over water.
4: Investigating Boats To investigate how the shape and structure of boats affects the way they move.	The shape of boats help then float and move in water.	hull: the body, or frame, of the boat mast: a long pole that rises from the bottom of a ship or boat and supports the sails and rigging anchor: a device usually of metal that is attached to a boat or ship by a cable and that when thrown overboard digs into the earth and holds the boat or ship in place
5: Designing Boats To design a boat.	We can use junk to design a boat	junk: articles that we have finished with and might be thrown away
6: Creating and Testing Boats To create a boat based upon their own design.	We can use junk to build a boat	deck: a platform extending from side to side in a ship and forming a floor.

		sail: the big piece of cloth attached to a mast that propels a sailboat through the water by catching the wind.
<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> Children to use knowledge of boat/ship design to build their own boat.	<u>Assessing Key Vocabulary</u> Class Bingo. Can the children describe the process of building their boat/ship and explain the different parts?

Computing		
Focus: Computer systems and networks: Using a computer		
Objective	Sticky Knowledge	Key Vocabulary and Definitions
1: Keyboards Learning what a keyboard is and how to locate relevant keys	Laptops have keyboards	Computer- or laptop Keyboard- the keyboard
2: Logging in and Out Learning to log in and out	You need to log in to use the computer	Log in- accessing the computer Log out- no longer accessing the computer
3: Mouse Control Learning what a mouse is and developing control when using a mouse	Our laptops have track pads, not mice	Track Pad – Instead of a mouse
4: Mouse Control-Clicking Developing basic mouse skills including moving and clicking and using a paint tool	Click by pressing the bottom left corner of the track pad	Click- To press on the bottom left corner of the track pad
5: Mouse Control-Clicking and Dragging Further developing mouse skills, to include the ability to click and drag	You need to use two hands on the track pad	Drag- To move something on a laptop screen

<u>Assessment Tasks</u>	<u>Assessing Sticky Knowledge</u> Children can make marks using Paint	<u>Assessing Key Vocabulary</u> Children use Key Vocabulary to describe sounds.
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