

Prior Learning	Key Vocabulary		Key Knowledge
<ul style="list-style-type: none"> <li>• People celebrate in different ways depending on their culture or religion.</li> <li>• Light is used as a symbol of happiness and safety in many traditions.</li> <li>• Some celebrations happened before I was born.</li> <li>• Understand the words nocturnal, diurnal, habitat, adaptation.</li> <li>• Identify and describe features of nocturnal animals (big eyes, quiet movement).</li> <li>• Understand simple life cycles and diets.</li> <li>• The world has changed over time — technology (torches, lamps) makes night safer and brighter.</li> <li>• Light can come from natural or man-made sources.</li> <li>• The sun gives us light and warmth during the day.</li> <li>• The moon and stars can be seen at night.</li> <li>• In Winter, days are shorter and nights are longer.</li> <li>• Night workers help our communities (police, cleaners, doctors).</li> <li>• People celebrate in different ways depending on their culture or religion.</li> <li>• Light is used as a symbol of happiness and safety in many traditions.</li> </ul>	<b>Habitat</b>	A place where a plant or animal lives	<ul style="list-style-type: none"> <li>• To know that vegetables grow in soil.</li> <li>• Environments are different — woods, towns, fields, and rivers all have special features.</li> <li>• People around the world tell stories to share lessons and traditions.</li> <li>• Natural materials (wood, stone, straw) are used for building and creating things.</li> <li>• Stories can tell us about life in the past.</li> <li>• People used to live differently (different homes, jobs, clothes).</li> <li>• We can learn about different cultures through stories.</li> </ul>
	<b>Materials</b>	What something is made from (like wood, stone, or straw)	
	<b>Construct</b>	To build something	
	<b>Natural</b>	Something that comes from nature, not made by people	
	<b>Tradition</b>	A special way people do things that has been passed down over time	
	<b>Ancient</b>	Very, very old; from a long time ago	



*These are the objectives from the Early Years curriculum that we will be focusing on in the Spring term*

Communication and Language	Personal Social and Emotional development	Physical Development	Communication and Language
<p>We will learn to...</p> <ul style="list-style-type: none"> <li>Learn new vocabulary and use new vocabulary through the day</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Begin to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Listen carefully to rhymes and songs, paying attention to how they sounds</li> <li>Engage in non-fiction books - New life, life</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>Play with peers and teachers, building relationships</li> <li>Share resources with friends</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Express their own feelings and consider the feelings of others</li> <li>Follow school rules and behaviour policies, understanding the reasons we have rules</li> <li>Show confidence when trying new activities</li> <li>Manage their own needs</li> </ul>	<p>We will learn...</p> <ul style="list-style-type: none"> <li>Revise the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace</li> <li>Develop their small motor skills so that they can use a range of tools: suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>Learn new vocabulary and use new vocabulary through the day</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Begin to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Listen carefully to rhymes and songs, paying attention to how they sounds</li> <li>Engage in non-fiction books - New life, life</li> </ul>

<p>cycles, Growth and Seasons</p> <ul style="list-style-type: none"> <li>Describe events in good detail</li> </ul>		<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>Develop overall body-strength, balance, co-ordination and agility</li> <li>Combine different movements with ease and fluency</li> </ul>	<p>cycles, Growth and Seasons</p> <ul style="list-style-type: none"> <li>Describe events in good detail</li> </ul>
<p>Mathematics</p>	<p>Understanding the World</p>	<p>Expressive Arts and Design</p>	<p><i>At Home</i></p>
<p>(White Rose) We will learn to...</p> <ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparing Numbers to 5</li> <li>Composition of 4 &amp; 5</li> <li>Compare Mass (2)</li> <li>Compare Capacity (2)</li> <li>6,7 &amp; 8</li> <li>Making pairs</li> <li>Combining 2 groups</li> <li>Length and height</li> <li>Time</li> <li>9 &amp; 10</li> <li>Comparing Numbers to 10</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Explore the natural world around them (Winter to Spring)</li> <li>Describe what they see, hear feel whilst outside</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>Explore and engage in music making and dance, performing solo or in groups</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> </ul>	<p>You can help us by...</p> <ul style="list-style-type: none"> <li>Reading your child's book with them at least two times per week</li> <li>Discussing what we see in the world around us, for instance, while out shopping or on a walk</li> <li>Encourage writing for different reasons, such as: shopping lists, stories, birthday cards</li> </ul>

<ul style="list-style-type: none"> <li>• Bonds to 10</li> <li>• 3D Shape</li> <li>• Pattern (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries (Farming/ new life)</li> <li>• Recognise some environments that are different to the one in which they live</li> </ul>	<ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independence when getting dressed, eating, taking care of belongings or tidying up.</li> <li>• Counting everyday things (steps, fruit, cups on the table) and noticing numbers around us (number on your front door, number on the bus, numbers on the remote)</li> <li>• Encourage children to cut up their own food with a knife and fork</li> </ul>
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## Be interested in and pose questions/find answers ...

- What is one less than one?
- What number bonds do I know to 5?
- What numbers can I write to 10?
- What is my favourite book? Why?
- What happens during Chinese New Year? How is this different/ the same to our new year celebrations?
- What fairy tales do you know? Can you act them out?
- What happens and the beginning, middle and end of your favourite story?
- What character would you have in your own fairy tale?
- Can I write my first and last name independently?

