

Prior Learning	Key Vocabulary		Key Knowledge
<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>Lifecycle</b>	the whole journey of a living thing from baby to adult	<ul style="list-style-type: none"> <li>•People grow food in gardens and farms.</li> <li>• We need to eat a variety of foods to stay healthy.</li> <li>• Plants need water, light, and warmth to grow.</li> <li>•Animals need food, water, and shelter.</li> <li>• Spring brings new life and longer days.</li> <li>• Babies, animals, and plants all grow and change over time.</li> <li>• Plants need water, light, and warmth to grow.</li> </ul>
	<b>Develop</b>	to slowly grow and change	
	<b>Transform</b>	to change into something new	
	<b>Mature</b>	to become fully grown	
	<b>Hatchling</b>	a baby animal that has just hatched	
	<b>Nurture</b>	to care for something so it can grow	



*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>At Home</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> <li>Bonds to 10</li> <li>3D Shape</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> <li>Recognise some similarities and differences between life in this country and life in other countries (farming/ new life)</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> <li>Create collaboratively sharing ideas, resources and skills</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> <li>Encourage independence when getting dressed,</li> </ul>

<ul style="list-style-type: none"><li>• Pattern (2)</li></ul>	<ul style="list-style-type: none"><li>• Recognise some environments that are different to the one in which they live</li></ul>		<p>eating, taking care of belongings or tidying up.</p> <ul style="list-style-type: none"><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 life cycles do you already know?
- What has changed since you were a baby?
- What signs of Spring can you find when you are out and about?
- Why is Easter a special time in church for Christians?
- Can you write your first and last name?
- Can you write your number bonds to 5? Can you begin to recall them?
- How can we be safe pedestrians?
- Talk to somebody about how to stay safe online





*Acoms Spring 2 Knowledge Organiser*

