

Prior Learning	Key Vocabulary		Key Knowledge
<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>Wildlife</b>	Animals that live in nature	<ul style="list-style-type: none"> <li>• Insects have six legs, three body parts, antennae and most have one or two pairs of wings.</li> <li>• All living things have a life cycle.</li> <li>• Reptiles are animals that have dry, scaly skin and lay eggs.</li> <li>• Birds are animals that have beaks and feathers and lay eggs.</li> <li>• Different countries have different climates and animals.</li> <li>• All living things need food, water, and shelter to survive.</li> <li>• Some animals eat meat (carnivores), others eat plants (herbivores), and some eat both (omnivores).</li> <li>• Explore how people care for animals in zoos and conservations.</li> <li>• Recognise that some insects and animals are endangered and need protection.</li> <li>• Some animals, like dinosaurs, lived a long time ago and are now extinct.</li> <li>• Scientists use fossils to learn about animals from the past.</li> <li>• Minibeasts help the environment e.g. worms improve soil, bees help to pollinate the plants</li> <li>• Animals and minibeasts live in environments that meet their needs.</li> </ul>
	<b>Habitat</b>	an animal's home	
	<b>Conservation</b>	looking after animals and nature	
	<b>Endangered</b>	animals that might disappear	
	<b>Zookeeper</b>	a person who looks after animals	
	<b>Environment</b>	the world around us	



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

Communication and Language	Personal Social and Emotional development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Use new vocabulary in different contexts</li> <li>• 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>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Be able to take turns with others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Know right from wrong and try to behave accordingly.</li> <li>• Think about the perspective of others.</li> <li>• Begin to regulate their behaviour.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:</li> <li>• regular physical activity               <ul style="list-style-type: none"> <li>o healthy eating</li> <li>o toothbrushing</li> </ul> </li> </ul>	<p>We will learn...</p> <ul style="list-style-type: none"> <li>• Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient .</li> <li>• Develop confidence, competence, precision and</li> </ul>	<p>We will learn to ...</p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Read common exception words matched to the school's phonics programme.</li> <li>• Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>

<p>with new knowledge and vocabulary.</p>	<ul style="list-style-type: none"> <li>o sensible amounts of 'screen time'</li> <li>o having a good sleep routine</li> <li>o being a safe pedestrian</li> </ul>	<p>accuracy when engaging in activities that involve a ball.</p>	
<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>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Count beyond 20.</li> <li>• Automatically recall number bonds for numbers 0-10.</li> <li>• Subitise.</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map (revisit)</li> <li>• Explore the natural world around them (Spring to Summer)</li> <li>• Describe what they see, hear and 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>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<p>You can help us by...</p> <ul style="list-style-type: none"> <li>• Sharing books and stories every day (recording in reading record)</li> <li>• Reading your child's book at home which has been sent in their book bag (books changed every Thursday)</li> <li>• Discussing what we see in the world around us, for instance, while out shopping or on a walk</li> <li>• Looking for signs of Spring/Summer together</li> <li>• Encourage writing for different reasons, such</li> </ul>

			<p>as: shopping lists, stories, recipes, birthday cards</p> <ul style="list-style-type: none"><li>• Encourage independence when going to the toilet, getting dressed, eating or tidying up (Choose it, use it, put it away)</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>• Practising number formation</li></ul>
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## *Be interested in and pose questions/find answers ...*

- *What signs of Spring/Summer can you see outside?*
- *What number bonds do I know to 5? 6? 7? 8? 9? 10?*
- *What numbers can I write to 20 and beyond?*
- *What is my favourite book? Why?*
- *What animals might we see at the zoo/farm?*
- *What animals do I know that live in hot/ cold countries?*
- *Can I write a simple sentence using cursive writing?*
- *What 3D shapes can I name?*
- *Can I begin to use capital letters/ full stops?*
- *What doubles to 10 do I know?*
- *Can I write my first and last name independently?*





*Acorns Summer 1 Knowledge Organiser*

