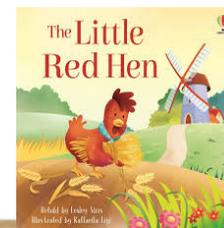
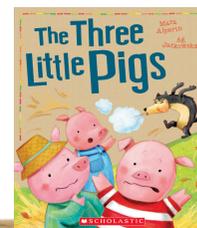
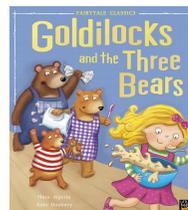
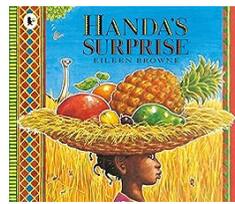
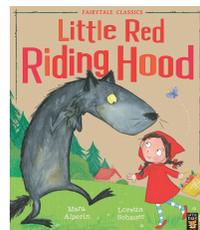


Prior Learning	Key Vocabulary		Key Knowledge
<ul style="list-style-type: none"> To learn about different nocturnal animals. To learn about animals who hibernate through the winter and how they prepare. To learn what Christmas looks like around the world and how different cultures celebrate. To learn about Hanukkah and look at similarities and differences between communities around the world. To know the story of the birth of Jesus and why Christmas is such an important time for Christians. 	Forest	A large area with lots of trees where animals live.	<ul style="list-style-type: none"> Forests, rivers, and gardens are different environments. Stories can be about things that happened long ago or now. (old-style furniture, cooking and household items). Stories teach us lessons. People in different places have different stories and ways of living. People lived differently in the past. Children can compare materials and homes then vs. now. Animals live in environments suitable for their needs. Different stories feature different animals, reflecting local environments. Natural objects like wood and leaves come from these environments.
	Past / Long Ago	A time before now, when people lived differently.	
	River	A flowing body of water where plants and animals can live.	
	Home	The place where people or animals live.	
	Nest	A home that birds make to lay eggs and keep their babies safe.	
	Garden	A place near a house where people grow flowers, vegetables, or fruit.	



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

<i>Communication and Language</i>	<i>Personal Social and Emotional Development</i>	<i>Physical Development</i>	<i>Literacy</i>
<p>We will learn to...</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Develop their pronunciation 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Understand gradually how others might be feeling • Remember rules without needing an adult to remind them • Select and use activities and resources, with help when needed • Play with one or more other children, extending and elaborating play ideas • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Use one-handed tools and equipment with some control • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly • Use a comfortable grip with good control when holding pens and pencils 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Complete their jigsaw name • Write some or all of their name, using tracing sheets. • Engage in extended conversations about stories, learning new vocabulary • Clap the syllables in words • Listen to rhyming stories • Engage in storytimes and access books in the reading area, turning pages and noticing print
<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts and Design</i>	<i>At Home</i>

<p>We will learn to...</p> <ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') • Secure to 3 • Recite numbers past 5 • Solve real world mathematical problems with numbers up to 5 • Talk about and explore positions • Make comparisons between objects relating to size, length, weight and capacity 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant and an animal • Begin to understand the need to respect and care for the natural environment and all living things • Use all their senses in hands-on exploration and talk about what they see 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Remember and sing entire songs • Sing the pitch of a tone sung by another person • Use drawing to represent ideas like movement or loud noises • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures 	<p>You can help us by...</p> <ul style="list-style-type: none"> • Sharing books and stories every day • Discuss what we see around us when out and about • Encourage independence when getting dressed, eating and tidying up • Counting everyday things (steps, fruit, cups on the table) • Notice numbers in environment (house numbers, buses etc) • Encourage children to cut up their own food with a knife and fork
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We will be interested in and pose questions/find answers

- Do you notice a change in the weather? Can you spot signs of winter/spring?
- What type of clothing do we wear in this season?
- What street do you live down? What is your village called?
- Do you have any woods/rivers/gardens near you?
- During RSPB Big Garden Birdwatch Week, can you spot any birds at home? Can you name any?

