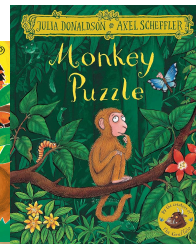
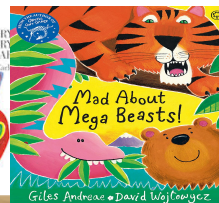
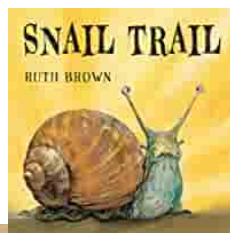


Prior Learning	Key Vocabulary		Key Knowledge
<ul style="list-style-type: none"> • Forests, rivers, and gardens are different environments. • Stories can be about things that happened long ago or now. (old-style furniture, cooking and household items). • Stories teach us lessons. • People in different 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. 	<p>Minibeast</p>	<p>small creatures like insects, worms, and snails.</p>	<ul style="list-style-type: none"> • Minibeasts live where they have food, water, and shelter. • Minibeasts look different from each other e.g. some have wings and some don't. • Living things grow and change over time. • Caterpillars can become butterflies. • Learn about animals and minibeasts in different places. • People care for animals in different ways. • We can help animals by looking after their habitats. • Animals live where they have food, water, and shelter. • Some animals eat plants, some eat other animals, some eat both. • Some animals lived long ago and are now extinct. • Talk about animals they have seen. • A bee is a small living thing. Bees make honey. • Bees live in hives.
	<p>Habitat</p>	<p>the place where animals or minibeasts live.</p>	
	<p>Extinct</p>	<p>animals that lived long ago but are no longer alive.</p>	
	<p>Hive</p>	<p>where bees live.</p>	
	<p>Animal</p>	<p>a living thing that needs care</p>	
	<p>Shelter</p>	<p>a safe place for animals to rest or hide.</p>	



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"> • Sing a large repertoire of songs. • Use a wide range of vocabulary. • Understand 'why' questions. • Use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". • Start a conversation with an adult or a friend and continue it for many turns. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Continue to develop pronunciation and communication, May have problems with irregular tenses, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Find solutions to conflicts and rivalries. • Talk with others to solve conflicts. • Understand gradually how others might be feeling. • Increasingly follow rules, without an adult reminder, understanding why they are important. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop appropriate ways of being assertive. • Understand and consider how others might be feeling. 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Use one-handed tools and equipment with increasing control. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use a comfortable grip with increased control when holding pens and pencils. 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Write some letters accurately (RWI sessions) • Write some or all of their name • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Engage in rhyming games. • Suggest initial sounds (RWI sessions) • Understand the five key concepts about print.

	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. 		
Mathematics	Understanding the World	Expressive Arts and Design	At Home
<p>We will learn to...</p> <ul style="list-style-type: none"> • Link numerals and amounts, up to 5 using the cardinal principle. • Show 'finger numbers' up to 5. • Experiment with their own symbols and marks as well as numerals. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'round' • Compare quantities using language: 'more than', 'fewer than'. Subitise and compare as they explore one more and one less. • Understand position through words alone – for example, "The bag is under the table," – with no pointing 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Explore collections of materials with similar and/or different properties. • Continue to develop positive attitudes about the differences between people. • Show interest in different occupations. • Talk about what they see, using a wide vocabulary. 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Play instruments with increasing control to express their feelings and ideas. • Create their own songs, or improvise a song around one they know. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Begin to develop complex stories using small world equipment. 	<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

<ul style="list-style-type: none">• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'			
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We will be interested in and pose questions/find answers

- What animals have you seen before? Where did you see them?
- Which animals did you like best? Why
- Where do animals live at home, in the wild, or at the zoo?
- Can you find a safe place where a minibeast or insect might hide?
- Have you helped feed a pet, bird, or insect before?
- What can you hear, see, smell, or touch in nature?
- Can you spot tiny minibeasts in the garden or park?





Conkers Summer 1 Knowledge Organiser

