

Prior Learning	Key Vocabulary		Key Knowledge
<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>Coast</p>	<p>the land next to the sea</p>	<ul style="list-style-type: none"> • We care for the environment by keeping beaches and oceans clean. • Families visited the seaside in the past and today. • Some things have changed over time. • Fish have tails to swim. Other animals have different body parts to help them move and live. • Different animals live in different habitats • Crabs and starfish could be found in a rockpool. • Some things float, some sink. • Water can change from solid to liquid. Beaches have sand, sea, shells and cliffs. • Different animals need different environments to live.
	<p>Sea</p>	<p>a large area of salt water</p>	
	<p>Ocean</p>	<p>a very big sea</p>	
	<p>Rockpool</p>	<p>a pool of seawater left between rocks at the beach</p>	
	<p>Freezing</p>	<p>when water turns into ice</p>	
	<p>Melting</p>	<p>when ice turns into water</p>	



These are the objectives from the Early Years curriculum that we will be focusing on in the Summer 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"> • 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. • Make healthy choices about food, drink, activity and toothbrushing. 	<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.

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 • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<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

We will be interested in and pose questions/find answers

- What do you think you would see if we visited the beach?
- Why is it important to keep the sea and beach clean?
- What can we do at home to help the environment?
- What rubbish might harm animals in the ocean?
- What are you looking forward to when you become an Acorn?
- Can you teach me something new about the beach or animals?

