

Personal, Social and Emotional



Dreams and Goals

- I know what a challenge is
- I know what it means to persevere
- Setting goals
- How can we overcome obstacles
- When it is okay to seek help
- How we can achieve our goals
- Different jobs

Vocabulary: challenge, goal, problem, persevere.

Knowledge of the world

Winter weather, solids and liquids, people who help us

I can talk about:

- what happens when the season changes to Winter? Is it Winter everywhere? A look at the North and South Pole, its weather and the animals which live there. Who is David Attenborough and how did he see the frozen planet?

(Weather is much colder and we experience ice, snow and rain, days are shorter and darker, we dress differently to protect ourselves in the cold)

- what is a solid and what is a liquid?

(I can talk about why ice or frost appears outside (change of air temperature freezes water. I know that this is a liquid turning into a solid. I can make observations of ice and how it goes from a solid into a liquid. I can talk about how some things change state quickly (through heat) and how we can reverse this by freezing it again.)

- Superheroes in our community – who are they and what do they do?

Vocabulary: solid, liquid, material, ice, water, reverse, freeze, temperature,



YR LEARNING OVERVIEW T3

Termly value: Honesty
Learning Gem: Sapphire Power



Communication, Language & Literacy

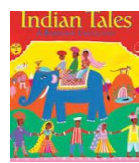
Traditional tales

I can:

- Recall the sounds: qu, ch, sh, th, ng, ai, ee igh oa oo ar or
- Read word lists 13 to 18 (overleaf)
- Read tricky words: He she we be me was my you so all are
- Segment and blend CVC words
- Understand the structure of a traditional tale
- Talk about the characters and setting in a story.
- Retell a story using story language from a book and using pictures to help me.
- Retelling a story using props.
- Answering questions about characters, events, settings – ordering the story in sequence.
- Use my sounds to write labels.
- Use some clearly identifiable letters to convey meaning. Break the flow of speech into words. attempt to write a short sentence (ending of a



story). **Vocabulary:** characters, setting, events, traditional, tale, story, fiction



Physical Development

Gross motor skills

Dance Unit 1: Heads, shoulders, knees & toes. Exploring how our bodies move

Dance unit 2: Places. Copy repeat and explore actions in time with music.

Fine motor skills Continuing with daily finger strengthening activities which help develop strength for pencil grip

Expressive Arts & Design



- Look at Kandinsky's work: colour and shape.
- Select different paint brushes and colour to to make our own paintings.
- Explore colour mixing through primary colour
- DT: joining materials in different ways: skills
- Undo, erase and clear images I create with ICT
- Explore song, actions, call and response through Charanga music scheme: Big Bear Funk



Vocabulary: light, dark, primary colours, mix, shade, tone, bright, pattern, repeat, loud, soft, beat, rhythm.

Maths

Looking closely at 0-5 – (find, write and subitise).

Find one more/ one less and composition of 0-5

Mass & Capacity

Growing 6,7,& 8 (find, represent, one more/less, composition.

Making pairs – odd and even

Doubles to 8

Combining two groups

Length – Explore and Compare.

RE



Which stories are special and why?

I can talk about:

- Some religious stories from different faiths.
- My feelings about religious stories that I hear
- Recognise some religious words
- Identify a religious text

List 13

New sounds: qu, ch

quit
quick
quilt
chin
much
chest
check

List 14

New sounds: sh, th

with
them
thick
thin
think
shut
wish
fish
shop
ship

List 15

New sounds: ng, ai

thing
ring
bang
strong
long
raining
brain
stain
train
bring

List 16

New sounds: ee, igh

see
meet
feeling
cheek
steep
light
bright
might
fright
night

List 17

New sounds: oa, oo

goat
boat
moan
groan
foot
cook
hook
mood
broom
moon

List 18

New sounds: ar, or

part
far
yard
start
card
fork
torn
port
fort

Sticky Knowledge



By the end of this term I will know:

- That ice is a solid and water is a liquid.
- That in winter days are shorter, darker and colder.
- Winter weather normally consists of rain, snow, ice and fog.
- Key names of emergency services: fire, police, ambulance.
- Primary colours: red, blue, yellow.

Curriculum Drivers

Arts: We will be exploring the work of Kandinsky and using this to explore, colour & pattern.



Spirituality: We will be sharing our feelings about stories we have heard. How do they make us feel? What are the morals in stories and how do we feel about them? We will learn what it means to be honest.

Spirituality Day 1 -

Community: Learning about Emergency Services and their role in helping us in the community.

Maths – Fast Facts

Write numbers 0 -10 in digits
Count forwards and backwards from 0 -10
and 10 - 0.