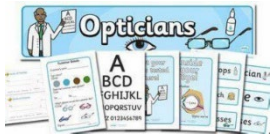
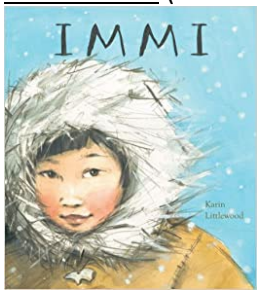
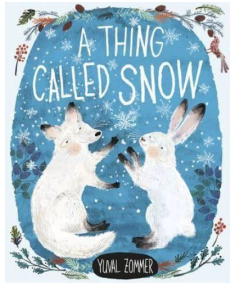
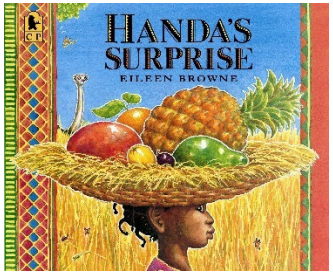
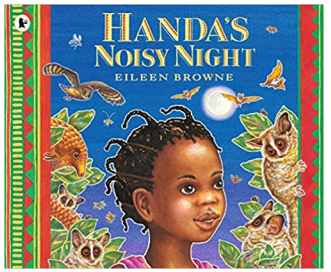
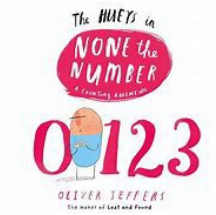
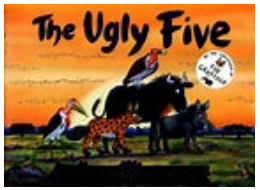
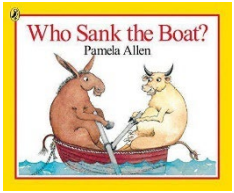
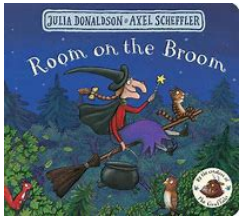
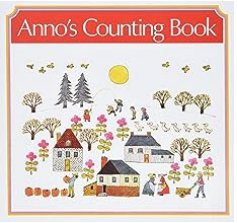
Topics: From Polar Bears to Parrots: Arctic Canada to Kenya **People Who Help Us: Opticians and Dentists**     	
	Key Knowledge and Vocabulary
Communication and Language	I can learn and use new vocabulary (see bold highlighted words throughout). I can begin to talk with my **talk partner** and listen to what they say (by sharing their answers). I can begin to describe events in detail. I can begin to articulate my ideas in well-formed sentences. I can engage in story times by joining in repeated refrains. I can ask and answer questions. I can learn rhymes, poems and songs (also see EAD Music for details). I can engage in non-fiction books (see UTW and Literacy). I can take on a role in our role play (see EAD)
PSED	I know some ways to keep **healthy**. I know that some foods are **healthy** and some foods are **not healthy**. I can use **cutlery** to **cut** and eat my food. I know that I have to **clean** my **teeth** twice a day using a toothbrush and toothpaste. I can begin to show resilience when faced with a challenge, with adult support if needed. I can begin to express my feelings in a group and consider the feelings of others. I can **take turns** when playing games in class (e.g. by playing simple **dice** games with my friends), with adult support. (Jigsaw: Dreams and Goals) I understand that if I **persevere** I can tackle **challenges**. I can tell you about a time I didn't give up until I **achieved** my **goal**. I can set a **goal** and work towards it. I can use **kind** words to **encourage** people. I understand the link between what I learn now and the jobs I might like to do when I am older. I can say how **I feel** when I achieve a goal and know what it means to feel **proud**. 

Physical Development	<u>Gross motor</u> I can **jump** in different ways. I can **balance** along a line in different ways. <u>*(Primary Steps in PE)*</u> *Strength and Balance* I can develop my strength (upper and lower body, push/pull) I can develop my core strength (body shapes: star, stone, stretch, dish, one leg and passing objects with feet) I can develop my posture (body shapes inc. pencil, straddle, tuck, side bend, pike, hand positions) I can develop my coordination (balance in different ways with different body parts on the floor e.g. hand and foot) I can balance on the apparatus I can mirror the balances of my partner *Object control continued* I can carry large objects in different ways I can carry small objects in different ways I can carry objects over and under obstacles I can dribble a large ball <u>Fine motor</u> I can use **cutlery** to **cut** and eat my food. I can form my level 2 graphemes correctly. I can begin to from my level 3 graphemes correctly. I can use scissors to cut (see also EAD).

Literacy	(see also C&L) <u>Phonics (Word Reading)</u> I can recognise 24 Level 2 graphemes. I can **blend** to read CVC words containing graphemes I know. I can use my **reading finger** to help me read words. I can recognise the Level 3 graphemes. I can begin to recognise Level 3 graphemes. I can read the level 3 tricky words: **he, my, we, me, be, was, all, you, they, she, here, are**. <u>Phonics (Writing)</u> I can write the Level 2 tricky words: **I, the, to, no, go**. I can write CVC words. I can begin to write short captions. <u>Comprehension</u> I can engage in story times by joining in repeated refrains. I can ask and answer questions about books we are reading in a small group. I can begin to **re-tell** stories I know well. <u>Focus stories</u> (see weekly book sheets for focus vocabulary)    

Maths	I can orally count to 20. I can count backwards from 10. I can **subitise** to 5 (perceptually). I can begin to **subitise** bigger numbers (5 to 8) contextually. *Alive in 5* I can recognise **zero** and know what it means to add and take away 0. I can find 0 to 5 I can subitise 0 to 5. I can represent 0 to 5. I can recognise and say 1 more. I can recognise and say 1 less. I can explore the composition of numbers from 0 to 5. Maths songs Five little monkeys jumping on the bed. Alice the camel. Maths stories      *Mass and capacity* I can compare mass. I can find a balance. I can explore capacity. I can compare capacity.

Understanding the World	<u>The Natural World</u>  <u>*Seasons - Winter*</u> Seasons – I know that there are four seasons: Autumn, Spring, Summer, **Winter**. I know that the months of **December, January** and **February** are in the season of Winter. I know that in **Winter**, the temperature gets very **cold** and the hours of **daylight** get shorter so it is **darker** earlier than in Summer. I can talk about some of the common weather in winter like **rain, frost** and **snow**. I can talk about some of the clothes we wear in Winter to keep warm and dry: **welly boots, hat, scarf, gloves, raincoat**. I know that many trees have no leaves in **Winter**. I know that some trees don't lose their leaves at all as they keep them all year. I know that animals like squirrels begin to **store** food including nuts for Winter by burying them in the ground. <u>People, Culture and Communities</u>  <u>*Canadian Arctic and Kenya*</u> I know that some countries are **different** to the one I live in. I know that some countries are much **hotter** and some are much **colder**. I can talk about some similarities and differences between countries (**same**/**different**). I know that the Canadian Arctic is much colder and has lots of **snow**. I know that animals like **polar bears, arctic fox, arctic hare, whales, caribou, narwhals** and the **Snowy Owls** live in the Canadian Arctic.  I know that Kenya is often much hotter and has lots of **sunshine** and not much **rain**. I know that animals like **monkeys, zebras, giraffes, ostriches, antelopes** and **parrots** live in Kenya. I can talk about some stories set in Canada like Immi and in Kenya like Handa's Surprise. I know that people live differently in the Canadian Arctic (like Immy who is Innuit and fishes for food) and Kenya. <u>Additional science outcomes</u> I can begin to use some scientific apparatus with care: **magnifying glass, tweezers**. I can observe plants and animals and talk about what is the **same** and what is **different** between them. I can observe plants and animals and talk about some **changes** which may occur. I can talk about what is the **same** and what is **different** between materials. (continued over)

	<u>R.E./Sikhi</u> I know **my own religion** and can talk about where I go to **pray**. I can talk about some of the things you do and see in the Gurdwara (remove shoes, **Guru Granth Sahib Ji, Nishaan Sahib**). *January: Guru Gobind Singh Ji Gurpurab* I can talk about **Guru Gobind Singh Ji**.  *<u>Other important festivals and celebrations</u>* *January: Chinese New Year* <u>Past and present</u> I can talk about things we did in school last term (in the past, through use of displays, class books etc.) I can talk about people who help us in school **dinner lady, premises officer, office staff**. I can talk about people who help us in my community **policeman, fireman, doctor, optician, nurse, vet**. (see also EAD, role play)
Expressive Art and Design	<u>Music</u> (Kapow: Transport Music) I can sing short, rhythmic rhymes and songs. I can use both speaking and singing voices. I can express different spontaneous emotional reactions to music, (smiling, movement, body language).

(Rhymes and songs)
I can sing and perform different songs e.g. action songs e.g. Hickory Dickory Dock, Heads, Shoulders Knees and Toes, 2 Little Dicky Birds, Old MacDonald

<u>Art/Design</u>
(Kapow: Sculpture and 3D Art)
I know that we can make models out of **playdough** and **clay**.
I can **design** my model first.
I can make my model from items I choose.
I can talk about the art sculpture I have created.




I can make my model using items and tools I choose (Art golden nugget).
I can use measurements to make playdough.

<u>Role play</u>



<u>Doctors</u>
I can talk about what doctors do.
I can take on a role in our role play (**receptionist, doctor, patient**).
I can use role play words:
Vets: **appointment, receptionist, doctor, poorly, ill, injury, broken, temperature, thermometer, medicine, stethoscope, X-ray.**

<u>Opticians</u>
I can talk about why we go to the Opticians.
I can take on a role in our role play (**receptionist, optician, customer**).
I can use role play words:
Opticians: **appointment, receptionist, optician, eye test, eye chart, glasses, case, sunglasses, eye (pupil/lens), better/worse, magnify**.

