

Learning Question: **How do we know an environment is safe?**
 Concepts: Responsibility, Sustainability, Community, Belonging
 Hook: Minibeast workshop
 Final Outcome: Visit to farm/zoo?
 Articles – 13, 17, 27

Understanding the World

They talk about the features of their own immediate environment and how environments might vary from one another.
 They make observations of animals and plants and explain why some things occur, and talk about changes.
 Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in.
 Completes a simple program on a computer.
 Uses ICT hardware to interact with age-appropriate computer software.

Vocabulary:

Environment, habitat, home, living, growth, seed, change, plant parts, life cycle, extinction, deforestation, conservation, names of animals, artic, tundra, jungle rainforest, desert

PLODs:

Minibeast workshop
 Visit to farm or zoo
 Planting seeds/caring for plants

Literacy

Links sounds to letters, naming and sounding the letters of the alphabet.
 Begins to read words and simple sentences.
 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
 Enjoys an increasing range of books.
 Knows that information can be retrieved from books and computers.
 They also read some common irregular words.
 Begins to break the flow of speech into words.
 Can segment the sounds in simple words and blend them together.
 Links sounds to letters, naming and sounding the letters of the alphabet.
 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
 They use their phonic knowledge to write words in ways which match their spoken sounds.
 They also write some irregular common words.

Vocabulary:

Tales Toolkit, character, setting, problem, solution, name, rhyme, phonics, sound, letter, write, pre-cursive, story, beginning, ending, Fred Talk, digraph

PLODs:

Continue Tales Toolkit
 Naming animals
 Labelling habitats
 Learning how to use non-fiction books to find out facts and information
 Fact files

Physical Development

Travels with confidence and skill around, under, over and through balancing and climbing equipment.
 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
 Begins to form recognisable letters.
 Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
 Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
 Shows understanding of how to transport and store equipment safely.
 Practices some appropriate safety measures without direct supervision.

Vocabulary:

Pre-cursive, pinch, tripod, safe, move, risk, write, draw, balance, travel

PLODs:

Continuing to operate safely inside and outside – hand washing etc
 Refining pencil control
 Scissor skills

Expressive Arts and Design

Understands that different media can be combined to create new effects.
 Manipulates materials to achieve a planned effect.
 Constructs with a purpose in mind, using a variety of resources.
 Uses simple tools and techniques competently and appropriately.
 Selects appropriate resources and adapts work where necessary.
 Selects tools and techniques needed to shape, assemble and join materials they are using.
 Introduces a storyline or narrative into their play.
 Plays alongside other children who are engaged in the same theme.
 Plays cooperatively as part of a group to develop and act out a narrative.

Vocabulary:

Join, plan, stick, adapt, design, change, materials, tools, role play, imagine

PLODs:

Pictures of animals in different habitats
 Exploring texture related to habitats
 Observational drawing of plants, trees, flowers
 Using natural objects to create pictures with

Mathematics

Counts objects to 10, and beginning to count beyond 10.
 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
 Counts an irregular arrangement of up to ten objects.
 Estimates how many objects they can see and checks by counting them.
 Uses the language of 'more' and 'fewer' to compare two sets of objects.
 Finds the total number of items in two groups by counting all of them.
 Says the number that is one more than a given number.
 Finds one more or one less from a group of up to five objects, then ten objects.
 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
 Records, using marks that they can interpret and explain.
 Can describe their relative position such as 'behind' or 'next to'.
 Orders two or three items by length or height.
 Orders two items by weight or capacity.

Vocabulary:

Number, count, numeral, more, less, shape, 2D, position, pattern, record, model, demonstrate, height, weight, capacity, addition, subtraction, equals

PLODs:

Matching amounts to numerals
 Representing numbers pictorially
 Positional language
 Exploring measure

Personal, Social and Emotional Development

They take account of one another's ideas about how to organise their activity.
 They show sensitivity to others' needs and feelings
 They can talk about the things they enjoy, and are good at, and about the things they don't find easy.
 They adjust their behaviour to different situations, and take changes of routine in their stride.

Vocabulary:

Friends, routine, timetable, expectations, Rights Respecting, behaviour, choices

PLODs:

Circle time games – listening to others
 How to take turns with resources – sand timer
 Learning about the lives of others in different countries – comparing their life to others

Communication and Language

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
 They give their attention to what others say and respond appropriately, while engaged in another activity.
 After listening to stories children can express views about events or characters in the story and answer questions about why things happened.
 Children show some awareness of the listener by making changes to language and non-verbal features.

Vocabulary:

Tales Toolkit, story, listen, talk, good looking, good listening, good sitting, conversation, idea, feelings, question, discuss

PLODs:

Taking turns in small and large group discussions about their ideas, opinions and feelings.
 Listening to a story and answering questions or discussing
 Learn new vocabulary related to animals, habitats, life cycles and plants
 Role play related to home environments and others home environments

