

# THEME - Journeys /All creatures great and small

## Key Questions

*Values of the term:  
Fairness and integrity*

### **Communication and Language (C&L)**

#### Listening and attention

Listen and take turn in class/group discussions - contribute and respond to what has gone before.

Listen and respond with own ideas, thoughts and feelings and plans

Beginning to take turns in group discussions, games, listening to peers, adult

Listening with increased attention and concentration

Become increasingly reflective, transferring and applying learning theme knowledge and specific vocabulary across a range of contexts

Listen to a range of songs, poems, rhymes and chants, non fiction responding by:

Listening to and repeating sounds and words

Listening to and recalling/retelling simple stories

Recall 3-5 facts related to learning theme

Listen and recall information, instructions, plans

Recall complex stories

Listen to and identify word families, rhymes and sequences of words

#### Understanding

Retelling stories and sequencing events, highlighting main sequence and characters

Predicting what they think the story/rhyme etc is about

Understand 'how' and 'why' questions

Follow instructions

### **Personal Social and Emotional Development (PSED)inc SEAL**

Sharing responsibility for keeping the school community clean and tidy, and understand the role of people who care for our environment

Helping each other and independent resolution of quarrels

Understand that everyone has an important role in communities

Being a helper

Co-operating in shared tasks

Knowing how to keep ourselves clean

### **Physical Development**

Be able to work independently, with a partner and in various sized groups

Practice large muscle co ordination (skip/gallop)

Use a range of muscle co-ordination skills during group/team games and activities

Begin to link movement together in short phrases

Begin to record touch, smell, taste, sight activities in a variety of ways (tally, draw)

Use a wide range of tools safely and with increased accuracy

Be set and set themselves a range of physical challenges

Speaking

Think about and express thoughts, feelings, moods and ideas, extending understanding in relation to self, environment and others by reflecting, evaluating, analyzing and offering solutions

Speak confidently with some expression demonstrating knowledge and understanding of key vocabulary in relation to learning theme, reading scheme, NLS key words and experiences

Demonstrate an ability to use growing vocabulary in new/unknown situations, extending thoughts and ideas

Experiment confidently with language, generating new and invented words in speech (linking this to spelling i.e. segmenting to write/read, blending to read)

Use talk with increased confidence and expression for a range of purposes and audiences in order to;

Ask and answer questions appropriately

Give 2/3part instructions

Take part in interactive discussions with adults/peers in small and large groups

Retell stories and events

Recount experiences, story structure, ideas (actions, reactions, consequences)

Discuss cause and effect;

Explain

Predict

Project

Reason

Argue

Talk confidently in order to convey thinking in response to a range of literature, expressing, thoughts, feelings, moods and ideas

Combine fantasy or reality when describing or retelling stories

Understand and develop humour in jokes, riddles and

nonsense rhymes

Use talk to generate and order ideas, structuring ideas through logical sequencing in order to secure understanding of story frameworks, discussing how stories are built up and concluded

Demonstrate confidence to transfer understanding of story to different versions and analyse

### **Maths**

Calculating

Select 2 groups of objects to make a given total

Remove a smaller number from a larger and find how many are left, counting back from the larger number

Work out by counting on how many more are needed to make a larger number

Solve problems and puzzles in every day/role play activities using developing mathematical skills and knowledge to make comparisons

Numbers as labels

Join in and respond to number rhymes, songs, stories and games

Saying and using numbers to 20 and beyond

Recite numbers to 20 and beyond

Recite numbers in order continuing the count

forwards or backwards from a given number (within 20)

Order a given set of selected numbers e.g.2,5,8,1,4

Begin to understand and use ordinal numbers in different contexts (e.g. describe position of objects, people or events)

Recognise and use correct number symbols to 20 and beyond

Count reliably in all play and focused activities to 20 and beyond

Count in 10's, 2's and 5's

Begin to write numbers to 10 and beyond

Estimate a number in a range that can be counted

### **Literacy Reading**

Predict, anticipate etc what they think the story, rhyme or poem is about, offer alternative endings, and compare plots with own personal experiences

Talk confidently about what they have read, characters in stories, sequencing events logically using story openings, actions and endings

Name a favourite author and talk about some of his/her books

Use information texts to find answers to simple questions relating to learning theme

Use non-fiction texts to explore, develop and consolidate thinking and organise ideas in relation to the learning theme

Show an awareness of alphabetical order through books and simple dictionaries

Read showing an awareness of initial, short vowel and final sounds in words, making phonetically plausible attempts when reading more complex words

Identify and say initial, final and medial sounds in words

Extend vocabulary in relation to the learning theme, reading scheme and NLS Key vocabulary, using developing phonic and graphic knowledge

### **Writing**

Use talk to generate and order ideas prior to writing, structuring ideas through logical sequencing, beginning to show an awareness and some understanding of openings, action, endings, (e.g. using story language such as story starts- 'once upon a time...!' developing these when setting the scene for the story.

Recognise, know and use initial and final sounds in words.

Identify short vowel sounds in words, segmenting to spell.

Make phonetically plausible attempts when spelling more complex words.

Form recognisable letters using the correct sequence of movements

Confidently control the sequence of movements and size of letter formation

Write simple sentences using some conventions of writing, self correcting using a range of strategies Understand that a sentence conveys a chunk of meaning, and that a line of writing is not necessarily a complete sentence.

Write/mark make confidently for a variety of purposes and audiences in relation to learning themes, events, purposes, (e.g. postcards, tickets, lists, letters, cards, record experiences, personal recounts, retell familiar stories, rhymes, poems, plays, write simple narratives, recounts, labels,

reliably and checked by counting  
Compare 2 numbers up to 20 and say which is more/less/greater/smaller and say a number which lies between 2 given numbers  
Use 1p,2p,5p,10p,20p,50p,£1.00 and £2.00 coins in role play

### ***Shape, space and measures***

Name and discuss 3D and 2D shapes and use to make more complex models, pictures and patterns in relation to experiences, activities and the learning theme

Describe and discuss shapes and pattern using increasing mathematical vocabulary

Compare a range of objects making direct comparisons

Use appropriate mathematical language to compare three or more quantities by

- Weight
- Capacity
- Size
- Length

Make estimates and predictions in a problem solving context with increased confidence

Use language to describe position, direction, and movement in PE and other activities as well as maths

Instruct others in terms of position, direction and movement

Recognise and discuss using correct mathematical language more complex symmetrical and other patterns observed in the home, school, immediate and wider community

Talk about own personal timeline in relation to familiar events in own life. Begin to read clock in relation to familiar events

captions etc) in order to:

- Show increased confidence when writing, thinking about purpose, audience and organization
- Use environmental print
- Discuss purpose, organization and audience through focused discussion to extend the range of unfamiliar language structures, form and vocabulary

## ***Expressive Arts and Design***

Use vocabulary that evokes feelings and emotions such as descriptive similes that relate to things in the real world

Add features to surfaces using fingers and tools

Describe intentions and comment on outcomes when painting

Use paint to produce representational forms and pattern

Mix colours knowing that white lightens and black darkens

Draw more detailed figures and visual narratives

Talk about the features of other people's work and use as inspiration for own work

Explore a range of natural and man made materials for mono prints and repeat patterns

Explore and make suitable selection of tools and materials

Create 3D forms that represent their ideas

Change the texture of clay using a range of tools and techniques

Explore the range of cultural artefacts that are found in the environment

Explore plastic and rigid modelling materials

Use ICT such as dazzle to create imaginative shapes

Record from observation, imagination and memory

Make a 3D object from clay by joining, pulling, using fingers and hands as a tool

Choose appropriate brushes and paper for a task

Have a wide vocabulary for describing different textures

Produce a textile by simple technique e.g. dye, print

Start to match more accurately colours used in painting to colours in reality

Paint from memory and imagination and discuss the

## ***Understanding the World***

### **The World**

Environment

Understand and describe features of the natural environment through walks, photographs, discussion, video, newspapers, CD ROM, expressing likes and dislikes and areas for development

Encourage children to think about ways of improving the natural environment

Identify similarities and differences between 2 areas through story, experiences, photographs, etc

Understand the role of key adults in the natural environment e.g. park keeper, traffic patrol,

Understand and talk about seasonal weather changes (spring/summer)

Model and use appropriate geographical vocabulary, e.g. environment, conservation, train, bus, road, motorway, railway, landscape, view, sea, countryside, valley, mountain derelict

Introduce/develop opportunities for exploration which will stimulate children's spontaneous curiosity to:

Explore through the senses

Compare and contrast similarities and differences and raise questions

Sort

Sequence

Introduce and develop opportunities for investigation which will encourage children to:

Ask and raise questions

Try to predict what might happen

Describe and discuss observations

Use specific vocabulary

Change in relation to animal growth

Observe, describe and classify simple features and characteristics of animals

Observe and discuss different habitats

## ***RE***

Show interest and enjoyment in cultural and religious differences

Gain an awareness of the cultures and beliefs of others

Have a developing respect for their own cultures and beliefs and those of other people

result  
Consider properties and techniques and begin to explain choices and preferences  
Initiate and plan simple projects  
Select tools and resources that are most appropriate to the task  
Devise their own designs (oral, pictorial, written diagrams)  
Adapt their own designs  
Know how to use tools and equipment safely and appropriately to cut, join and finish their designs  
Evaluate and refine processes and end products to meet the requirements of the design brief  
Have a developing awareness of safety when using tools

#### Dance

Control their body to fast/slow sounds  
Use movement to interpret the feelings they associate with a piece of music  
Follow a sequence of movements to recreate a simple dance  
Respond at different levels as they move- high/low  
Work with a partner to mirror each others movements  
Vary their body shape to respond to different stimuli

#### Singing

Sing a range of simple songs and rhymes from memory with enjoyment and confidence  
Listening  
Listen to a range of short musical extracts including live or recorded music  
Explore and Control sounds expressively  
Children will:  
Recognise how sounds can be made and changed by selecting appropriate sounds to accompany a

Observe, describe and sequence the life cycle of a variety of animals  
Talk about and observe pushes and pulls in the learning environment (indoors and out)

#### Technology

#### People and Communities

Time in relation to events in their own lives  
Provide opportunities to share stories, role play and talk about the passage of time in relation to their own lives  
Begin to explore routines in Year 1 e.g. Literacy, Numeracy, timetable, playtime  
Talk about own personal timeline in relation to events in their own lives  
Know, use and understand vocabulary of time, e.g. now, first, next, then, last week, last season, last month, old, adult  
Sequence and order events in their own lives in relation to the passage of time, and future events using diary, photographs, tape recorders, CD ROM, reference materials, range of artefacts, visitors, discussing and recording their work using appropriate vocabulary  
Know the seasons of the year and some of the key features  
Know the months of the year

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story/poem  
Create an accompaniment to a song or story using an ostinato pattern based on 4 beat patterns and record on tape/graphically. Evaluate  
Recognise repeated sounds and sound patterns using musical elements  
Match movements to music

### ***Computing and Digital Technology***

Using smart board  
Using digital cameras  
Understand that ICT can be used to communicate ideas in the form of text and use to word process  
Use mouse to select words from a word bank  
Be aware of ICT in the environment e.g telephone, microwave, technology relating to transport, etc  
Use ICT to find out information related to the learning theme e.g. CD rom, internet  
Program a computer controlled toy using forwards and backwards commands to bring about movement  
Input data into a graphing program and print out graph

### ***Building Learning Powers (BLP)***

Children will be developing their understanding of the following:

**Resourcefulness:**

Questioning, making links, capitalising

**Reflectiveness:**

Distilling

**Reciprocity:**

Collaboration

**Resilience;**

### ***Curriculum Enrichment***

- Spring Walk
- Visitor for Easter
- Animal man visitor
- Forest school area - life cycles of frogs

***British Values***

Consolidation of zone board  
Conflict resolution  
festivals from other cultures  
Consistent use of class rules  
Class voting - what's our role play going to be? What would you like to learn this term through our topic?

***Philosophy for Children (P4C)***

Explore work of artist Van Gogh  
Use senses to explore outdoor environment

***Social, Moral, Spiritual and Cultural (SMSC)***

Find out about animals and understand how to treat them and look after them.  
Working cooperatively with others  
Ask questions and learn about the world and develop a sense of awe and wonder at how plants/frogs/butterflies grow.