

## 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, goals, 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 in the UK. Is it Winter everywhere? A look at the North and South Pole, its weather and the animals which live there.

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

- what a solid is and what a liquid is

(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.)

- when a solid turns to a liquid and the property is reversed

(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

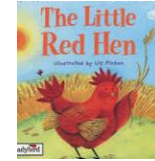
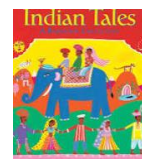
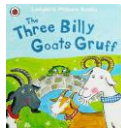
### Traditional tales

#### I can:

- Recall the sounds: j, v, w, x, y, z/zz, qu, ch, sh, th,
- Read word lists 10 to 15 (overleaf)
- Read tricky words: he, she, we, me, be
- 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

Gymnastics Unit 1: Use of space, footwork, body parts, direction.

Games Unit 2: Using a ball (ball control)

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

## Expressive Arts & Design



- Look at Kandinsky's work.
- Select different paint brushes and colour to make our own paintings.
- Explore colour mixing
- Use a combination of media to create effects
- Undo, erase and clear images I create with ICT
- Create a pattern using objects by printing.
- Explore pattern in sounds and music



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

## Maths



- Write numerals 6 to 10.
- Subitising amounts to 6.
- Ten frame counting.
- Estimate sets of objects (0-10 objects)
- Recite numbers to 15 in order accurately.
- Count a smaller set of objects from a bigger set of objects.
- Combine two sets of objects to make a larger amount (practical objects)

## 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
- What Jesus teaches about keeping promises and the importance of this.

<b>List 10</b> <small>New sounds: j, v</small> jet jug jam vet van jab Jack	<b>List 11</b> <small>New sounds: w, x</small> win will wet won box fox exit	<b>List 12</b> <small>New sounds: y, z,</small> yet yell zip buzz fuzz zap zigzag zest	<b>List 13</b> <small>New sounds: qu, ch,</small> quit quick quilt chin much chest check	<b>List 14</b> <small>New sounds: sh, th,</small> with them thick thin thing shut wish fish shop shut	<b>List 15</b> <small>New sounds: ng, ai</small> thing ring bang strong long raining brain stain train bring
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## 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.
- Different roles of those who help us: police officer, firefighter, doctor, nurse, teacher, dentist, delivery drivers etc.

## 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 different jobs from parents in the community (nurse, police, delivery driver) and meeting some of them in our classroom or via Teams meetings.

## Maths – Key Instant Recall Facts

Count forwards in order to 0-15.

Count backwards from 10