

	<p style="text-align: center;"><b>Term 6: Animals</b></p> <p><b>Focus text:</b> The Three Billy Goats Gruff</p>
<p><b>Communication and Language</b></p>	<p><b>LISTENING, ATTENTION AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• To listen attentively and respond with relevant questions, comments and actions.</li> <li>• To question and comment upon what has been read.</li> <li>• To hold a back and forth conversation with peers and a range of adults.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• To make use of recently introduced vocabulary for texts they have shared. In particular, using vocabulary from non-fiction texts.</li> <li>• To use past, present and future tenses with minimal adult support.</li> <li>• To use conjunctions in speech with minimal adult support.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>SELF REGULATION -</b></p> <ul style="list-style-type: none"> <li>• To show an understanding of the feelings of others and begin to regulate their behaviour accordingly.</li> <li>• To respond appropriately even when engaged in an activity.</li> </ul> <p><b>MANAGES SELF 'Living in the Wider World (PSHE)</b></p> <ul style="list-style-type: none"> <li>• That everyone experiences change and loss and to identify how this makes them feel and understand people will have different feelings about this (-link to transition).</li> <li>• To understand rules.</li> <li>• To explain the reason for rules.</li> <li>• To know right from wrong and behave accordingly.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• To understand healthy food choices.</li> <li>• What money is; the forms that money comes in; and that money comes from different sources, including jobs.</li> </ul> <p><b>BUILDING RELATIONSHIPS (PSHE) –</b></p> <ul style="list-style-type: none"> <li>• To show sensitivity to their own and other’s needs and will negotiate and problem solve.</li> <li>• That everyone experiences change and loss and to identify how this makes them feel and understand people will have different feelings about this (-link to transition).</li> </ul> <p><b>SRE</b></p> <ul style="list-style-type: none"> <li>• To recognise the importance of friendship</li> <li>• To recognise the importance of saying sorry and forgiveness</li> <li>• To recognise that all families are different</li> </ul>
<p><b>Physical Education</b></p>	<p><b>GROSS MOTOR SKILLS</b></p> <p><b>ATHLETICS</b></p> <ul style="list-style-type: none"> <li>• To move at different speeds.</li> <li>• To develop balance.</li> <li>• To develop agility and co-ordination.</li> <li>• To explore jumping.</li> <li>• To develop throwing.</li> </ul>

	<p><b>Ball skills: Unit 2</b></p> <ul style="list-style-type: none"> <li>• To develop rolling and tracking a ball.</li> <li>• To develop accuracy when throwing to a target.</li> <li>• To develop dribbling with hands.</li> <li>• To develop throwing and catching with a partner.</li> <li>• To develop dribbling a ball with your feet.</li> <li>• To develop kicking a ball to a target.</li> </ul> <p><b>FINE MOTOR SKILLS</b></p> <ul style="list-style-type: none"> <li>• To show accuracy and care when writing, thinking about letter sizing.</li> <li>• To use a range of small tools, including scissors and paintbrushes.</li> </ul>
<p><b>Literacy</b></p>	<p><b>COMPREHENSION</b>  <b>Vocabulary, comprehension &amp; metacognition:</b></p> <ul style="list-style-type: none"> <li>• Simple summarising of a story in own words.</li> <li>• Raising simple questions like 'What if...?' &amp; know that good readers ask questions when they read.</li> <li>• Anticipate key likely events in the story: what will happen to the troll, do you think?</li> </ul> <p><b>Responding &amp; questions:</b></p> <ul style="list-style-type: none"> <li>• Discuss likes, dislikes, puzzles &amp; questions about the 3 Billy G.G.</li> <li>• Orally answer simple questions that promote anticipation: after what happened to the first goat, what do you think happens to the second goat?</li> </ul> <p><b>WORD READING</b>  <b>Decoding - Fluency &amp; Word Reading:</b>  <i>Unit 3 GPCs: ie /ue / ew/ oa / ow</i>  <i>Common Exception Words: have do one so some</i></p> <p><b>WRITING</b>  <b>Transcription:</b>  <i>Unit 3 GPCs: ie /ue / ew/ oa / ow</i>  <i>Common Exception Words: have do one so some</i></p> <p><b>Composition:</b></p> <p>Composition of simple recounts including specifically:          We all went to_____...          First, we...          Next we...          After that, we...          Finally, I...          Including some expansion using 'and' or 'I also'</p>
<p><b>Mathematics</b></p>	<p><b>NUMBER</b>  <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• Subitise to 5 using standard/non-standard dice/line/dot patterns, Introduce the rekenrek and push beads with one finger, explore one fewer using beads</li> </ul>

	<ul style="list-style-type: none"> <li>• Automatic recall of bonds to 5, make amounts on rekenrek, subitise and check using counting 1:1, count to 10 and stop at end of set, count 20 objects, practise counting to 100, count larger groups.</li> <li>• Composition of numbers to 10, partition 5 in different ways (including using dice frame), use spatial language to describe arrangements, visualise and describe doubles patterns up to '5 and 5'</li> <li>• Comparison – subitise to 5, compare and identify sets with more, use fingers to show 'more than' numbers to 10, rekenrek to push amounts that are equal to, more then and fewer, recognise 1 more pattern in towers, use fingers to show '1 more', order numbers to 10.</li> <li>• Counting - doubles facts, represent the composition of 5 on die frames, explore the commutativity of addition facts, composition of 5 on rekenrek, fingers, dice, tens frames to represent '5 and a bit' up to 10, fingers to represent '1 more' and '1 less', find missing numbers to 10</li> </ul> <p><b>NUMERICAL PATTERNS</b></p> <ul style="list-style-type: none"> <li>• Number patterns – understand equivalence, make and describe doubles on fingers, equal and unequal groups, sorting into doubles and not double, use fingers to make doubles, make and describe doubles on a rekenrek, recognise odd and even in doubles patterns, sort models into odd and even numbers of cubes</li> </ul> <p><b>Visualise, Build and Map</b></p> <ul style="list-style-type: none"> <li>• To select and rotate shapes, using positional language to describe them and combine them to make new shapes.</li> <li>• Explore relationships between patterns and shapes, creating repeating patterns and symmetrical constructions.</li> </ul>
<p><b>The World</b></p>	<p><b>PEOPLE AND COMMUNITIES: (RE)</b>  <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• Why the world is special to them and everyone else.</li> <li>• To say how and why we are all important to God- people, plants and animals. (Muhammad and the tiny any story) <a href="https://www.bbc.co.uk/bitesize/clips/z9tqb82">https://www.bbc.co.uk/bitesize/clips/z9tqb82</a>).</li> <li>• What Muslims and Christians believe about how God/Allah created the Earth etc. and the stories around this (creation story).</li> <li>• To say what is the same and different between the ways different religions think about the world – looking after animals and plants.</li> </ul> <p><b>THE NATURAL WORLD (SCIENCE LINK)</b></p> <ul style="list-style-type: none"> <li>• What animals they will find at the zoo.</li> <li>• What animals need to do to keep healthy.</li> <li>• To know that some animals are carnivores and some are herbivores and what this means.</li> <li>• What humans need to do to keep healthy.</li> <li>• To know that a habitat is an animals home and they can adapt and build these independently although this is often done for them in a zoo.</li> </ul>

	<p><b>(GEOGRAPHY LINK)</b></p> <ul style="list-style-type: none"> <li>• To locate Africa, Antarctica and the UK on a map or globe.</li> <li>• To know that we can use a country's position on a map to know about its climate. Countries and continents nearer the middle of the globe (called the Equator) are hotter. Countries and continents nearer the top are colder.</li> <li>• The Serengeti is a hot and dry desert in Africa which is a continent.</li> <li>• That Antarctica is cold and icy, and in the South of the World. It is a continent.</li> <li>• That the UK has lots of different kinds of weather.</li> <li>• To name and compare two animals that live in the Antarctic, and Serengeti.</li> </ul> <p><b>PAST AND PRESENT</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• That as individuals they have changed over the last 5 years and will continue to change as they grow older.</li> <li>• That as they get older they will change by getting taller, stronger and faster.</li> <li>• That animals change as they grow from birth to adult hood. Link to Wingham. Tiger cub – grows sharp teeth and claws. Gets bigger and more powerful. Large paws to catch its food.</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<p><b>CREATING WITH MATERIALS</b> <b>Pupils Learn:</b></p> <ul style="list-style-type: none"> <li>• To convey in pictures and words how they will create their moving animal. (Design)</li> <li>• To create a moving mechanism using a split pin.</li> <li>• To cut out and join components with a split pin.</li> <li>• To evaluate their design, identifying what they have done well and what they could improve.</li> <li>• To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• That a self-portrait is art work of themselves.</li> <li>• That bodies and faces are often symmetrical and both sides have the same features (although not always)</li> <li>• That when creating a self-portrait we include key features such as eyes, nose, mouth, ears, neck and hair.</li> </ul> <p><b>BEING IMAGINATIVE AND EXPRESSIVE</b></p> <ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• To sing to the beat</li> <li>• To tap knees/body parts to the beat</li> <li>• To begin to think about onomatopoeia</li> <li>• To perform singing and moving in small groups</li> </ul>