

Nursery, Reception and Year 1 Plans

Subject area	Content	Key vocabulary
<p>Science/ Understanding the World</p>	<p><u>Shadows ~ Seasonal Changes ~ Living Things and Habitats</u> We will learn about habitats and link these to seasonal changes in the trees and outdoor environment. We will explore a range of habitats including ocean, seashore, arctic, rainforest and woodland. We will use film and photographs to support this alongside all the fantastic outdoors we have available. We will observe changes in the trees, particularly the leaves. Whilst doing this we will learn to identify leaves and trees and the fruits\nuts they produce. We will learn about the birds in our local area, feeding and spotting them and learning their names and how we can identify them. We will find out about the life cycle of birds and discover some of the birds that migrate. Alongside this, we will learn all about all the animals, birds and other living things that live in the different habitats we are exploring. We will think about how they are adapted to the environment they live in and how that environment supports them by providing the shelter and food they need to survive. We will learn what it means to be alive and the difference between living and non-living things. We will learn about ourselves and will begin a big book about ourselves ~ how we have grown, our families and interests etc. we will also make porridge like the 3 bears. We will explore light\dark and shadows to see how they are created and use the time of year to see if we can spot moon-light shadows too. We will learn about light and dark and the sun as a source of light and energy. We will compare this to the moon which reflects the light of the sun. We will learn that the sun doesn't move ~ it is earth that is moving and learn about how the moon orbits the earth. We will have lots of fun creating shadow pictures!</p>	<p>Habitat, environment, food, shelter, water, survival, adapt, trees, continent, country, ocean, grow, animals, plants, birds, rainforest, woodlands, arctic etc. Fur, feathers, horns etc Life-cycles ~ birds, mammals, marsupials, aquatic. Living, non-living, Arm, leg, body, lungs, Senses, hair, skin Shadow, cast, reflect, moon, blocked, opaque, transparent, translucent, solid</p>
<p>Design and Technology\ Expressive Arts and Design</p>	<p><u>Moving Pictures (mechanisms) ~ Christmas Cards</u> This term we will look at moving pictures, including lift the flap, sliders, centre pivots and levers. We will explore moving picture books, talking about how they work and have been made. Children in Year 1 will then learn how to create a range of moving pictures, including disappearing, slider and lift the flap. We will add captions to our pictures and display them in the Garden Room. Children in Year Reception and Nursery will learn how to make a simple slider using a lolly stick. We will use these to create our shadow pictures and may link them to our traditional tale ~ Goldilocks and the Three Bears! We will all design and make our own Christmas cards and may incorporate some of our moving pictures into them!</p>	<p>Picture, moving, pivot, slider, lever, flap, mechanism, technique, background, pastels, caption, card drill, hammer, hole punch, paper fastener (split pin), lolly stick, cut, scissors, attach, masking\Sellotape..... and all the beautiful materials we will use when designing and making our cards!</p>

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PE \ Physical De- velopment	<p>We will be learning about ourselves and the space around us. It is very important to develop spatial awareness and peripheral vision (this means we are aware of the space around us and what is going on in it). Once we have this awareness we can move safely in the space around us, avoiding collisions with apparatus as well as other people. It is an important part of self-awareness and self-regulation and means we will be able to be safely involved in lots of physical activities and sports as we grow older.</p> <p>We will explore a range of ways of moving and learn how to move with ribbons, hoops, beanbags and balls, developing eye-hand\foot coordination.</p> <p>We will have experience of working with gymnastic apparatus to climb and explore using gross motor movements (and awareness of the space around us).</p> <p>Nursery and Reception children not yet riding a bike will have regular balance bike sessions with Miss Armstrong, who will work teach them how to ride a bike with pedals.</p> <p>We will have daily outdoor play opportunities to develop gross and fine motor skills and children will develop their fine motor skills in construction, the DT area and other areas of the learning environment when they are planning.</p>	<p>Space, space bubble, arm, leg, knees, ankles toes, hands, elbow, shoulder, wrist, fingers, neck, torso (body), head, eyes, brain, nerve messages.</p> <p>Still, roll, kick, slide, balance,</p>
Art and Design	<p><u>A Line is a Dot that Went for a Walk</u></p> <p>Straight, dotted, broken, wavy, wiggly, zig-zag and loopy are some of the types of lines we'll be creating in art, using different media, tools and techniques. Shape, colour and pattern will also all be a focus as we use the work of Reggie Laurent to inspire us to create our own artworks. We'll also explore line through experimenting with collagraph printing and clay modelling techniques.</p>	<p>primary and secondary colours, techniques, broad, fine, detail, medium/media, materials, style, collage, create, image, surface, pressure, self-hardening, slab, smooth, slip, score, pinch, brayer, ink</p>
French	<p>Through lots of songs, games (and talking teddies!) we will be learning how to introduce ourselves and others. We will go on to learn how to ask others how they are, and to respond to the question.</p>	<p>Bonjour, comment t'appelles tu?, je m'appelle, comment ca va?, ca va bien, ca va mal, comme ci comme ca</p>

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<p>PSHE (Personal, Social, Health, Economics)</p> <p>R.S.E (Relationships and sex education)</p>	<p><u>Me and My Relationships</u></p> <p>Linked to our science, we will be thinking more about who our special people are and why they are special. We will include this in our big book. We will also be thinking about our emotions and how they can make us feel and why, making emotions books\boards. We will start this work this term and complete it in the spring term.</p> <p><u>Valuing Difference</u></p> <p>We will be looking at different people, families and homes. We will also be thinking some more about how we can communicate well with people.</p>	<p>Family, friends, feelings and emotions ~ happy, sad, angry, frightened (anxious) ~ love, fear, happiness, safety, pleasure, excitement, tired, grumpy, jealous</p> <p>Same, different, unique, similar, tolerance, kindness, empathy , listen, look</p>
<p>P4C Philosophy for Children</p>	<p>Our P4C will link closely with our PSHE and RSE (above)</p> <p>We will explore</p> <p>We will use the stories The Tree and Tidy to explore where we live and how our actions can impact the environment and all living creatures around us , including humans, both now and in the future. We will link this to our global learning and to The Rights of the Child (Unicef).</p> <p>We will use stories Something Else, Simon Sock and Hair Love, Beegu.</p>	<p>Same, different, similar, value, respect, share, empathy, environment, planet, impact, care</p> <p>Universal, unconditional</p>
<p>Computing</p>	<p><u>Safe Use and Basic Skills</u></p> <p>In computing this term, we will be looking at how to use the internet and computers safely and what to do if we ever feel worried or upset by something we see on a screen. We will also be developing our basic skills at using different software including Word, Excel and Publisher and different devices, including laptops and tablets. Once we have mastered some basic skills, we are going to create some digital content of our own with digital writing which will be linked to work we are doing in English.</p>	<p>Privacy, sharing, safe</p> <p>Computer, tablet, laptop, i-Pad, Word, Publisher, document, keyboard</p> <p>Typing, capital letters, shift key / caps lock, space bar, full stops, question marks, exclamation marks.</p>
<p>History</p>	<p><u>Significant People from History</u></p> <p>We’re beginning the year exploring the lives of significant men and women from different times in the past. We’ll investigate and compare the stories of a variety of inventors and achievers, discovering how they contributed to national and international life and consider why and whether they deserve to be remembered.</p>	<p>famous, significant, achievements, impact, frontiers, compare, contrast, biography,</p>

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RE	<p><u>What Does it Mean to Belong?</u></p> <p>In this unit, we will learn about belonging. We will find out how different people belong— in families, schools, communities, teams—and how some people belong to religions. We will consider some religious symbols and their meanings for Buddhists, Hindus, Christians, Jews and Muslims.</p> <p>By finding out about some of the religious ways of belonging—for instance by being part of a community that celebrate together, shares values and shares a history and some stories, we will deepen our understanding of some of the religious ways of belonging. We will reflect on some of the meanings of a range of symbols, including religious symbols and will find out about some symbols of belonging for Jewish people, Muslims, Buddhists or Christians. We will consider how symbols can show what is important and consider if any symbols matter to them in expressing their sense of belonging.</p>	<p>Symbols, actions, gestures, cross, palm cross, hot cross bun, Buddha, prayer flags, water bowls, prayer beads, an 8 spoked wheel symbol, OM symbol, worship, prayer mat, Qur'an, Qur'an stand, star, crescent moon, Eid cards, menorah, yad, Torah scrolls, kippah, tallit, Shabbat.</p>
Geography	<p><u>Our School Surroundings</u></p> <p>This term we will considering where our school is and what it is like, as well as what we like about our school and how we can make it better. We will also look into how we get to school and safe walking routes from the school around the village. We will look at the fixed geographical properties of school, such as location on a map, address and postcode as well as characteristics, such as size, setting, and features that describe what the setting is like. We will consider the people who use the school and how it ties to the community. A range of fieldwork will be used to develop enquiry about the geographical aspects of the school and its grounds. We will learn about different schools</p>	<p>Address, post code, environment, local, area, information, data, features, different, same, house, street, maps, near, far, left, right, position, direction, instruction, place, behind, next to, above, beside, journey, route, connect, direct</p>
Music	<p>Our new unit of music is Rhythm in the Way We Walk and Banana Rap</p>	