

<p>Topic: Explorers Focus Stories: Roaming through the Rainforest, We're Going on a Bear Hunt, Walking through the Jungle, Rosie's Walk, Handa's Surprise Fable: Lion and Mouse Displays: Learning behaviour – build on from previous term, Artist of half term – Klee Explorers Display/Role Play Writing – Bear Hunt maps</p>	<p>Assessment On-going formative assessment /summative assessment Daily use of Recall Robin to assess knowledge in the moment. Use of Learning Journals, including work/comments from home- via Google Classroom. Group/Individual Observations. Insight – complete end of Spring term. Daily ongoing observation to inform assessment for learning, next steps and planning.</p>	<p>Environment and Resources: Role Play area will be adapted to reflect the new learning topic: Explorers. Explorers' café. Also following children's interests an Imaginative play classroom will be set up on the easel to allow children to rein act their classroom experience.</p>
<p>PRIME AREAS OF LEARNING are largely skills-based aspects of learning. However Procedural/implicit knowledge and Word knowledge is key in the Prime Aspects .</p>		
<p>Communication and Language This area of Prime learning largely focuses on 'Word Knowledge' – understanding what a word means. <ul style="list-style-type: none"> I know that most things have a distinctive sound and I can link a sound to an object. Instrument or letter. I know the word: 'why' and what it means. It is giving a reason or cause for something. I will often use the word 'because' to answer this question. I know what the word 'how' and what it means. It is when I talk about the way in which I have done something. If I want to find out about something, I can ask a grown up a question about it using the words: 'what' 'where' or 'who'. If I ask questions about things, I will find out more about them. <p>*Continue to run Early Talk Boost with identified children. Early Reading <ul style="list-style-type: none"> A letter is linked to a sound/phoneme. We hear phonemes in words. Some words start with the same letter sound. To know that 'e, l, h ,r' are letter sounds/phonemes. To be able to match the phonemes above to their graphemes. <p>Key Vocabulary Listen, sound, who, what, where, when, question, how, why. Letter, sound, alliteration, bouncy, stretchy, initial, first, beginning, word.</p> <p>Knowledge in all aspects of learning is related to Communication and Language.</p> <p>Explorer Topic related language: This is just the basic knowledge – the children's interests and questions will lead and extend the learning throughout the topic.</p> <ul style="list-style-type: none"> An explorer goes looking for places and things. Explorers in the past have found countries, animals, special objects and even things in space. (history) Explorers can be famous – this means lots of people know who they are and what they found. Explorers can explore deserts, forests, hot or cold places all over the World. (geography) Explorers travel in lots of different types of vehicles – these include aeroplanes, trains, coaches, hot air balloons, rockets, boats... <p>Key Language: explorer, explore, discover, travel, place, country, space, animals, objects, famous, desert, forest, rainforest, vehicles.</p> </p></p>	<p>Physical Development – Moving and Handling: Procedural Knowledge and word knowledge <ul style="list-style-type: none"> To know different body parts and how they move – heads, Shoulders, knees and toes. To Remember and repeat actions To know different movements – bend, twist, spin, shake, wiggle. To know the meaning of forwards, backwards, around, stop, fast, slow. To know that movements can be high or low. To know that a dance is made up of different movements. To know that when we dance, we keep a beat with our body, this is like a steady tap. Perform means to dance in front of people. <ul style="list-style-type: none"> A skip is moving from one leg to the other with a hop or a bounce. When we skip, we use the opposite arm and leg. When we skip, we move forwards. We move one leg up, bending the knee, as you step that foot up, bring the other leg up in a quick motion. <p>Vocabulary: dance, repeat, actions, movement, travel, perform, move, beat, tap, bend, twist, spin, shake, bop, slow, fast, stop, high, low.</p> <p>Fine Motor <ul style="list-style-type: none"> I can hold scissors in one hand and move my fingers – opening and closing them to make snips in paper. If I open and close these fingers and thumb, my scissors will open and close. Continue to develop knowledge of holding one-handed mark making tools with a tripod grip, three fingers, near to the point. I can use lines, circles and other marks to draw different objects, people, places and things. I can use my pencil to copy letters. (Link to writing and art) Know the letter rhymes to help them to write the following sounds: m,a,s,d,t,l,n,p,g,o o,c,k,u,b,f, news this half term -e l h r <p>Key Vocabulary Space, around, close, far, closer, further, near, touch, arms, legs, body, touch, ground, run, move, slow, fast, slower, faster, change, direction, forwards, backwards, sideways, around, stop, start, crawling, walk walking, skip skipping, slide sliding, shuffle, slither, balance, one leg, up, down.</p> <p>Scissors, snips, safe, safety, sharp, blade, cut, open, close, three fingers, close, tip, lines, circles, letters.</p> </p></p>	<p>Personal, Social and Emotional Procedural Knowledge and word knowledge Feelings -I can feel different feelings/emotions. Sometimes I feel happy and I am smiling. I also might feel sacred, sad, angry or shocked. All feelings are okay. Ongoing <ul style="list-style-type: none"> My feelings can change quickly, and other people can help to make me feel better. I sometimes have to wait to play with something if another person is playing with it. This is called taking turns and sharing -ongoing. I can share my ideas about playing with my friends. I can ask them to play with me by just saying: "Do you want to play...?" I can listen to my friends, ask them questions, and answer their questions. Team work happens when I work with a group of other children on a task. We work together to get a job done! If I do not agree with my friends, we can always talk about it to solve a problem. Using unkind hands or words does not solve a problem. <p>Key Vocabulary Feeling, happy, sad, scared, angry, shocked, upset, unhappy, mad, annoyed, smile, laugh, scream, shout, cry, take turns, share, wait, kind, help, rules, safe. Same, different, alike, unlike.</p> <p>Jigsaw: Knowledge...Linked to Physical Development Knowledge Healthy Me: Key focus on...</p> <ul style="list-style-type: none"> Exploring our bodies Being Healthy Sleep Washing hands No to strangers <ul style="list-style-type: none"> Know the names for some parts of my body. Healthy means that we feel good in and look after, our minds, bodies and heart. What we eat, exercise, sleep, water and keeping clean all keep us healthy. Some foods are healthy, such as fruit and vegetables, some foods are not very healthy and we can only eat a small amount of them, such as sweets and chocolate. Know that good sleep keeps me healthy and sleeping is good for me. Know how to wash my hands Washing my hands kills germs on my hands, this stops me and my friends from getting poorly. There are times that I must wash my hands, after using the toilet, before eating <p>Key Vocabulary: Healthy, me, body, active, move, mind, body, heart, feel good, happy, eat, exercise, sleep, water, clean, food, fruit, vegetables, wash</p> </p>

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hands, hygiene, safe, germs, toilet.

Prime Aspect

Specific Aspects: Literacy and Maths – Largely Procedural and Word Knowledge

Physical Development –Health and Self Care: LINKS TO JIGSAW CURRICULUM THIS HALF TERM -SEE PSED Jigsaw

This is largely Procedural Knowledge – knowing the importance of and how to perform key health and self-care skills...

• **This is largely Procedural Knowledge – knowing the importance of and how to perform key health and self-care skills**

•When we use scissors, we have to use them safely or we could cut ourselves or hurt other people.

•When we hold scissors, we need to carefully wrap our fingers around the closed blades with the blades pointing down. This is the safest way to hold scissors when you are not cutting with them.

•We must walk slowly while carrying scissors.

We need to put scissors down when we have finished with them.

•Scissors need to be stored in a safe place and when we have finished using them, we need to safely return them back to the safety box.

Continue to know HOW to wash our hands – know the correct procedure and time.

•Washing our hands can stop us and other people around us from getting poorly.

•We carry germs on our hands and these germs can jump on to things – such as toys and tables if we do not wash them away with soap and water.

•Some germs are good germs, however other germs are not good for us they can make us feel poorly, it is these germs we need to wash away.

Key Vocabulary:

Scissors, tool, cut, blade, danger, dangerous, safe, safety, care, careful, hold, close, closed, point, down, walk, slow, slowly, wash hands, soap, water, 20 seconds, germs.

Literacy: Reading

Language Comprehension

•**Know what words in a story mean (linked to individual stories) -see short term planning.**

•A story setting is where the story happens. Stories can happen in lots of different settings, such as space, the beach, a forest, a castle...

•A character is a person or animal in a story.

•I can use words to describe characters in a story like funny, scary and big.

•I can guess what happens next in a story, I can share my ideas.

• Know that most stories have pictures and words. The words and pictures tell the story – I can use them to help me understand what is happening.

Print Awareness Knowledge:

•Print carries meaning – the words mean something.

• Books contain letters, words and pictures.

•Books have a cover – this tells me the name of the book and gives me some idea what the book will be about.

•An author is the person who writes the book. The authors name is on the front cover.

•An illustrator is someone who draws the pictures in a book.

•A page is what we call each piece of paper in a book.

•Pages in a book have numbers on them so we know we are reading the book from the beginning to the end in the correct order to tell the story.

•Print is read from left to right and top to bottom.

•A story has a beginning, a middle and an end.

Phonological Awareness:

•Words have a rhythm; a beat, they can be broken down in to syllables. A syllable is part of a word. Words can be broken down into 1,2,3, 4 or more parts /syllables.

•I can clap my hands to match syllables in words, e.g., 'bro-ken' would be 2 claps.

•Words in songs, rhymes and stories can rhyme.

•Rhyming is when the end of words sounds the same. If you say cat, they can use a word like 'bat' to rhyme.

•Know when a string of words has the same initial sounds.

Writing: Also see Print Awareness Knowledge Add in non-fiction focus.

•I can make marks using lots of different writing tools, including a pencil, pen, paint or my finger in foam, sand etc.

•Grownups use writing for lots of different reasons.

•If I write a list, I start at the top of the page and write down the page, not across.

•We write lists for lots of reasons – to list shopping, to list names, to remember things.

•Words consist of letters and spaces appear between words.

•When we write, we start on the left and move across to the right.

Key Vocabulary: Letter, sound, same sound, bouncy, stretchy, initial, first, beginning, word.

Mathematics: Recall all previous number knowledge

Number

• I know that when I count a group of objects, the number name I assign to the final object is the total number of objects in that group. **(The cardinal principle.)**

• I know that anything can be counted including things that can not be touched including sounds and movements. **(The abstraction principle.)**

• I know if I count three objects, I have 3 in the group. If I move the objects around, I will still have 3 objects. The order I count them in does not matter.

• I know that when I have a small group of objects, I do not have to count them, I can just say how many I see, such as 2 or 3 – this is called subitising. **(Perceptual Subitising.)**

• I know the value of numerals 0-5 and I know how to match numeral and amount.

Vocabulary:

Number, numeral, numeral names, how many, count, counted, order, show, marks, fingers, more, most, more than, few, fewer, fewest, less, less than, fewer than, same, quantity, equal, circles, lines, pictures, marks, group, collection, set, objects, sounds, movements, subitise.

Shape

• I know that I can describe shapes and know some words related to shape, such as shape names, sides, corners etc.

• I know that shapes can be different sizes, the size does not change their shape.

• I know that a square has 4 straight sides. All sides are the same length. It has four pointy corners.

• I know that a rectangle has 4 straight sides. It has two longer side and two shorter sides. It has 4 pointy corners.

Vocabulary

Shape, square, rectangle, circle, triangle, side, corner, edge, straight, round, curved, pointy, long, short, face, fat shape, 2D,

Measure

• **Weight** measures how heavy or light an object is.

• A small object can be heavy and a big object can be light.

• If I place objects in the weighing scales the side that is nearer the ground is the heaviest, the side that moves upwards is the lightest.

• If the scales are the same height, it is balanced.

• I know some words to describe how heavy or light an object is.

Vocabulary

Weight – Heavy, heavier than, heaviest, as heavy as. Light, lighter than. Lightest, as light as.

Balance, weight, weighing, scales, same.

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Word, listen, story, book, next, picture, rhythm, beat, syllable, clap, break down, match, page, front cover, title, author, illustrator

Mark, draw, write, line, circle, up, down, around, back, forwards, backwards, curve, letter sounds and words linked to individual sounds each week.

Direction:

- I know that I can use words to talk about how I travel from one place to another.
- I know that I can remember things I see to help me recall a route I take, such as a statue, building or sign.
- I know I can use words such as, 'forwards' and 'backwards,' 'under,' 'around' and 'through,' to talk about how things move.

Vocabulary

Route, travel, which way, direction, forwards, backwards, to the side, sideways, up, down, around, close, far.
Follow, to, along, start from, end, finish.

Specific Aspects – Key Knowledge and Vocabulary

Understanding the World: Links to Primary History

Continue to build on Knowledge introduced in Autumn Term and Spring 1:

In Spring 1: Explorer topic we are focusing on Geography specifically. We will make links to History next half term in Summer 1 when we learn about the famous Explorer Amelia Earhart.

However, we will continue to reflect on the things that happened in the past through the children's own history as part of our ongoing knowledge and learning.

We will retrieve/recall key language:

Today, tomorrow, before, now, then, time, next, soon, long time ago, past.

Understanding the World: Links to Primary Geography

Knowledge: Explorers Topic

Question: We're off on an adventure, what will we see?

- An **explorer** visits different places all over the **World**.
- A **beach** is an area of **sand** or pebbles that leads to the **sea**.
- A **Jungle** is -a **forest** thick with trees, home to many tropical plants and animals.
- The **savannah** - is a large flat area of **land**, covered in **grass**. Lots of animals live here.
- Recap that: A **desert** is a large area (space) of **land** that is **very dry**. It hardly ever rains in a **desert**. They are very **hot places** to live. Some **deserts** are covered in **sand**.
- Recap that: A **forest** is a large area of **land** that is full of **trees** and **plants**. Most **forests** also have **rivers** and **lakes** (water).
- A **rain forest** is like a **forest** with lots of trees however it **rains** a lot, it is **hot** and **wet** especially close to the **rainforest floor**. Lots of animals and plants live in a Rainforest.
- Recap that: A **mountain** is a very large, high and steep **hill**.
- A **country** is a piece of **land** that has its own name, language, flag, type of food, **weather**, people living there.
- You can visit other **countries** by flying over **land** or **sea** in an aeroplane or across the **ocean** on a ship.
- **Countries** can be big or small; they can be **hot** or **cold**.
- Some **countries** have **rainforests**, **forests**, **deserts**, **mountains**, **rivers**, **oceans**, **beaches** - countries can be the same and different in lots of ways.

Vocabulary

Explorer, beach sand sea, sea side place, caves, rocks, shops. town, Jungle forest, savannah, land, grass, island, water, dry, hot, cold, desert sand, forest rivers, lakes, rain, forest, wet, rainforest floor, mountain, hill, country, countries, sea body of water, ocean, lakes, pond, stream, river, waterfall, cliff, rock, World, Earth.

Understanding the World: Links to Primary Science

Continue to build on Knowledge introduced in Spring term 1: [links to living things and habitat -Humans](#)

- Know that animals are living things - link learning to their pets.
- Know that animals have similarities and differences and can be grouped for different reasons: habitats, feeding- link learning to animals that they may have as pets: dogs, cats, rabbits versus animals that might live on a farm or in the jungle. **(Linked to Key Stories: Handa's Surprise, Walking through the Jungle, Rosie's Walk)**
- Know that substances - such as water and foods can be changed over time if they get too hot or too cold.

Planting:

- To know that we plant seeds in to soil.
- Seeds will grow into flowers if they have three things: water, light and soil.
- Water can come from the rain or a watering can.
- Light comes from the sun.
- Soil is what we plant the seed in - this feeds the plant.

Seasonal

- To know that it is still Winter now and it will slowly change to Spring. To know that the Winter and Spring seasons bring changes to the weather, changes to trees, and that lots of new young animals are born - such as lambs, chicks, calves - focus on knowing the names of these animals and matching mother to baby. **(Linked to key story: Rosie's Walk)**

Vocabulary

- Same, different, animal, pet, animal pet names - such as dog, cat, bird, fish, rabbit and related vocab. Home, house, feed.
- Water, hot, cold, change, different, melt, freeze, hard, liquid.
- Winter, Spring, change, different, same, colder, change, freezing, ice, frost, snow, water, hard, solid, body, warm.
- Plant, seed, soil, grow, flower, water, light, rain, sun.

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Expressive Arts and Design – linked to Primary Art Main DISCIPLINE FOCUS

Pillar 1: Knowledge and Vocabulary rich

SUBJECT/TITLE:

- Know that a **Collage** is a piece of **art** made by **placing** objects, paper, fabric or photographs on to a **flat surface** to create a **new picture**.
- Know that, You can choose any **materials** to make a **collage**.
- Know that, **Collage** can be **stuck down** or it can be just **placed**.

Knowledge: Art Theory

- Collages can **share/show ideas, thoughts, feelings** and **experiences**.
- **Collages** can be about things we have seen or **experienced**.
- **Collage materials** have different **textures** – they can **feel** different – some are **smooth, rough, hard, bumpy...**

Key Artist:

- **Kurt Schwitters** -he used all kinds of **objects** and **textures** in his **collages**.
- He used paper, sweet wrappers, train tickets, newspaper.

Vocabulary:

Collage, art, artist, flat, picture, glue, scissors, materials, stuck down, paper, cut, ripped, torn, scrunched, sprinkled, artist, texture, feel, smooth, bumpy, hard, objects, **Kurt Schwitters**.

Expressive Arts and Design – linked to Primary Art

Pillar 1: Knowledge and Vocabulary rich (Touch on this discipline this half term)

SUBJECT/TITLE:

- A sculpture is a piece of **art** that is **3d (not flat.)**
- **Sculptures** can be made out of anything – **paper, sand, mud, junk modelling, objects, play dough, clay** etc...
- Children will need to have knowledge of the language **Poking, pressing, rolling, squeezing, pinching, hammering, stretching**.
- **Sculptures** come in different **shapes** and **sizes**.
- Sculptures can feel different – some are smooth, rough, hard, bumpy...
- Children need to have knowledge of the texture language.

Knowledge: Art Theory

- A person who makes a **sculpture** is called a **sculptor**.
- **Sculptures** can be about things we have seen or experienced.
- We can talk about a **sculpture** at what it means.
- **Sculptures** can be found in **Museums, galleries** or in the outdoors.

Vocabulary

Sculpture, art, artist, 3d (not flat.) paper, mould, change, sand, mud, junk, modelling, objects, play dough, clay, materials, hands pressing, pushing, rolling, pinching, hammering, stretching, poking, squeezing, water, shape, sizes, indoors outdoors, texture, smooth, rough, hard, bumpy.

Expressive Arts and Design – linked to Primary Music – continue for Spring 1

Moving and Dancing:

- We can move our bodies to match music.
- Rhythm is a pattern of sound or movements.
- Beat is like a heartbeat, a steady pulse, sound underlying the movements.
- Tapping/banging an 'instrument' or a part of my body again and again at a steady pace makes a beat.
- **Teach the procedural knowledge of how to move their body to achieve specific actions, such as a tap, clap or jump – PD Link.**
- **Teach word knowledge – know what movement words mean and how to carry out the action – PD/CAL link.**

Exploring and Playing:

- Volume is how loud or quiet a sound is: loud, quiet, louder, quieter...
- Speed is how fast or slow a sound/piece of music.
- Tempo is the word we use to talk about the speed of music or sounds.
- Pitch is the word we use to describe how high or low a sound is.
- **Teach the procedural knowledge of how to hold, move and play instruments to make sounds and change sounds.**

Singing:

- To know that songs can be sung using different voice pitches and melodic shapes.
- To know that the words in songs can be changed to make new ones.

Key Vocabulary:

Song, listen, sound, melody, tune, pitch (high/low), voice, pulse, beat, music, instrument, rhyme, rhythm.

Understanding the World: Links to Primary Technology

Continue to build on Knowledge introduced in Spring 1:

- Know how to Switch an **iPad** on/off, using it to take a photograph.
- Know that I can **find out things** that interest me from the **Computer**, mobile phone or tablet using something called the **internet**.
- Know that I can use **iPads** and kindles to help me to learn or to take photographs/make videos of my work.

Vocabulary:

turn on, turn off, energy, switch, button, screen, press, push, sounds, pictures, **iPad, tablet, phone, internet**, instruction, information, **monitor, touch screen**

E-SAFETY

You should only use an **iPad**, tablet, YouTube, or mobile phone when a grown up is with you.

- Before you click on anything when using a **device**, you need to stop and show it to a grown up.
- If something pops up on your screen when you are using an **iPad** or tablet, you need to tell a grown up straight away.

Vocabulary: safety, safe, before, click, stop, think, tell someone, check, grown up, **pop up**

Understanding the World: Links to Primary RE

Christian concept: Salvation

Theme: Easter

Key Question: What is Easter?

Religions: Christianity

- In spring the weather begins to change, it can get warmer.
- Lots of baby animals are born in the spring and flower begin to grow. Leaves and blossom begin to grow on trees.
- We see lots of new life in Spring.
- Easter is a holiday that is celebrated by Christians all around the world every year.
- Jesus was blamed for something he didn't do, he was arrested and put on a cross on a Friday – we call this Good Friday.
- Jesus died on the cross on Good Friday.
- Jesus came back to life on the Sunday- we call this Easter Sunday.
- People thought this was a miracle – something that was like magic.
- Easter is a time for Christians to remember the story of when Jesus woke up again and had a new life.
- Families and friends like to go to Church to celebrate Easter– the churches ring their bells on this special day.

Vocabulary:

Seasons, spring, summer, autumn, winter, change, weather, animals, changes, nature, signs, world, grow, new baby animals, new life, leaves, flowers, blossom.

Special Focus Days:

World Book Day

Mother's Day

- **8th -17th March 2024 World Science Week**
- **March 20th 2024 -World Oral Health Day**
- **Friday 22nd March 2024 World Water Day**
- **Spring 2 Parent Number workshop**



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Easter, celebration, Christians, spring. Jesus, arrested, cross, Good Friday, died, reborn, Easter Sunday, miracle, magic, new life, son of/gift from God, Church, eggs.