

<p><b>Topic: Explorers</b> <b>Focus Stories:</b> <a href="#">Handa's Surprise</a>, <a href="#">Handa's Hen</a>, <a href="#">Whatever Next</a>, <a href="#">Amelia Earhart</a>, <a href="#">The Train Ride</a>, <a href="#">The Lion and the Mouse</a> -fable <b>Displays:</b> Learning behaviour – build on from previous term – Serengeti environment and transport – linked to topic/UW. <b>Artist of half term – Paul Klee (Printing) Castle and Sun print Explorers Display</b></p>	<p><b>Assessment</b> On-going observational assessment Use of Learning Journals, including work/comments from home- via Google Classroom. Group/Individual Observations. Teacher Judgements - ongoing Daily ongoing observation to inform assessment for learning, next steps and planning. <b>Home Learning will be through Google Classroom.</b></p>	<p><b>Environment and Resources:</b> Role Play area will be adapted to reflect the new learning topic: Explorers. Explorers Base camp 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. Parent Stay and Play Session Parent Forest School</p>
<p><b>PRIME AREAS OF LEARNING</b> are largely <b>skills-based</b> aspects of learning. However <b>Procedural/implicit knowledge and Word knowledge</b> is key in the Prime Aspects.</p>		
<p><b>Communication and Language</b> <b>This area of Prime learning largely focuses on 'Word Knowledge' – understanding what a word means.</b></p> <p><b>Final Wellcomm Screening of children not yet meeting ARE will assess the children's 'word knowledge' and vocabulary range.</b></p> <ul style="list-style-type: none"> <li>Continue to develop this: I know the word: 'why' and what it means. It is giving a reason or cause for something.</li> <li>I know what the word 'how' and what it means. It is when I talk about the way in which I have done something.</li> <li>Know some words associated with time-based events – such as 'yesterday, last week, before, tomorrow, next...etc.' Recall these from Autumn term.</li> <li>I know that when I am talking about something that has happened in the past, it changes the way I say the word – like 'ran...instead of runned.'</li> <li>I know that if I am talking about more than one object in a set, I may need to add a 's' to the end of the word.</li> </ul> <p><b>See Reading Section for Early Reading – Sound Articulation focus</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Learn, understand and use <b>new vocabulary</b> in context, that has been influenced by a range of books, stories and rhymes.</li> <li>Begin to talk about the meaning of key 'words.'</li> <li>To build and use words to talk about stories, rhymes and other books based on their knowledge of the world around them, stories they have read and their experiences.</li> </ul> <p><b>Focus on the five key concepts of print to know the meaning of language linked to this and use it in context– ongoing</b></p> <p><b>Key Vocabulary</b> Listen, sound, who, what, where, when, question, how, why. Letter, sound, alliteration, bouncy, stretchy, initial, first, beginning, word. Yesterday, last week, before, tomorrow, next.</p> <p><b>Knowledge in all aspects of learning is related to Communication and Language -this runs through all aspects of leaning.</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>An explorer is: a person who travels to a place to find out what is there.</li> <li>An explorer goes looking for places and things.</li> <li>Explorers can explore deserts, forests, hot or cold places all over the</li> </ul>	<p><b>Physical Development – Moving and Handling: Procedural Knowledge and word knowledge</b> <b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>A star shape is - arms in line with shoulders hands extended.</li> <li>Pike is -arms in line with shoulders legs together toes pointed.</li> <li>Dish is -legs together arms and legs straight and lifted off the ground.</li> <li>Arch is -legs together arms and legs straight and lifted off the ground.</li> <li>Tuck is - knees together back straight roll shoulders down away from ears.</li> <li>Straddle is -arms and legs extended arms stay shoulder height in line with legs</li> <li><b>Roll:</b> To know that a roll is where you move your body over and over in a straight line whilst lying on the floor.</li> <li>Lie down on the floor, raise your arms in a point above your head, clasp hands or hold a small ball. Keep body in a straight line flat on the floor – like a pencil</li> </ul> <p><b>Vocabulary:</b> GYMNASTICS, tuck, arch, pike, straddle, straight, front, dish, back support, front support, roll, take off, landing, shape.</p> <p><b>One handed tools: Fine Motor Knowledge:</b></p> <p><b>Continue to build knowledge about how to hold a writing tool correctly – use of three fingers close to the tip – see Autumn and Spring Term for specific knowledge here – some children will need to continue to develop this knowledge and skill in the Summer Term.</b></p> <ul style="list-style-type: none"> <li><b>Know how</b> to use their writing tool to <b>form the main handwriting movements</b> involved in <b>the three basic letter shapes</b> as exemplified by: <b>I, c, r.</b></li> <li>To form a 'l' shape, know that you need to move your pencil up and then back down re-tracing the line.</li> <li>To form the 'c' shape, know that you need to move your pencil up and around to make a curve, and then stop at the top of the curve, retrace the curved shape back down to the bottom and curve it around at the end.</li> <li>To for the 'r' shape, know that you need to you need to move your pencil up and then back down re-tracing the line and then curve over at the top.</li> </ul> <p><b>Word Knowledge:</b></p> <ul style="list-style-type: none"> <li><b>Straight</b> means to move your pencil in a continuous line with no curves or bends.</li> <li><b>Curve</b> means a rounded shape, not a straight line.</li> <li>To know that the movement '<b>up</b>' means moving something higher and '<b>down</b>' means to move something lower. (Introduced Autumn 1)</li> <li>Know the letter rhymes to help them to write the following sounds: m,a,s,d,t,l,n,p,g o, c,k,u,b, f,e – News this half term,l,h,r,j,v.</li> </ul> <p><b>Key Vocabulary</b> Move, up, down, opposite, arm, leg, raise, bend, knee, foot, step, skip, skipping, hop, jump, bounce, forwards, on the spot, under, below, bend, over, above, throw, underarm,</p>	<p><b>Personal, Social and Emotional Procedural Knowledge and word knowledge</b></p> <ul style="list-style-type: none"> <li>If I do not agree with my friends, I know that if we talk about it -we can make things better.</li> <li>I know that if someone does something to me that I do not like, I can say to them: "Please don't do that, I don't like it."</li> <li>I know that, if we take turns and share, then we can stop lots of people getting upset.</li> </ul> <ul style="list-style-type: none"> <li>I know that I will feel lots of different emotions. <b>(Transition link)</b></li> <li>Know feelings and emotions- how to identify an emotion that they are feeling and how to name the emotion -angry, happy, sad, worried.</li> </ul> <p><b>Begin transition:</b></p> <ul style="list-style-type: none"> <li>Know that soon I will be leaving nursery and moving to my Reception classroom with a new teacher.</li> <li>My friends will be coming with me to my new Reception class.</li> <li>I will still be in Merritt's Brood School, just in a different classroom.</li> <li>I will still see my nursery teachers; I will have new teachers too.</li> </ul> <p><b>Key Vocabulary</b> "Please don't do that, I don't like it." Argue, fight, talk, share, take turns, Feeling, emotion, happy, sad, scared, worried, angry. <b>Reception, change, same, different, bigger, new class, new teachers.</b> Healthy, me, body, active, move, mind, body, heart, feel good, happy, eat, exercise, sleep, water, clean, food, fruit, vegetables, wash hands, hygiene, safe, germs, toilet.</p> <p><b>Jigsaw PHSCCE focus:</b> Relationships Family Making Friends Being a kind friend What makes a kind friend, does not make a kind friend</p> <p><b>Key Outcomes:</b> Know how to make friends Know how to try to solve friendship problems when they occur Know how to help others to feel part of a group Know how to show respect in how they treat others Know how to help themselves and others when they feel upset and hurt Know and show what makes a good relationship</p>

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<p>World.</p> <ul style="list-style-type: none"> <li>• Explorers travel in lots of different types of vehicles – these include aeroplanes, trains, coaches, hot air balloons, rockets, boats...</li> </ul> <p><b>Key Language:</b> explorer, explore, discover, travel, place, country, space, animals, objects, famous, desert, forest, rainforest, vehicles.</p>	<p>Letter, shape, form, up, down, re-trace, trace, over, on-top, back, line, curve, curved, round, straight, bend.</p>	<p><b>Key Vocabulary:</b> Relationship, family, friend, kind, making friends, sad, happy, angry, group, alone,</p>
<p><b>Prime Aspect</b></p>	<p><b>Specific Aspects: Literacy and Maths – Largely Procedural and Word Knowledge</b></p>	
<p><b>General Health and Self Care: linked to PD and PSED</b>  <b>This is largely Procedural Knowledge – knowing the importance of and how to perform key health and self-care skills...</b>  <b>To continue to build knowledge extending from Spring Term...</b></p> <ul style="list-style-type: none"> <li>•To know that when I exercise my body feels different in lots of ways.</li> <li>•When I have been exercising/running around my body gets hotter.</li> <li>•If I get hot when I exercise, I can take off my jumper, have a drink of water or stop and take a rest.</li> <li>•When I exercise, I can feel my breathing getting quicker.</li> </ul> <p>•Know class and school rules and how to keep safe.</p> <p><b>Focus on good oral health-</b>          Know that we need to brush our teeth every day morning and night time to keep teeth healthy.</p> <p><b>Continue to know HOW to wash our hands – know the correct procedure and time -importance linked to germs and keeping safe from germs. .</b></p> <ul style="list-style-type: none"> <li>•Washing our hands can stop us and other people around us from getting poorly.</li> <li>•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.</li> <li>•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.</li> </ul> <p><b>Key Vocabulary:</b>          Exercise, body, change, hot, hotter, cold, cool, cooler, water, rest, tired, slow down, stop, breath, breathing, pant, panting, safe, knife, scissor, tools, care, careful, slip, hurt, fall, trip, bump. Wash hands, soap, water, 20 seconds, and germs.</p>	<p><b>Literacy: Reading</b>  <b>Language Comprehension</b></p> <ul style="list-style-type: none"> <li>•<b>Know what words in a story mean (linked to individual stories) -see short term planning.</b></li> <li>•To re-tell a story means to talk about what happens in it.</li> <li>•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...</li> <li>•I can use words to describe characters in a story like funny, scary and big.</li> <li>• 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.</li> </ul> <p><b>Fable: Introduce this New type of story</b>          *A fable is a type of short story. *A fable has animals in it that act just like people/humans. *Fables are stories that teach us an important lesson, they teach us to make good choices in our lives, be better people.</p> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li>• Learn, understand and use <b>new vocabulary</b> in context that has been influenced by a range of books, stories and rhymes.</li> <li>• Begin to talk about the meaning of key 'words.'</li> <li>• To build and use words to talk about stories, rhymes and other books based on their knowledge of the world around them, stories they have read and their experiences.</li> </ul> <p><b>Focus on the five key concepts of print – ongoing – see Reading Curriculum MTP</b></p> <p><b>Early Reading – Read Write Inc</b></p> <ul style="list-style-type: none"> <li>• To know that 'jrywz,' are letter sounds.</li> <li>•To be able to match the sounds above to their graphemes.</li> <li>•To know that v, z are stretchy sounds and that when we say them our lips close together and we make a long sound.</li> <li>•To know that j, y, w are bouncy sounds and that when we say them our lips are open or bounce together and we make a short sound.</li> </ul> <p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>• A syllable is part of a word.</li> <li>•Words can be broken down into 1, 2, 3, 4 or smaller parts /syllables.</li> <li>•I can clap my hands to match sounds in words, e.g., 'bro-ken' would be 2 claps.</li> </ul> <p><b>Rhyme:</b></p> <ul style="list-style-type: none"> <li>•Words in songs, rhymes and stories can rhyme.</li> </ul> <p>*We can hear rhymes in words when they are read/spoken to us. *Rhyming is when the END of a word sounds the same, such as 'hat and bat' 'dog and log.' *Words that rhyme share some of the same letters and sounds, in the</p> <p><b>Alliteration:</b></p> <ul style="list-style-type: none"> <li>•Know when a string of words has the same initial sounds.</li> <li>•Know that we can break some words down in to three parts and <b>say</b> them like a robot "c-a-t", this is called segmenting.</li> </ul>	<p><b>Mathematics:</b>  <b>Continue to recall:</b></p> <ul style="list-style-type: none"> <li>•Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').              The last number I say is how many things I have.</li> <li>•When I count a group of objects, I need to touch each objects as I count, saying one number name for each object that is being counted.</li> <li>•When I count a group of objects, I need to count each object only once.</li> </ul> <p>Develop:</p> <ul style="list-style-type: none"> <li>•I can say numbers backwards, starting at 5, then 4, 3,2,1,0.</li> <li>• know the number order past 5 – 6, 7, 8, 9, 10.</li> </ul> <p>Know that I can solve number problems, such as who has more objects by counting them and comparing.</p> <ul style="list-style-type: none"> <li>•I know that when I see or count numbers in order, each number is one more than the one before.</li> <li>•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.</li> </ul> <p><b>(Perceptual Subitising.)</b></p> <ul style="list-style-type: none"> <li>•I know the value of numerals 0-5 and I know how to match numeral and amount.</li> </ul> <p><b>Vocabulary:</b>          Numbers, number names, recite, order, marks, lines, circles, pictures, numerals, fingers, count, how many, total, same, order, big, bigger, biggest, greater, most, loads, lots, few, fewer, fewest, smallest, less, least, group, altogether, record, write numbers, number problem, solve.</p> <p><b>Patterns and connections:</b></p> <ul style="list-style-type: none"> <li>•I know I can make a pattern using colours, shapes and objects by repeating the same objects and or colour over and over again.</li> <li>•If I say my pattern out loud, it can help me to recognise the pattern and continue it.</li> <li>•I know patterns are not just about objects; they can be about movements and sounds. A clap, stamp, clap, stamp, clap, stamp would be a sound and movement pattern.</li> </ul> <p><b>Vocabulary:</b>          Pattern, repeated, the same, over and over, first, second, first, last, next, copy, same, spotty, stripy, polka dots, stripes, gingham, lines, loops, zig-zags, colours, shapes.</p> <p><b>Sequence of events:</b></p> <ul style="list-style-type: none"> <li>•Know meaning of and use words first, then, next, after to talk about a familiar sequence of events.</li> </ul> <p><b>Vocabulary:</b> first, then, next, after.</p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>•I know that some shapes are called 3D shapes. 3D shapes are not flat. They are called solid shapes.</li> <li>•I know the names of some 3 D shapes: a sphere, a cube and a cuboid.</li> </ul>

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• Know that we can then blend them back together and say the word: 'cat.'

**Writing: Also recall and continue to develop Print Awareness Knowledge**  
**Daily Name writing on entry to class**

- Drawings can share/show ideas, thoughts, feelings and experiences.
  - Grownups use writing for lots of different reasons - know some of these.
  - Writing is made up of letters and starts on the right and moves across the page to the left.
  - Letters are made with lines and curves, I can use lines and curves in my writing to 'write' letters or my name.
- Know the letter rhymes linked to the letters introduced so far -  
 m,a,s,d,t,l,n,p,g,o,c,k,u,b,f – new ones. jrywz, '

**Key Vocabulary:** Letter, sound, same sound, bouncy, stretchy, initial, first, beginning, word.  
 Word, story, book, picture, rhythm, beat, syllable, part, clap, break down, page, front cover, title. Mark, draw, write, line, circle, up, down, around, back, forwards, backwards, letter sounds and words linked to individual sounds: see above each week.

- A cube and a cuboid have 6 faces, straight edges and pointy corners.
- A sphere is round; it does not have straight sides. It has 1 face. It can roll.

**Vocabulary**

Shape, square, rectangle, circle, triangle, side, corner, edge, straight, round, curved, pointy, long, short, face, fat shape, 2D, 3D, solid shape, sphere, cube, cuboid, edge, same, different.

**Measure**

- I know that **Capacity** -measures how full or empty a container is.
- I know that if there is liquid/sand... all the way to the top of a container it means it is full.
- I know that if there is only a small amount of liquid/sand... in a container then it is nearly empty.
- I know that empty means this is nothing at all in the container.
- I know I can change the amount of liquid or sand in my container if I pour some more in or pour some out.

**Vocabulary**

**Capacity** – full, empty, half full, nearly full, half empty, nearly empty, more, less, pour, container.

**Specific Aspects – Key Knowledge and Vocabulary**

Pillar 1: Knowledge and Vocabulary rich

**Explorers Knowledge:**

**Question: Who was Amelia Earhart and Why was she important?**

**Daily Life (clothing food toys etc)**

- Amelia Earhart was a **pilot** a very **long time ago**– she flew **aeroplanes** nearly every day.
- A **pilot** is someone who flies an **aeroplane**.
- An **aeroplane** is a metal machine that can fly in the sky as it has wings and an engine that makes it move.

(EYFS Link: To show interest in different occupations and ways of life – through history)

**Significant events:**

- Amelia Earhart became the first woman to fly her **plane** over the big Atlantic Ocean.
- Amelia Earhart wanted to be the first woman **pilot** to fly around the world – she started her journey in 1937 and never came back.

**Period Specific:**

- It was unusual for a girl to be a **pilot**.
- Amelia did lots of things in her **plane** that no one else had ever done – this made her a special **explorer**..

**Vocabulary:**

**Pilot, explorer, aeroplane, plane, long time ago, past, today.**

**Other occupations: (Story links)**

- An astronaut is someone that travels to space in a rocket.
- A train driver is someone who drives a train.

**Vocabulary:** astronaut, space, rocket, train, driver.

**Understanding the World: Links to Primary Geography**

**Knowledge: Explorers Topic**

**Question: We're off on an adventure, what will we see? Continue to recall, consolidate and develop this knowledge**

- An **explorer** visits different places all over the **World**.
- A **beach** is an area of **sand** or pebbles that leads to the **sea**.
- The **savannah** – is a large flat area of **land**, covered in **grass**. Lots of animals live here.
- A **forest** is a large area of **land** that is full of **trees** and **plants**. Most **forests** also have **rivers** and **lakes** (water).
- 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**, and people living there.
- You can visit other **countries** by flying over **land** or **sea** in an aeroplane or across the **ocean** on a ship.

**Vocabulary**

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

**Understanding the World: People and Communities**

- I have things that are the same as my friends in Nursery and I have things that are different- such as my face, hair, skin colour, whether I am a boy or girl.
- Not all children live in a house like me, houses can be different. Some children in other parts of the world live in houses made of different materials – link this to the story of Handa's Surprise.

**Vocabulary**

Same, different, hair, colour, eyes, face, skin, boy, girl, place, country, town, village, celebrate, good, happy.

**Understanding the World: Links to Primary Science**

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

**Hen Lifecycle:**

- A hen lays an egg, the egg will hatch open, a baby chick comes out, the chick will grow in to a hen.

**Vocabulary:** Hen, egg, hatch, chick, grow, change.

**Seasonal**

- Winter has now turned into Spring. It is a little warmer in Spring but it can still be cold and rainy sometimes.
- In Spring the leaves are beginning to grow back on to the trees and the flowers will start to grow.
- Some animals have woken up from a long sleep (hibernation).

**Vocabulary:** Season, Spring, warmer, sun, rain, change, grow, trees, leaves, flowers, animals, awake, hibernate.

**Talks about why things happen and how things work. Explore Forces...**

- Know that if you push or pull something it will move. (Forces in action – PD, water/sand.)
- Know that if you push something hard it will go faster, or slower if you push something softer.
- Know that if you push something it will move in the direction that you push it.
- Know that some forces can be felt – such as materials can be stretched - elastic band, snapped– twig, some materials are too strong to bend or brake – wood/metal.

**Vocabulary:** Force, push, pull, move, fast, slow, faster, slower, stop, forwards, backwards, hard, soft, feel, materials, stretch, bend, snap, brake, hard, strong, wood, metal, paper.

**Changes**

- Know that some things around them will change in time, such as bananas that are left in the fruit bowl for too long will turn brown or flowers in a vase will open.
- Know that when we cook, materials can change, making things hot or



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		<p>freezing them can change what they look and feel like. (Cooking – add individual knowledge to STP)</p> <ul style="list-style-type: none"> <li>• Know that if we plant a bulb/seeds in soil it/they will start to grow and change in to a flower/s.</li> <li>• Know that to help them to grow we have to water our bulbs/seeds and put them in a place where they can feel the sunlight.</li> <li>• If we do not give our bulbs/seeds water or light they will not grow.</li> </ul> <p><b>Vocabulary</b> Change, same, different, grow, cook, hot, cold, freeze, melt. Bulb, seed, flower,</p>
<p><b>Pillar 1: Knowledge and Vocabulary rich</b> SUBJECT/TITLE: <b>Printing</b> <b>Knowledge: Art Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Printmaking</b> is making <b>art</b> by <b>printing pictures</b>.</li> <li>• <b>Printing</b> means to move a <b>design</b> from one place to another.</li> <li>• In <b>printmaking</b> lots of <b>copies</b> of the <b>same picture</b> can be made -the <b>picture</b> is <b>repeated</b>.</li> <li>• We can <b>print</b> with our <b>hands</b> and <b>feet</b> using <b>paint</b> or in <b>sand, mud or clay</b> etc.</li> <li>• When <b>printing</b> carefully <b>push down</b> and <b>rub</b> on the object you are making the <b>print</b> with – do not let the object slide or the <b>print</b> will not be clear.</li> </ul> <p><b>Knowledge: Art Theory</b></p> <ul style="list-style-type: none"> <li>• <b>Artists</b> make <b>prints</b>, they are called <b>Printmakers</b>.</li> <li>• <b>Paul Klee</b> was a famous <b>artist</b> who used lots of colours in his paintings and <b>prints</b>.</li> <li>• One of <b>Paul Klee's</b> famous pieces of art was called '<b>Castle and sun</b>.'</li> <li>• The <b>painting</b> is made up of lots of different <b>shapes</b> and <b>bright bold colours</b>.</li> </ul> <p><b>Vocabulary:</b> Printmaking, art, print printing pictures, design, paper, material, copy, same, copies, repeated, hands, handprint, feet, footprint, sand, mud, clay Natural, objects, outside, manmade, objects, roller, sponge, brush, surface rolled, brushed, evenly, push, down rub, mono, single, direct, Paul Klee, shapes, bright, bold, colours, castle, sun.</p> <p><b>Link this to Amelia Earhart – castle and sun print with her plane flying over the top.</b></p>	<p><b>Expressive Arts and Design – linked to Primary Design and Technology</b></p> <p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Materials include fabrics, like our clothes are made from, wool, string, thread, ribbon, cotton wool.</li> <li>• Words to describe some textiles are fluffy, furry, smooth, scrunch-y, rough and bumpy</li> <li>• Materials can be joined together using different materials, such as string, glue, tape.</li> <li>• Blocks can be stacked on top of one another carefully in the middle so that they do not topple off.</li> <li>• If I join two things together it could change the shape or the texture of the materials.</li> </ul> <p><b>Vocabulary:</b> Material, clothes, wool, string, ribbon, cotton. Texture, feel, fluffy, furry, smooth, scrunch-y, rough, bumpy, join, string, glue, tape, shape.</p>	<p><b>Expressive Arts and Design – linked to Primary Music</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>• To know that songs can be sung using different voice pitches and melodic shapes.</li> <li>• To know that the words in songs can be changed to make new ones.</li> <li>• Every song has its own melodic shape – when we sing a song we sing in different ways, such as high and low...</li> <li>• <b>Teach the procedural knowledge of how to hold, move and play instruments to make sounds and change sounds.</b></li> </ul> <p><b>Key Vocabulary:</b> Song, sing, pitch, high, low, voice, match, melodic shape, up, down, sound.</p>
<p><b>Understanding the World: Links to Primary Technology</b> <b>Continue to build on Knowledge introduced in Spring 2:</b></p> <ul style="list-style-type: none"> <li>• Know that I can <b>find out things</b> that interest me from the <b>Computer</b>, mobile phone or tablet using something called the <b>internet</b>.</li> <li>• Know that I can use <b>iPads</b> and kindles to help me to learn or to take photographs/make videos of my work.</li> <li>• An <b>iPad</b> has a <b>camera</b> in it, I can hold it up to take a photograph of objects, my work and my friends. To take a photograph I need to press on the <b>app</b> with the <b>camera</b> and then on the white circle button to take the picture.</li> </ul> <p><b>Vocabulary:</b> <b>iPad, internet</b>, instruction, information, <b>touch screen</b>, arrow, camera, drag and drop.</p>	<p><b>Understanding the World: Links to Primary RE</b> Discovery RE <b>Theme:</b> Story Time <b>Christianity, Islam, Hinduism, Sikhism</b> What can we learn from stories?</p> <ul style="list-style-type: none"> <li>• Some stories teach us very important lessons.</li> <li>• The Boy Who Cried Wolf is a fable. A fable is a story that gives us a special message.</li> <li>• It is important to always tell the truth.</li> </ul> <p><b>The crocodile and the Priest Story: Sikh</b></p> <ul style="list-style-type: none"> <li>• Sikh's believe that people should not feel they are better than other people – we are all equal.</li> <li>• Sikh's believe everyone is special and important.</li> </ul> <p><b>Bilal and the Beautiful Butterfly Story: A Muslim Story</b></p> <ul style="list-style-type: none"> <li>• Muslims believe in one God, they call him Allah.</li> <li>• Muslims believe they need to give thanks to Allah for all of the</li> </ul>	<p><b>Special Focus Knowledge</b></p> <p>National Smile Day – Oral Health Focus – visit from local Dental Hygienist</p>

Merritts Brook E-Act Primary Academy  
Medium Term Planning Summer 1 – Knowledge based Curriculum Planning  
Early Years Foundation Stage Nursery

beautiful things in the World.

**Best Friends: A story from Asia.**

- Some animals are not supposed to be friends.
- Anyone can become your friend as long as you treat each other well and look after one another.
- Friends can be different; we do not all have to be the same.

**Vocabulary:**

Stories, lessons, important, learn, fable, special message. Boy, lied, believe, truth.

Sikh, Sikhism, religion, believe, one God, all equal, everyone special.

Muslim, Islam, Religion, one God, Allah, creation, created, animals, places, the world, give thanks.

Natural enemy, friend, look after, share, leave, sad, different