

# DO YOU WANT TO BE MY FRIEND?

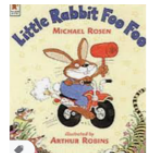
## Stories To Explore

Oliver Jeffery's



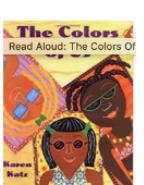
Lost and Found

Michael Rosen



Little Rabbit Foo Foo

Karen Katz



The Colour of Us



Little Red Hen

Virginie Morgand



What Do Grown-ups Do All Day?

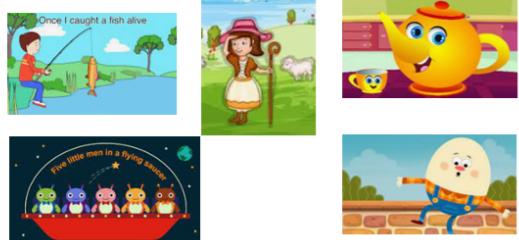
Judith Kerr



The Tiger Who Came to Tea

## Nursery Rhymes

Humpty Dumpty  
I'm a little teapot  
Five little men in a flying saucer  
Little Boo Peep  
1,2,3,4,5 once I caught a fish alive



## Book Vocabulary

**Author** – the person who has written the book.

**Illustrator** – the person who has drawn the pictures for the book

**Blurb** – a short description of a book

**Title** – the name of a book

**Fiction book** – is a story book that has been created by a person's imagination.

**Non-Fiction book** – is factual stories that are based on real people and true events. We read this for information.

## Maths

To know how to sort objects by colour, size and shape.

To know how to compare amounts using the language of more than, fewer than and equal.

To know how to compare size, mass and capacity.

To explore and know how to make simple patterns.

To know how to count objects following our 5 counting principles.

### Maths Vocabulary

count, first, once, how many, final, left, right, match, sort, compare, size, mass, capacity, pattern, same, different, colour, size, shape, equal, more than, fewer than, large, small, big, little, short, tall, tallest, shortest

### PRINCIPLES

1

The one-one principle. This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once ensuring they have counted every object.

2

The stable-order principle. Children understand when counting, the numbers have to be said in a certain order.

3

The cardinal principle. Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

4

The abstraction principle. This involves children understanding that anything can be counted including things that cannot be touched including sounds and movements e.g. jumps.

5

The order-irrelevance principle. This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number.

## Expressive Arts and Design

### Self portraits

To know how to create closed shapes with continuous lines.

To know how to draw with increasing complexity and detail, representing their face with a circle and including details for facial features.

To return to and build on previous learning, refining ideas and developing ability to represent their face in self-portraits.

### Vocabulary

line, circle, around, pressure, oval, straight, curved, wavy, face, features, eyes, nose, mouth, ears, hair, chin, eyebrows, eye lashes, freckles, colour, skin

## Physical Development

### Fine Motor Skills

To cut in a straight line

To cut in a curved line

To use ribbon to weave

### Gross Motor Skills

To develop movement and balance when riding balance bikes.

Stages of riding a balance bike:

1. Stand and walk
2. Sit and walk
3. Sit, run and balance
4. Sit, run and glide

## Personal and Social Development

### Self-Regulation, Managing Self, Building Relationships

To talk about their feelings using words like 'jolly', 'excited', 'enthusiastic', 'anxious', 'worried'.

To increasingly follow rules and understand why they are important.

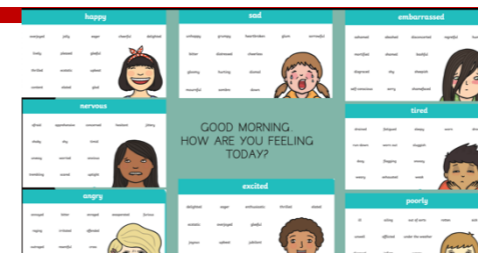
To play with one or more other children and know how to extend and elaborate play ideas.

To know how to listen to others taking turns.

To know that sharing is important to be a good friend.

### Vocabulary

feeling, kind, helpful, listen, share, turn take, idea, friendship, friend, rules, important.



## Understanding the World

### Past & Present

What do grown-ups do all day?

To know the roles of people in our society such as: police officers, nurses, RNLI and firefighters.

To know roles of people in society from the past such as: milkman, lamp lighter, rat catcher, chimney sweep,

To identify similarities and differences between roles in society from the past and now.

### Vocabulary

past, present, society, role, job, difference, similarity, then, now, same, different, new, old, lifeboat,

### People, Culture & Communities

To know that harvest is a special time for Christians.

To know that Shabbat is a special time for Jewish people.

To talk about special times in their lives.

To develop their sense of membership of our Hart Village Community – school values.

To talk about what is special about them.

To know about similarities and differences between themselves and others.

### Vocabulary

Harvest, Christian, Judaism, special, similar, different, community, village, town, church,

### The Natural World

To know/recall some of the crops grown locally such as wheat, barley, oats, potatoes, sugar beets, fruits and vegetables.

To know the changes in plant growth from seed to fully grown plant.

To know the different ways harvests are and were collected. - farm machinery, how seeds can be harvested from plants, crops such as cranberries are harvested by flooding the field and ploughing of fields.

To explore where in the world different crops are grown and to know that crops are harvested at different times.

To be able to name different foods that are made from harvested crops – bread, pasta, breakfast cereals, juices, jam.

### Vocabulary

Seed, seedling, young plant, adult plant, harvest,

