

Long Term Memory Knowledge	
<u>Children should know:</u>	
<ul style="list-style-type: none"> Plants need water, light and soil to grow. Minibeasts are important to plants and other animals. Plants and animals go through changes and processes of growth (life cycles). 	

Relevance	
Now	Children know how to respect and care for other living things.
Future	Children can identify other living things and know how to support their growth, where appropriate.
Aspiration	Children can play an active role in looking after their community and the wider world.

Key Vocabulary	
Minibeast	A small creature without a backbone.
Change	To make someone or something different.
Life Cycle	A series of changes of a living thing.
Artist	A person who creates art.
Observe	To watch something carefully.

Communication and Language
<ul style="list-style-type: none"> Tell stories in own words using props & other resources. In both whole-class & small group activities, listen to others & offer own comments linked to learning. To have conversations with adults and peers with back and forth exchanges. Use a range of tenses when talking to both familiar and unfamiliar adults around school. Talk about why things happen, using because. To use new vocabulary confidently in different contexts including Explore Time and adult directed Enquiry learning.

Personal, Social and Emotional Development
<ul style="list-style-type: none"> To maintain focus during extended whole class teaching. To solve problems and manage situations and behaviour independently. To follow multistep instructions (minimum of 3). To understand the importance of healthy food choices. To show high levels of involvement in teacher directed and chosen activities. To show a can-do attitude, demonstrating resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing (sensible amounts of 'screen time', having a good sleep routine). Confidently communicate with a range of adults around school.

Physical Development
<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. To run and stop with control. Vary running speed based on instructions given e.g. fast and slow. - Move arms and legs quicker to run faster, move them slowly to run slower. To participate in races, applying taught skills for a purpose, demonstrating resilience and sportsmanship. Jump from standing using two feet, landing correctly. Jump side to side, two feet to two feet. - Jumping from two feet gives more power than jumping from one. - Safely land a jump with two knees bent and on two feet. To use non-bouncy scissors, holding them correctly to cut various materials. To create drawings with details, inspired by the artist Jan Van Kessel. - To know that Jan van Kessel drew insects. - He observed the insects, looking closely at the detail so he could draw them. Begin to describe artwork- -What can we see in the artwork? - What colours has the artist used? Begin to show accuracy and care when drawing. Pencils are used to be more accurate with the detail. To more consistently write with appropriately sized letters, ensuring they are sitting on the line.

Literacy
<ul style="list-style-type: none"> Answer simple recall questions about stories they can follow without over-reliance on picture cues. To know that information can be retrieved from books. To recognise Set 2 speed sounds ou oy. To secure recognition of Set 1 and 2 Sounds. Read a sentence aloud (matched to phonic knowledge). Read common exception words: the, I, put, my, of, a. To more consistently write with appropriately sized letters, ensuring they are sitting on the line. To use capital letters, finger spaces and full stops with growing independence and accuracy. To read back writing and check that it makes sense, editing where necessary. To independently compose, hold and write a sentence for a purpose that can be read by themselves and others. To form recognisable lower-case letters with growing fluency and accuracy. (Zig Zag Family: v, w, x, z). Write recognisable letters, most of which are correctly formed.



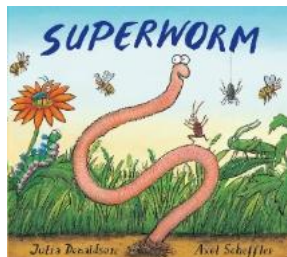
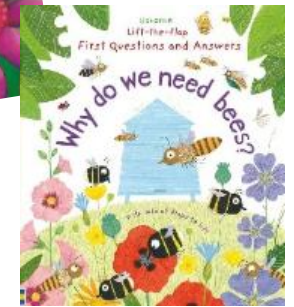
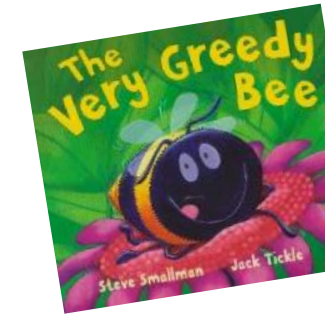
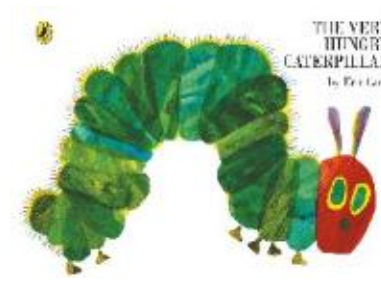


Mathematics

- To secure subsisting to 5.
- Secure composition of 5.
- To count objects with 1:1 correspondence up to 10.
- To recognise numbers 5 – 10 is 5 and a bit.
- Match numerals to quantities to 10.
- Count 20 objects (to support verbal counting).
- Count to 30 and beyond.
- Compare groups up to 10.
- Understand 1 more than/less than up to 10.
- Know double facts up to 10.
- Recognise if a number is a double.
- Recognise if a number is odd or even when arranging double patterns.
- Identify, create and explore repeated patterns.
- Describe position.
- Understand the concepts of on, under, behind and in front.

Understanding the World

- To reflect on our past achievements, discussing our learning journey, throughout Reception.
- To prepare for the future and begin transition events ready for Year 1.
- Give examples of special occasions and suggest features of a good celebration.
- To explain some similarities and differences between life in this country and life in other countries, including festivals, celebrations & languages.
- To have an awareness and show respect for other cultures and religions in our community.
- To know and recognise the signs of Summer.
- To learn about the life cycle of some animals (butterfly).
- To know that each minibeast lives in its own habitat.
- To draw pictures of minibeasts.
- To know important processes and changes in the natural world including states of matter (floating and sinking).
- Give examples of how the internet can be used to learn new things and recognise devices that can be used to access information online (phones, Alexa, computers, etc.).
- Understand that children aged 4 or 5 should have less than one hour of screen time a day.
- Know to talk to a trusted adult if you are worried for yourself or others about content or contact on the internet or other online technologies.



Expressive Arts and Design

- To know similarities and differences between some materials.
- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To share creations and talk about the process, giving some evaluation of their work, including natural stick frames and final butterfly drawings during showcase.
- To invent own narratives, making costumes and resources.
- To create narratives with detail based on own ideas and linked to stories.
- Invent, adapt and recount narratives and stories orally with peers and the teacher.