Little Acorns

Term 2 (even cycle)

BROOK SCHOOL
A Small School on a Big Adventure

English

- **Key Text:** Non-fiction books on firefighters, police officers, postal workers, nurses, doctors and paramedics, "The Jolly Postman", "A little bit of winter" "Letters to Santa"
- **Key Skills:** Writing initial sounds, forming lower case letters and capital letters correctly. Engage in extended conversations about stories, learning new vocabulary.
- **Phonics:** Revision on Bug Club phase 2 units 1-5, Bug Club phase 3 units 6-7 (j,w, x, y, z, zz, qu) Beginning of unit 8 (ch, sh). Revise and learn new irregular words (I, into, her, the, no, go, and, to, me, be, they)

Maths

- 1,2,3,4,5
- Circles and Triangles
- Shapes with 4 sides

Understanding the World

- Comment on images of familiar situations in the past, e.g. Guy Fawkes Night
- Recognise that people have different beliefs and celebrate special times in different ways, e.g. Christmas. Show interest in different occupations
- Understand the effects of the changing seasons on the natural world around them. Understand changing states of matter such as melting and solidifying.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises.
- Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'.

Personal, social and emotional development

- Identify and moderate their own feelings socially and emotionally.
- Increasingly follow rules, without adult reminders, understanding why they are important. Able to dress/undress independently.
- Begin to understand how others may feel. Express their feelings and consider the feelings of others.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.
- Continuing to learn to write from left to right, top to bottom.

R.E.

- **Which times are special and why?**
- **The Traditional Nativity Story**
- Give examples of special occasions and suggest features of a good celebration
- Recall simple stories connected with christmas / easter and a festival from another faith
- Say why christmas / easter and a festival from another faith is a special time for christians /members of the other faith
- Use new vocabulary to identify some similarities and differences between religious communities in britain

Music

- **Witch, witch**
- **Row, row, row your boat**
- Make up a simple accompaniment using percussion instruments.
- Use the voice to adopt different roles and characters.
- Match the pitch of a four-note (la-so-mi-do) call-and-response song.
- Make up new lyrics and vocal sounds for different kinds of transport.
- Sing a tune with 'stepping' and 'leaping' notes.
- Play a steady beat on percussion instruments.

P.S.H.E.

Building relationships: Special relationships

Science, History and Geography specific learning

- Name different common materials (wood, paper, metal, plastic) and some basic properties
- I know our current and previous Monarch and understand that not all countries have a King/Queen (Empire, Significance)
- I know how the school environment changes over seasons (Time)
- I can explain why some areas of the school are warmer and colder than others (Interconnection)
- I can recognise different types of weather (Earth Systems)