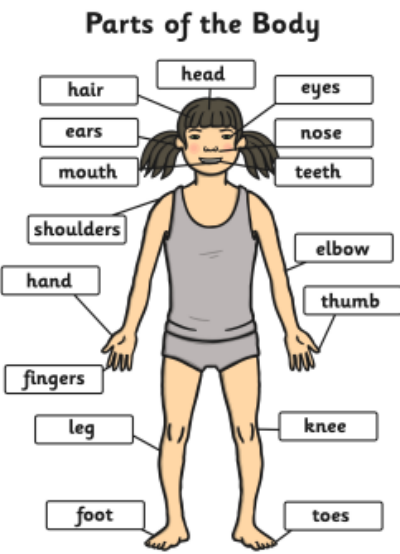


Our Big Question: Who am I?



Things to talk about/remember ...

- We all look different.
- We have different colour hair and eyes, we are different heights and we have different families.
- We live in different houses.
- How we look after our body – teeth, washing, exercise.
- We have five senses. They are sight, hearing, smell, taste and touch.
- We wear different clothes, clothes names.
- To talk about our family.
- Our families are all different.

Vocabulary

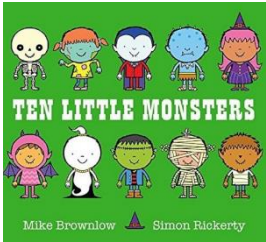
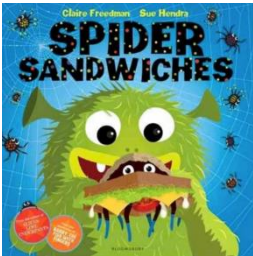
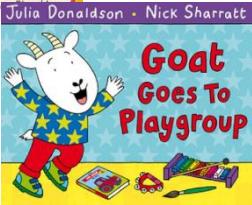
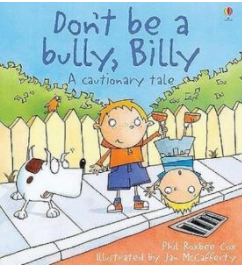
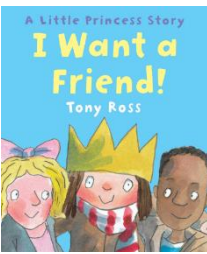
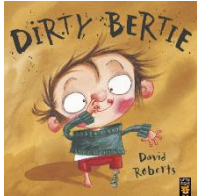
different	family
Same	See, hear, touch, taste, smell
body	feelings



Key I can statements covered:
UTW :

- I can tell you about my family and who lives in my house
- I can tell you about my family including people who do not live with me
- I am beginning to explore my 5 senses
- I can explore water with my senses
- I can explore food with my senses
- I can tell you what I see
- I can tell which senses I need to use to explore my outdoor environment
- I can use taste to explore
- I can use touch to explore
- I can use smell to explore
- I can use my ears to explore
- I can describe in extended vocabulary what I can see
- I can tell you where I am from
- I can tell you about different people
- I know which country I am from
- I know where I live

We are reading



Our Big Question: What things move?

Vocabulary	Definition
Animals	Animals are living things they eat food and drink water.
Baby Animals	A animal that is young or recently born
Transport	Know the different types of transport (car, boat, train)
Force	Push or pull
Movement	Different ways of moving (jump, hop, skip)

Things to talk about/remember ...

- Where different animals live.
- The names of baby animals.
- To talk about the animals in their own lives e.g: pets.
- Compare the size of a animal using mathematical vocabulary e.g. big, bigger, biggest, small, smaller, smallest.
- Look at different types of transport and talk about the ones they have experienced.
- Talk about different jobs – look at logos that they may have seen.
- How to keep safe when using the bikes in school.
- Exploring different instruments.



Key I can statements covered:
UTW :

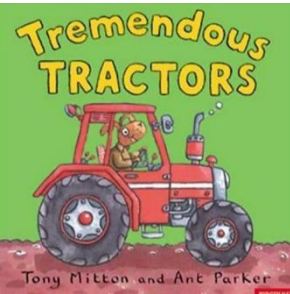
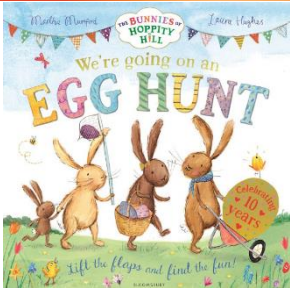
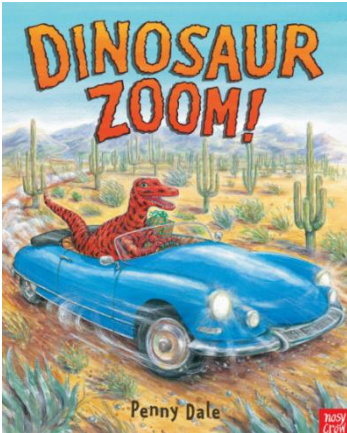
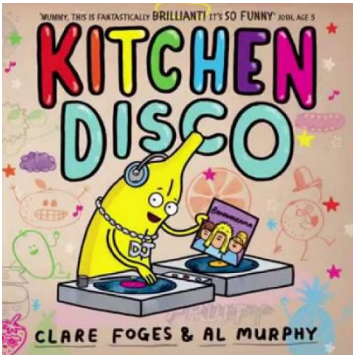
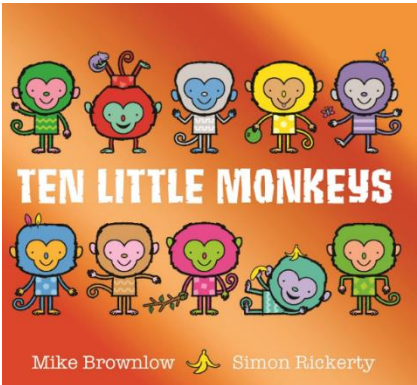
- I can tell you what I see
- I can describe in extended vocabulary what I see
- I can explore materials and investigate different properties about them
- I am beginning to tell you who helps us in our immediate world
- I can tell you about someone with a helpful job
- I can clearly use vocabulary to explain their job
- I can notice when I snap a twig
- I can push a trike
- I can tell you what I cannot bend
- I am beginning to learn how to move in a variety of ways
- I can move in a variety of ways
- I am beginning to explore bikes, trikes and scooters
- I can ride a bike, trike or scooter independently with confidence

Mathematics:

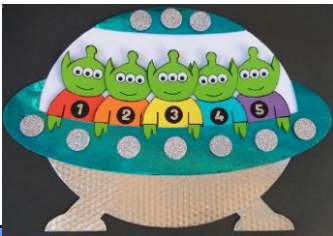
- I am beginning to tell you about big and small
- I am beginning got tell you about long and short
- I can compare objects and tell you about big and small
- I can compare things and tell you about long and short



We are reading



Our Big Question: What makes a super hero super?



Vocabulary	Definition
Monster	An imaginary creature
Alien	An imaginary creature from space
Superhero	Something with magical powers
Powers	To have strength or magic
Costume	A type of outfit

Things to talk about/remember ...

- Earth is the planet that we live on.
- Learn the song '5 Little men in a flying saucer'.
- Express themselves during imaginative play.
- Talk about the different superheroes they know.
- Know that monsters are not real.
- Explore colour mixing to create monsters or alien pictures.

Key I can statements covered:
UTW :

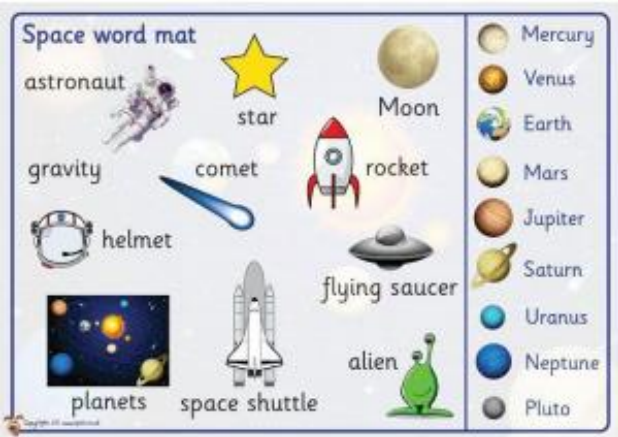
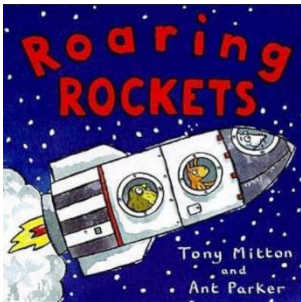
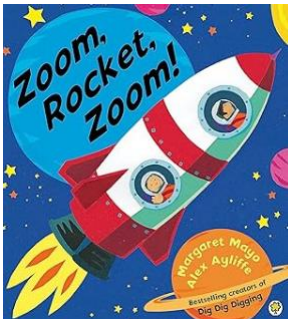
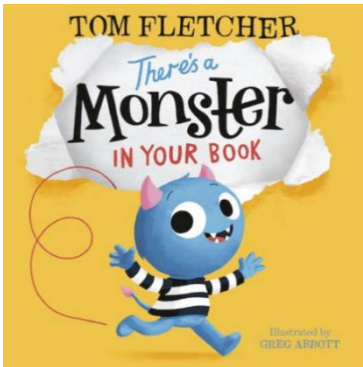
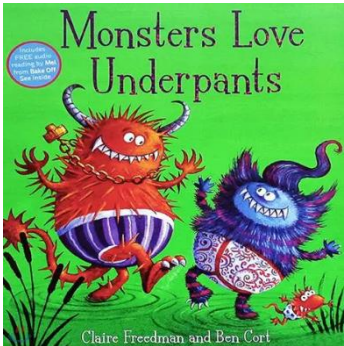
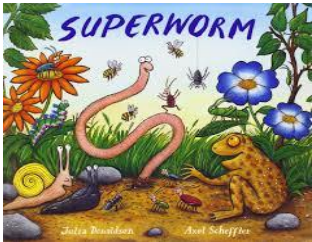
- I can tell you what I see
- I can describe in extended vocabulary what I see
- I can explore materials and investigate different properties about them
- I am beginning to tell you who helps us in our immediate world
- I can tell you about someone with a helpful job
- I can clearly use vocabulary to explain their job
- I am beginning to learn how to move in a variety of ways
- I can move in a variety of ways
- I am beginning to explore bikes, trikes and scooters
- I can ride a bike, trike or scooter independently with confidence

EAD:

- I can explore the junk modelling
- I can join things together with glue or tape
- I can free paint an idea
- I can change a box into something
- I can draw a picture and tell you about it
- I can use the small world to imagine
- I can recreate a story in small world play



We are reading



Our Big Question: Where do I live?



Vocabulary	Definition
Old Goole	The town where we live
Marshlands Primary school	Our school
Place	Where something is
Route	A description of how to get to a place
Positional language	Words to describe the position of things related to another

Things to talk about/remember ...

- To make observations about their immediate environment (school/field/house)
- To use positional language to describe things in relation to others
- Look at different places/countries in the world and talk about the similarities and differences
- Talk about different occupations
- Look at different landmarks around the world



Key I can statements covered:
UTW :

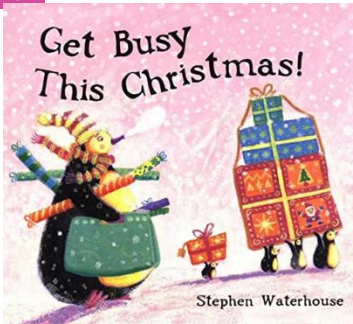
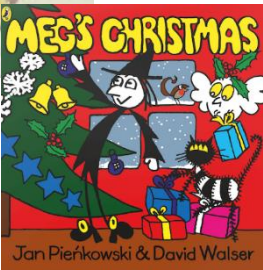
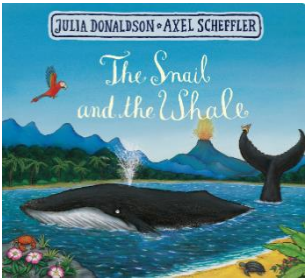
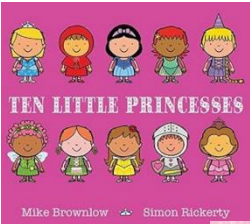
- I can tell you what I see
- I can tell which senses I need to use to explore my outdoor environment
- I can describe in extended vocabulary what I can see
- I can tell you where I am from
- I can tell you about different people
- I know which country I am from
- I know where I live
- I am beginning to learn who helps us in school
- I am beginning to tell you about who helps us in our immediate world
- I can tell you about 2 people that help me in school
- I can tell you about someone with a helpful job
- I can clearly use vocabulary to explain their job
- I can tell you about another country in the world
- I can tell you what it is like there
- I can tell you something different about living there

Mathematics:

- I am beginning to use positional language
- I am beginning to understand under, on top, next to, above and in/out
- I understand positional language
- I can move my body to the correct place when given positional language instructions



We are reading

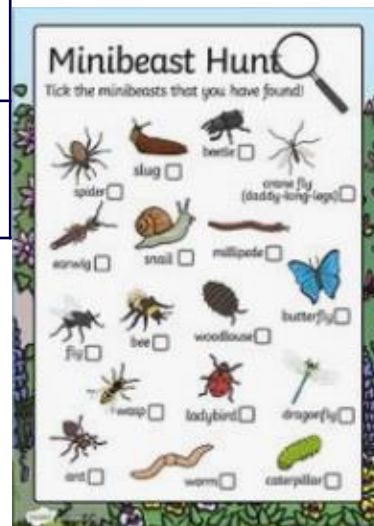


Our Big Question: How do seeds grow?

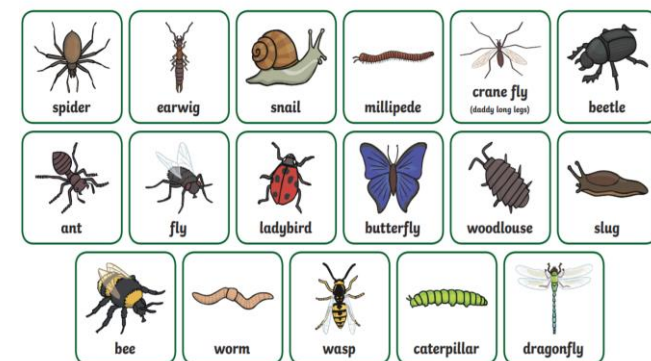
Vocabulary	Definition
Mini-beast	A small animal e.g. an insect or a spider.
Grow	What things that are alive do
Plant	A nature object
Life-cycle	The stages that a living thing passes through.

Things to talk about/remember ...

- Learn nursery rhymes about minibeasts e.g. incy-wincy spider.
- Name some minibeasts and talk about what they look like.
- Learn about the life-cycle of a butterfly.
- That plants need soil, water and sunlight to grow.
- Look at and explore natural materials.



Minibeast

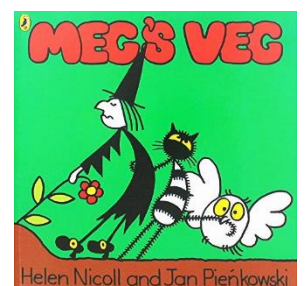
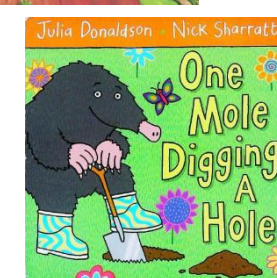
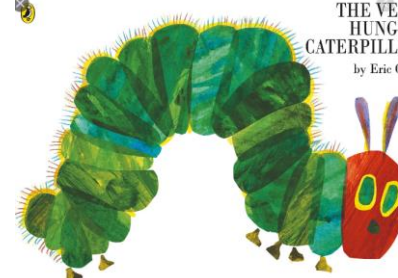
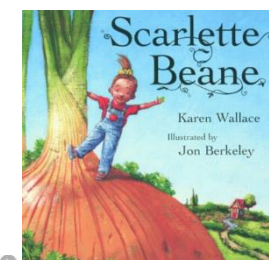
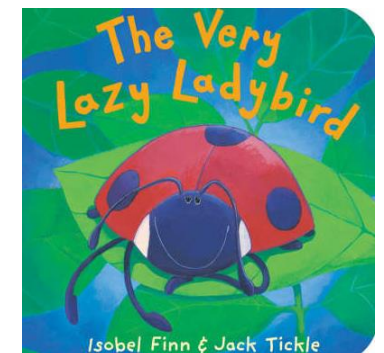
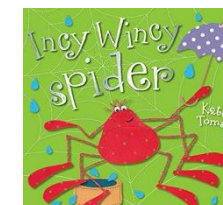
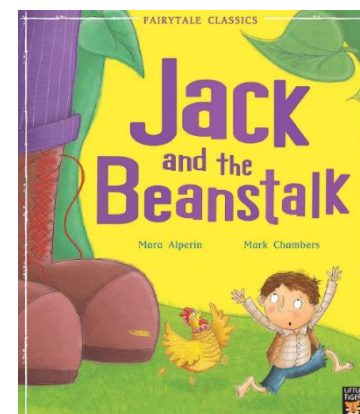


Key I can statements covered:

UTW :

- I can tell you what I see
- I can describe in extended vocabulary what I can see
- I can tell you that caterpillars grow into butterflies
- I can plant a seed
- I can watch a seed grow
- I can tell you how to grow a seed
- I can tell you what grows and how that happens
- I can plant a seed and watch it grow, making simple observations
- I can plant a sunflower or bean seed and help it grow very tall
- I can tell you the life cycle of a caterpillar

We are reading



Our Big Question: What makes a super hero super?

Vocabulary	Definition
Fairy Tale	A story that has been retold over many years.
The end	When a story has finished
Title	What the story is called
Character	A person or animal in the story
Beginning/Middle/End	The different parts of a story.

Things to talk about/remember...

- To know what a fairy tale is.
- To know a story has a beginning, middle and end.
- To name some fairy tales.
- To know what a character of a story is.
- Read lots of stories and watch story cartoon adaptations
- To know some rhyming words and rhyming strings and know some stories rhyme.
- To make healthy choices about foods, drinks, activity and tooth brushing.
- Talk about and name the different parts of a book
- Know that print has meaning – that words can tell a story



Key I can statements covered:

CL :

- I enjoy listening to a story and I can remember much of what happens
- I can share a book with my friend, talking through the pictures or repeating the language I heard when it was read to me
- I can repeat unfamiliar language from a book
- I can talk about my favourite book
- I can tell you a story
- I can discuss elements of a story with anyone

Literacy:

- I know books have words and pictures
- I can pretend to read a book
- I can show the print in books
- I know we are reading when we share a book
- I can tell when its time to turn the page
- I am gaining a love of books
- I can talk with an adult about a book
- I can join in and adventure about a book
- I have 3 favourite books I can tell you about
- I can tell you about a book
- I can tell you about a character



We are reading

