



Skills & Knowledge Organiser
Rabbit Class
Spring





Respectful Rabbits Come Outside!



DAZZLE ME

What's special about frosty,
icy and snowy days?



LEARNING HOOKS
CULTURAL CAPITAL & ENRICHMENT
EXPERIENCES

Shelter&Den Building
Winter Walk
Big Schools' Birdwatch
OE Harmony Stay and Play



To become a

Confident Communicator

who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings

To become an

Independent Individual

who can follow the #Respect,, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy

To become a

Fantastic Friend

who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings

To become an

Amazing Athlete

who can show strength, balance and coordination when playing, move confidently and safely in a variety of different ways, use a range of equipment

To become a

Talented Tool User

who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence

To become a

Brilliant Bookworm

who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)

To become a

Wow Writer

who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others

To become a

Master of Maths

who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5

To become an

Exceptional Explorer

who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places

To become a

Compassionate Citizen

who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs

To become a

Proud Performer

who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm

To become a

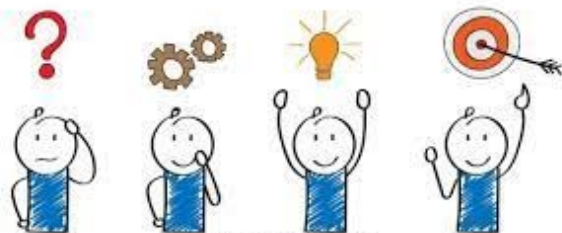
Dynamic Designer

who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it

At Milborne, we nurture and celebrate every unique child.



British Value: Rule of Law



#respectforall

Respect for self...

We are kind to ourselves and responsible for our own learning.

Respect for others...

We are kind to each other. Our differences make us stronger.

Respect for our world...

We are part of nature.

We will work together to make our world a better place.

HENRY'S MAP



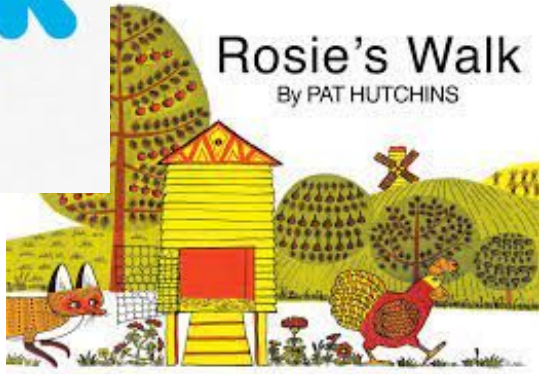
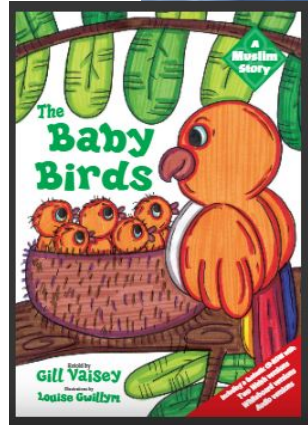
David Elliot

Possible Themes, Interests & Lines of Enquiry

SHARE

think

CREATE



Communication and Language

Tell me Why!

Vocabulary Concepts:

where, what, why, who, how, either, or, in front, beside, between, until, while, but, although, above, after, all, around, back/backwards, before, behind, below, both, different, early, forwards, front, story telling language

Revisit/ ongoing throughout the year

Learn new vocabulary

Use new vocabulary in different contexts

Use new vocabulary through the day in discussions and conversations

Learn new rhymes, poems, and songs

Listen to and talk about stories to build familiarity and understanding



Home Learning:

Questions to ask: How do you know it is winter?

Can you point out the signs of winter?

Listening:

Listen attentively in a range of situations.

Attention:

Maintain attention during appropriate activity.

Respond:

Engage in non-fiction books.

Consider the listener and take turns.

Understanding:

Use talk to organise/stand for something else in play.

Speaking:

Begin to use past tense.

Begin to recount past events

Story invention – talk it!

Listen to and talk

About stories to build familiarity and understanding.

Articulate their ideas and thoughts in well-formed sentences

Connect one idea or action to another using a range of connectives.



Winter and Weather key vocabulary

The weather in England during the winter season can be described using the key vocabulary opposite.

Weather



fog



cold



clouds



showers



wet



snow



stormy



dry



hot



sleet



thunder



lightning



shine



hail



ice



rainbow



windy



sunny



rain



drizzle

Personal, Social and Emotional Development

Vocabulary:

Myself, Feelings, Being gentle, Rights, Talents, Responsibilities, Families, Home, Friends, Challenges, Perseverance, Jobs, Help, Exercise, Healthy food, Physical activity, Sleep, Clean, Bodies, Respecting my body, Fun, Fears, Growth

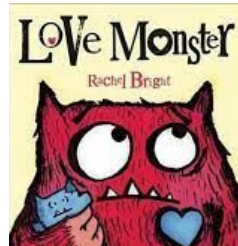
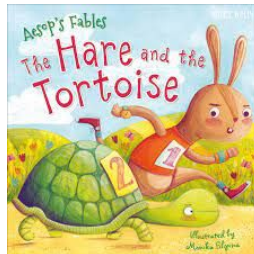


Revisit/ ongoing throughout the year

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary
Listen to others, speak to peers and adults and engage in discussions in a positive way

Home Learning:

Ask your child 'What does it mean to feel proud?' Talk about something they have done that makes them feel proud.



Express feelings:

Show pride in achievements: Can make choices and communicate what they need: Can name people in school they can turn to if they help or are worried.

Manage behaviour:

Understand behavioural expectations of the school; Understand why listening is important and attend to other people both familiar and unfamiliar.

Self-awareness:

Can explain right from wrong and try to behave accordingly; Happy to stand up in assembly or in front of the class and share achievements with others.

Independence:

Manage their own needs; Begin to show persistence when faced with challenges.

Collaboration:

Can identify kindness; Knows it is important to work together to look after our classroom resources and our school grounds; Can keep play going by co-operating, listening, speaking, and explaining; Can reflect on the work of others and self-evaluate their own work.

Social skills:

Seek others to share activities and experiences; Friendship - Use language to negotiate, play and organise., knowing what makes a good friend.

Spring 1 Jigsaw:

Dreams and Goals

Challenges
Resilience & perseverance
Goal-setting
Overcoming obstacles
Seeking help
Jobs
Achieving goals

Spring 2 Jigsaw:

Healthy Me

Exercising bodies
Physical activity
Healthy food
Sleep
Keeping clean
Safety



Revisit/ ongoing throughout the year

Continue to develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment.



Home Learning Squiggle Wiggle



Scan to practise.

Vocabulary

Warm up, roll, pirate balance, side step, gallop, hop, skip, space, bubble, breathe in/ out, body part names, balance, catch, trap, hold, stop, freeze, cool down, stretch, wide, narrow, long, still, jump, bend, forwards, backwards, side to side, land

Physical Development



Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control

Key Skills Focus: Encourage children to draw freely; Hold Small Items; Button Clothing; Cutting with Scissors

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

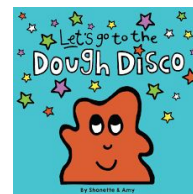
Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

REAL PE FOCUS

Cognitive Cog Focus : Understand and follow simple rules, name some things I am good at.

Dynamic Balance Skill: On a line in Train PE

Static Balance Skill: Stance Tightrope Walking



Literacy



Vocabulary: Phoneme, sound, phoneme frame, sound buttons, grapheme, rhyme, print, words, letters, sounds, books, story, blend, segment

Revisit/ ongoing throughout the year

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

COMPREHENSION

Use picture clues to help read a simple text.

Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.

Show understanding of some words and phrases in a story that is read aloud to them.

Express a preference for a book, song or rhyme, from a limited selection.

Play is influenced by experience of books (small world, role play).

WORD READING

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read a few common exception words from ELS.



Emergent writing:

Use appropriate letters for initial sounds.

Composition:

Orally compose a sentence and hold it in memory before attempting to write it.

Spelling:

Spell to write VC and CVC words independently using Phase 2 graphemes.

Handwriting:

Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

Talk for writing progression:

Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.



Home Learning:

Can you practise writing each letter of the alphabet using the handwriting rhymes we have sent home?

Revisit/ ongoing throughout the year

Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.



Using our phonics to help us read:

Blend and segment known sounds for reading and spelling VC, CVC, CVCC.

VC words: at, it.

CVC words: mum, dog, pin, sat.

CVCC words: milk, hump, sand.

"Look at the letter, make the sounds and blend the sounds together"



on top of the rock

See the word, say the word! (sight words).

Where do you put your finger when you read?

Phonics Phase 2/3

Recognise digraphs -ck, sh, ch, th + consonant endings - ff, ll, ss; Know tricky words - the, to, and, no, go, I, we, me, be, he, she; Blend and segment known sounds for reading and spelling VC, CVC, CVCC

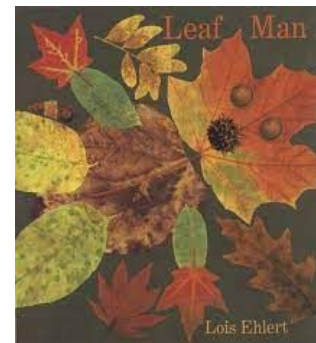
Talk for Writing

Texts as a Stimulus:

DILEMA STORY

Lost and Found

CVC words / simple sentence writing using high frequency words



Cold Task - Record

Tell me a story that you know

Immerse - Shared Reading

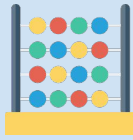
Lost and Found

Imitate - Exploring; Small World

Innovate - Change characters in the story using post it notes



Mathematics

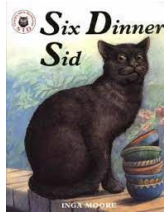
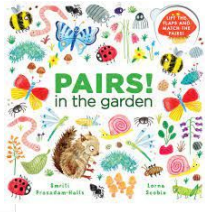
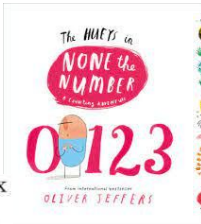
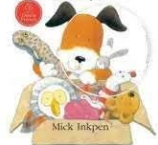


Vocabulary:

Number, zero, one, two, three to ten, none, How many? is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, guess, nearly, close to, about, just over, just under, too many, too few, enough, not enough

Order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen.

Kipper's Toybox
Mick Inkpen



Recognise that regular events happen on the same day each week and use the vocabulary 'yesterday', 'today' and 'tomorrow' to describe when events happen.

Home Learning:

Can you draw a treasure map and use the directions to find the treasure?

Apply the counting principles when counting to 5, 6, 7 and 8. Represent 5, 6, 7, and 8 in different ways and can count out the required number of objects from a larger group. Arranging items into small groups will support, to conceptually subitise and see how the numbers are made up of smaller numbers.

Comparing Numbers

Understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity.

Compare Mass

Make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items which have an obvious difference in weight.

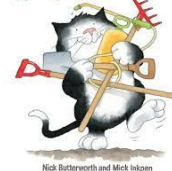
Length & Height

Use language to describe length and height, e.g. the tree is tall, the pencil is short. When making direct comparisons, they may initially say something is bigger than something else. Encourage them to use more specific mathematical vocabulary relating to length (longer, shorter), height (taller, shorter), and breadth (wider, narrower)

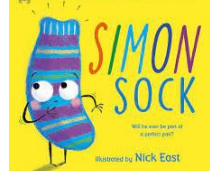
Key Skills: Explore the of composition of numbers; Subitise; Zero; Doubles; Combining Two Groups



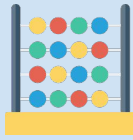
JASPER'S BEANSTALK



Sue Hendra Paul Linnet



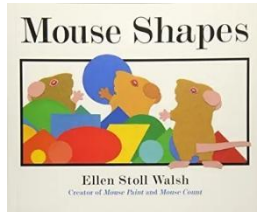
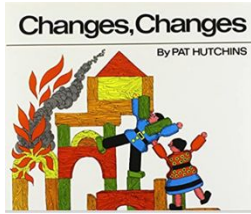
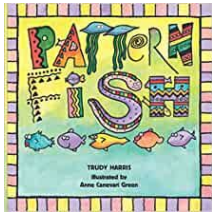
Mathematics



Vocabulary:

Number, zero, one, two, three to ten, none, How many? is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, guess, nearly, close to, about, just over, just under, too many, too few, enough, not enough

Order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen.



Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering

Home Learning:

Play a game of dominoes. Talk about how many spots your child can see. Ask - Do you notice any number spot patterns? How many more would you need to equal 10?

Building 9 and 10: Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.

Comparing Numbers to 10

Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.

Bonds to 10

Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful.

Combining Two Groups

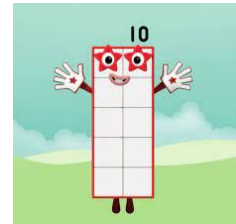
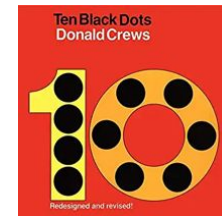
Explore using real objects. Other manipulatives – fingers, bead strings, numicon tiles.

3D Shape

Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.

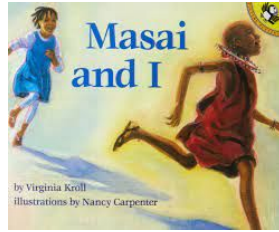
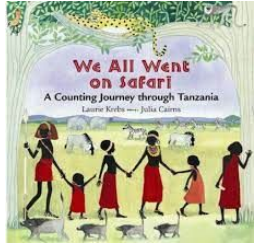
Pattern

Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.

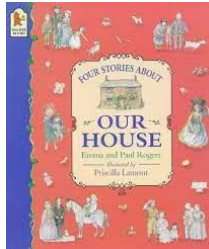
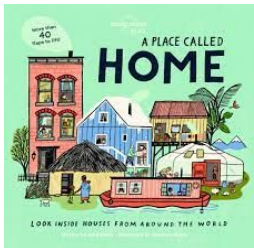


Vocabulary:

Antarctica, ocean, land, sea, winter, tundra, icy, mountain, snowy, The Northern Lights, iceberg, camouflage, South Pole, frosty, sledge, kayak, snowmobile, boat, fur, weather, Safari, Tanzania, Africa, grassland, acacia tree, crater, hills, river, lake, animals, Masai, journey.



What did the Masai children see on their safari in Tanzania?



Growing Up Global: Global Garden

Understanding the World



Continue to develop a sense of *continuity and change* by being able to compare characters from stories.

Chronology:

Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

Enquiry:

Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

Respect:

Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

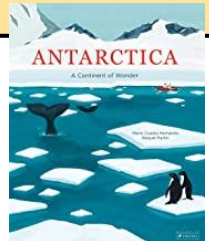
Mapping:

Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.

Identify on a map - **Recognise some environments that are different to the one in which they live e.g., Polar regions; Arctic and Antarctic.**

Home Learning:

Can you make ice at home? Put a cup of water in a cupboard and one in the freezer, which will turn into ice? why?



Vocabulary:

Route, Environment, Map, Surroundings, Locality, Ocean, Sea, Globe, Country, Earth, World, United Kingdom, Symbol, Planet, Science, experiment, test, fair, why, senses, world, plants, leaf, stem, root, flower, animals, humans, materials, waterproof, natural, change, growth, decay, environment

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by taking part in weekly OE sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Perspective: Share, consider and critique interpretations of tales looking at the story from two character's perspective using The True Story of the 3 Little Pigs. Discuss whether the wolf is really guilty. Using Jack and the Beanstalk think about how the giant is portrayed – how would the giant's version of the story compare with the classic tale

Understanding the World



Continue to develop a sense of *continuity and change* by being able to compare characters from stories.

Chronology:

Talk about and understand changes in their own lifetime, by creating a personal timeline.

Enquiry:

Comment and ask questions about their immediate environment. Find out more about life cycles. Identify key features of a life cycle of a plant and animal, explain what plants need.

Respect:

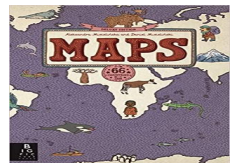
Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter)

Mapping:

Complete a simple BeeBot program using a grid map.
Identify how technology is used to share information e.g., google maps.

Home Learning:

Can you check your recycling at home? Is it sorted correctly?



Showing Responsibility towards the Natural World: The Baby Birds

Appreciate and experience the plants and animals in the natural world and think about our actions and consequences.

Cross-Curricular Topic Web based on the 2012 EYFS plus Religious Education

Expressive Arts and Design

- Enhance the craft area to make bird pictures, collages, masks etc using a variety of materials
- NB Children should not draw or represent the Prophet Muhammad.**
- Listen to and record the sounds of nature including bird song
 - Make bird food to hang in feeders in the school grounds
 - Use the accompanying mother bird hand puppet, the baby birds finger puppets and nest set in creative play



Religious Education

- Listen to and enjoy the story *The Baby Birds*
- Think about their own actions and consequences in relation to the natural world.
- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story).
- Encourage children to think about their own beliefs and attitudes about and towards the natural world
- Talk about why the story of the baby birds is important to Muslims and what it teaches them.

Physical

Personal, Social and Emotional

- Talk about the choices the man in the story had in relation to catching the baby bird
- Ask questions and give responses about how and why special things should be treated with respect
- Demonstrate care and respect for their environment when working and playing outside
- Talk about what they think is good and bad, right and wrong, fair and unfair, caring and inconsiderate in the story
- Talk about and reflect on the decisions made in story and suggest alternative responses
- Encourage children to think about what they would have done if they were either the man catching the bird or someone seeing him do so.
- Use circle time to encourage the children to talk about the feelings explored in the book: safe, worried, scared, frightened, sorry – and situations when they might feel this way
- Discuss with the children issues relating to safety and danger.

Context for Learning / Theme:
The Baby Birds
book and CD resource pack
By Gill Vaisey

Mathematical

- Sort images of birds by their different features
- Record sightings of birds on a tally chart or pictogram



Communication and Language and

- Listen to the story *The Baby Birds*
- Discuss the story and its message
- Respond to the story with their own views and opinions about the action of Muhammad (*pbuh*)
- Encourage pupils to re-tell the story using the accompanying mother bird hand puppet, the baby birds finger puppets and nest set
- Enjoy role play and imaginative play **NB Children should not role play the Prophet Muhammad.**
- Look at books, DVDs, photographs, websites to find out about different types of birds

Literacy

- Read and write some of the key words from the story

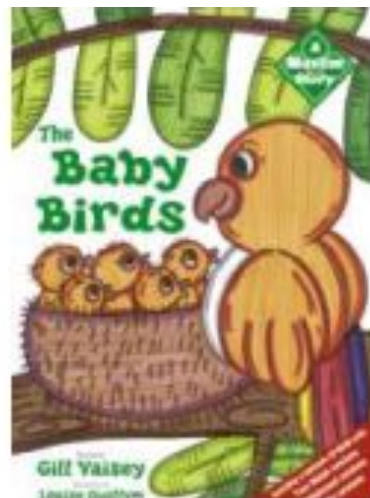
Understanding the World

The World

- Compare the plants and animals in the book with those in the local environment – explore the school grounds, local park etc.
- Use digital cameras, binoculars, reference books
- Join the RSPB Bird watch scheme
- Create a bird hide and record sightings
- Listen to a visitor from the RSPB to find out about their work

People and Communities

- Encourage the children to think about Muslim beliefs about the natural world (as clearly and simply illustrated by the story).
- Encourage children to think about their own beliefs and attitudes about and towards the natural world.



Special Places and Festivals: Puddles and the Happy Easter Day

Easter celebrations: Remembering Jesus the teacher; sad times and happy times.

Expressive Arts and Design

- Create a spring time display table
- Enhance the craft area with a variety of materials to make Easter cards
- Enhance the craft area with a variety of materials to decorate Easter eggs
- Provide materials for children to make an Easter garden
- Learn and sing Easter and Spring time songs such as 'Easter Time (the world's waking up)' BBC Come And Praise Beginning Songbook and CD.

Personal, Social and Emotional

- Talk about different types of friendship
- Talk about what it is like to have a good friend
- Encourage the children to think of situations when they have been worried, sad, and / or happy
- Talk about who they turn to when they are sad
- Talk about who they like to share happy times with

Communication and Language

- Enjoy the story Puddles and the Happy Easter Day
- Talk about the characters and their different parts in the story
- Talk about sad and happy times
- Try to predict what Puddles wants to tell Arthur

Literacy

- Read and write words associated with Easter



Religious Education

- Enjoy the story Puddles and the Happy Easter Day
- Dress Freddie in the vestments he would wear at an Easter service
- Find the accounts of Easter in an adult Bible
- Read an account of the Easter events from a children's Bible
- Talk about the Bible as a special book for Christians. Note that Freddie reads the Bible in church to help people know more about God and Jesus.
- Visit a church to see it decorated for Easter
- Think about friendship and what it is like to have a special friend
- Think of some of the things that people do at Easter to remember Jesus (go to church, send cards, have Easter eggs)
- Talk to a Christian to find out why Easter is important time for them
- Provide materials for children to make an Easter garden



Context for Learning / Theme: Puddles and the Happy Easter Day By Gill Vaisey

Mathematical

- Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds.
- Use money in a role-play Easter egg shop



Physical

Understanding the World

The World

- Work outside to explore features of the spring season – colours, textures plants, blossom, animals, new life, parent and baby animals
- Find out about cats through books and DVDs
- Visit an animal rescue centre



People and Communities

- Visit a church to see it decorated for Easter
- Enjoy the story Puddles and the Happy Easter Day
- Think of some of the things that people do at Easter to remember Jesus (go to church, send cards, have Easter eggs)
- Talk about other festivals children in the class celebrate



The Harmony Project



THE PRINCIPLE OF ONENESS

Enquiry question:

What can we learn from a journey South?

What lessons can be learned from different habitats as we journey?

GREAT WORKS

Invite parent community in to an exhibition of artwork alongside OE 'stay and play' including den building; Discover and create 'magical creatures' in the woods (natural sculptures)

SUSTAINABILITY ACTION

Construct hedgehog friendly homes suitable for hibernation in the school grounds

OUTDOOR LEARNING

What makes a good winter home for native British species that hibernate (dormice, hedgehogs and bats)?



THE PRINCIPLE OF HEALTH

What do I need to be healthy?

Learning what I need to be a healthy person in body, mind and spirit

A Soundscape: Record a farm soundscape using voices and instruments

Exploring local, seasonal, free range and organic food

Community Partners: Visiting local working farms

Expressive Arts and Design



Vocabulary

Thick, thin, soft, pattern, line, shape, detail, charcoal coloured pencil, felt tip pen, primary (colour), light, dark, warm, cold, bright, glue stick, scissors, thread, model, cut, stick, fold, bend, attach, assemble, join, press, poke, squeeze, roll, stack, pinch

Revisit/ ongoing throughout the year

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.



Create collaboratively sharing ideas, resources, and skills

Combining different media and skills.

Exploration of natural resources for art; Rubbings and natural sculptures imitating Artist: Andy Goldsworthy



Exploring textures, pastels, printing and patterns

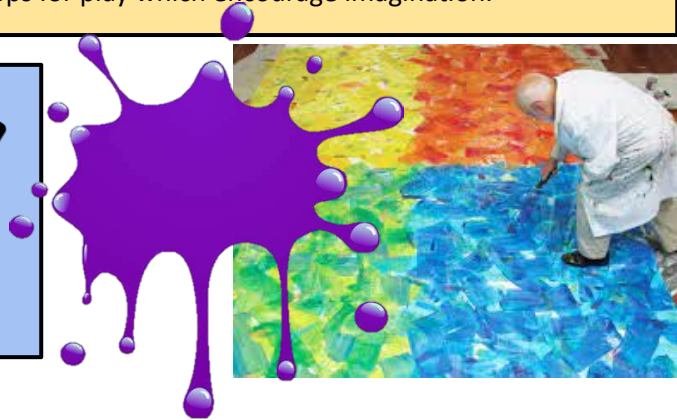
Observational drawings

Collage artwork themed around Eric Carle

Provide a wide range of props for play which encourage imagination.

Charanga Songs:

Wind the Bobbin Up
Rock-a-bye Baby
Five Little Monkeys Jumping on The Bed
Twinkle, Twinkle
If You're Happy and You Know It
Head, Shoulders, Knees and Toes



Developing curiosity...

Tell me something you know today
that you didn't know yesterday.

*We are all wonders, we are
unique.*

Tell me something that makes
you, you.



Big Question:
What Changes?