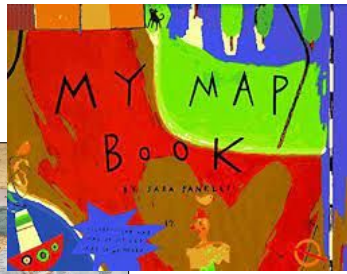




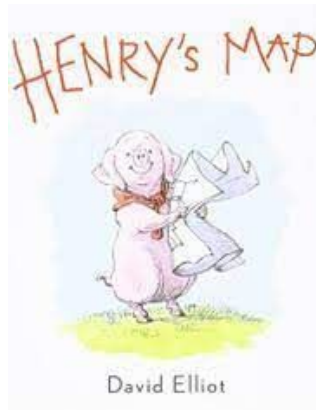
Skills & Knowledge Organiser
Rabbit Class
Spring



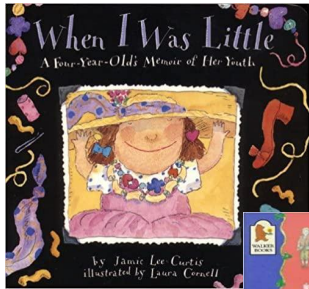


Respectful Rabbits Isn't It Amazing?

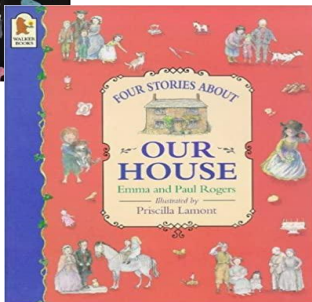
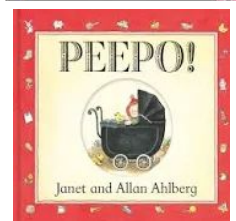
Village Walk
Farm Visit
Growing Up Global: Food for Thought



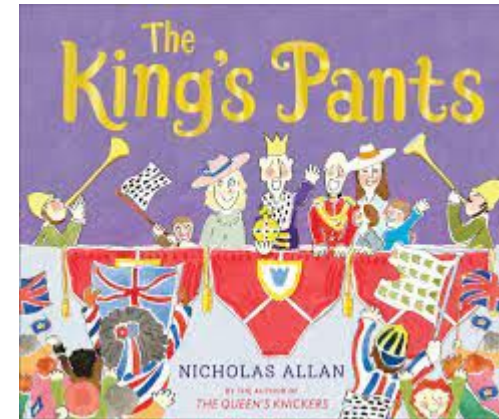
What is a crown and who wears one?



Continuity and Change



LEARNING HOOKS
CULTURAL CAPITAL & ENRICHMENT
EXPERIENCES



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

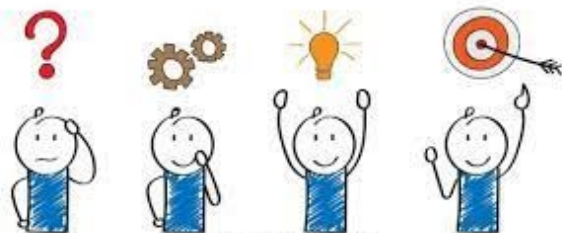
Dynamic Designer

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: Democracy



#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.

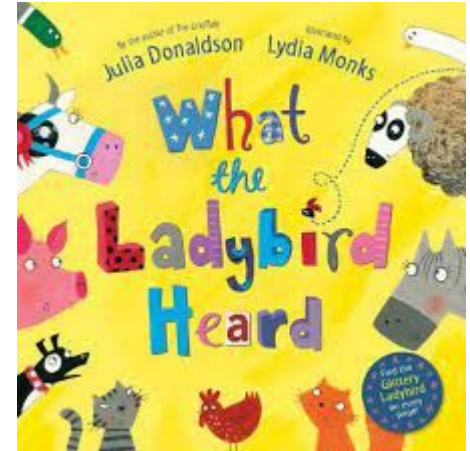
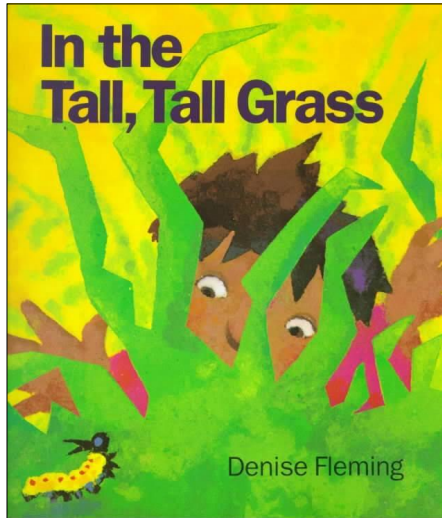
Respect for our world...

We are part of nature.

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



Possible Themes,
Interests &
Lines of Enquiry



Communication and Language

What Happened?

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:

Tell your grown up either a poem or a story that you know, in a clear and confident voice.

Listening:

Listen to and understand instructions about what they are doing, whilst busy task

Attention:

Listen and continue with an activity for a short time.

Respond:

Keep play going in response to the ideas of others and engage in conversation relevant to play theme.

Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Understanding:

Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.

Speaking:

Recount an event in the correct order and some detail.

Give details that they know are important and will influence the listener E.g., "Ahmed fell over that stone, Javid didn't push him".

Express ideas about feelings and experiences.

Articulate their ideas in well-formed sentences.

Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"

What Happened?

Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words



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:

Question to Ask: How do you know if something is too difficult for you?

Think about something you would really like to be able to do. It might be to learn a new skill, visit a new place, learn a new language or reach a fitness goal.

Express feelings:

Initiate an apology where appropriate.

Beginning to know that children think and respond in different ways to them.

Manage behaviour:

Can follow instructions, requests, and ideas in a range of situations.

Self-awareness:

Can talk about their own abilities positively.

Independence:

Confident to try new activities and say why they like some activities more than others.

Show resilience and perseverance, a belief that with more effort or with a different approach success will occur.

Can follow directions with 3 parts.

Collaboration:

Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.

Social skills:

Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.



Jigsaw:

Relationships

Family life

Friendships

Breaking friendships

Falling out

Dealing with bullying

Being a good friend

Other's perspectives



Revisit/ ongoing throughout the year

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



Home Learning

Count how many times you can pat a balloon up in the air using both hands/ dominant hand.

And/ Or

Make a net with chairs or the sofa and play 'balloon tennis' with a friend or another family member.

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



Develop the foundations of a handwriting style which is fast, accurate and efficient.

Continue to 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 spoon.

Fine motor skills are the small movements used for control and precision during activities.

It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Combine different movements with ease and fluency.

REAL PE FOCUS

Applying Physical Cog Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together.

Coordination skill: Sending and Receiving

Agility skill: Reaction/Response

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

Correctly sequence a story or event using pictures and/or captions.

Make simple, plausible suggestions about what will happen next in a book they are reading.

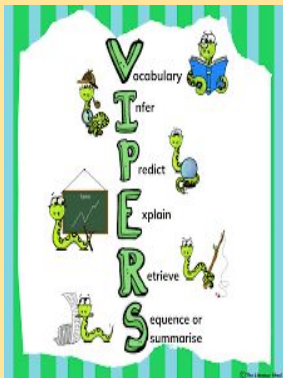
Know the difference between different types of texts (fiction, nonfiction, poetry)

Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.

Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

WORD READING

Read some letter groups that each represent one sound and say sounds for them.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.



Emergent writing:

Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.



Composition:

Begin to write a simple sentence/caption may include a full stop.

Spelling:

Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.

Handwriting:

Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.
Include spaces between words.

Talk4Writing progression:

Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.

Home Learning: Build/ set up a den/ book nook at home or in the garden. Make it inviting perhaps using fairy lights and ensure a comfy, cosy space using cushions to snuggle down in. Enjoy reading and sharing books in your space with a family member.

Revisit/ ongoing throughout the year

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



Phonics Phase 3

Consolidate phase 2 and 3 skills.

Know trigraphs ear, ure, air

Know vowel digraph er

Read tricky words they, her, all, are

Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

Literacy: Reading

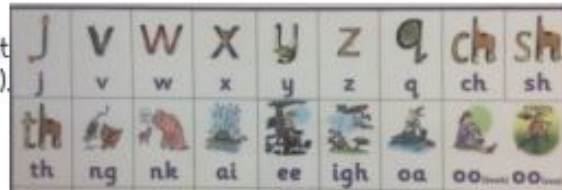


Oral Segmenting – this is when you split a word up into its individual sounds (c-a-t). We call this 'robot talk'.



Oral blending – this is when you blend the sounds together to say the word (cat). We use a blending arm motion from left to right to help blend the sounds together.

Continue to learn Phase 3 sounds



Scan to hear Phase 3 sounds.



Using our phonics to help us read:

Blend and segment known sounds for reading

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Is it dark at night?

Digraph: two letters that make one sound.

Trigraph: three letters that make one sound.

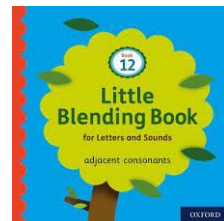
Talk for Writing

Texts as a Stimulus:

JOURNEY STORY

We're Going on an Egg Hunt

Reverse the Journey



Cold Task - Tell me a story that you know

Immerse - Shared Reading

Imitate - Exploring; Story Sack

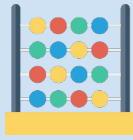
Describe the Animals

Innovate - Retell the story in own words



TalkforWriting

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

Revisit/ ongoing throughout the year

Subitising: Continue to provide regular opportunities to instantly recognise small quantities e.g. dice, dominoes, bingo.

Counting: Continue to apply counting principles when counting forwards and backwards within 10.

Continue to support counting principles to find how many in a set or count out a required number of objects from a larger group.

Composition: Continue to develop understanding that all quantities are composed of smaller quantities.

Sorting and Matching: Continue to notice similarities and differences in matching and sorting objects in new contexts.

Comparing and Ordering: Provide regular opportunities to compare and order quantities and measures.

Continue to make comparisons by lining items up with 1:1 correspondence to compare directly.

Building Numbers Beyond 10

Use a range of resources e.g., 10 frames, number shapes, tower cubes, rekenreks, bead strings show a full 10s and part of the next 10.

Recognise numbers 1-9 repeat after every full 10. So, 1 full ten and 1. 1 full ten and 2 etc. Then 2 full tens and 1, 2 full tens and 2 and so on.

Counting Patterns Beyond 10

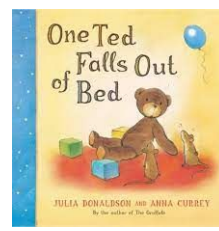
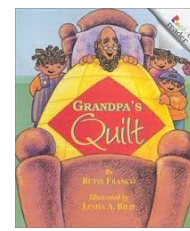
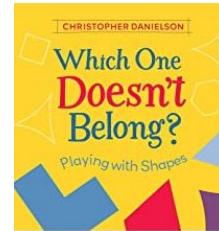
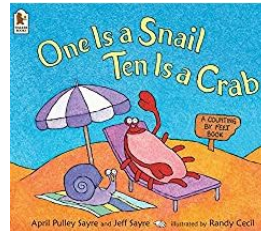
Provide representations which clearly show the full 10s and the part of 10 e.g., 14 is one full ten and four.

Count on and back from different starting points, say what comes before or after a given number and to place sequences of numbers in order. Challenge to find larger numbers on number tracks and 100 squares.

Spatial Reasoning

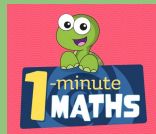
Provide opportunities to select and rotate shapes to fill a given space. Say why they chose a particular shape and why a different one wouldn't fit.

Provide opportunities to match arrangements of shapes, use positional language to describe where shapes are in relation to each other. Provide opportunities for children to select shapes to complete picture boards or tangram outlines.



Home Learning:

Practise and develop skills using White Rose Maths 1 Minute App.



Vocabulary:

Land, Trees, Boat, Water, Wood, Home, Dry, Stream, Country, Rainforest, Houseboat, Desert, River, Puddle, Village, Forest, Pond, Farm, Town, Seashore, Flat, Lake, City, Apartment, Street, Mountain, Sea, Waves, Skyscraper, Fields, Island, Grass, Hill

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.

Investigation: [A Place Called Home: The Wider World, Children's Lives, Homes and Families](#)

Use the text to introduce the variety of different homes to be found around the World. Can children talk about their homes and what there is to do near their homes? Draw/paint or construct their homes. Encourage them to comment on what their home is like. Share creations and/ or photos of the children's homes and encourage them to draw comparisons. Can children differentiate between land and water.

Understanding the World



It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child's interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community. This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.

Chronology: Recount an event, orally, pictorial and/or with captions.

Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

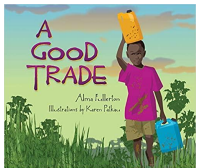
Respect: Understand that some places are special to members of their community.

Mapping: Draw information from a simple map and identify landmarks of our local area walk.

Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Understand the key features of the life cycle of a plant or animal.

Home Learning:

We will be investigating homes in the countries Greenland, United States of America, Netherlands, Mongolia, Brazil and Australia. Can you find them on a wall map, in an atlas or on a globe?



Creation and the Natural World: *The Tiny Ants*

To appreciate that creatures of all shapes and sizes are equally important and are worthy of care. Become familiar with the message of a traditional Muslim story about the natural world.

Expressive Arts and Design

- Learn and sing songs associated with mini-beasts such as 'From The Tiny Ant' BBC Come And Praise 2 Songbook and CD.
- Use percussion instruments to symbolise the sound of different creatures
- Enhance the craft area with a variety of material to make mini-beast pictures, collages, puppets etc.

Religious Education

- Listen to and enjoy the story *The Tiny Ants*
- 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 Tiny Ants* is important to Muslims and what it teaches them.
- Encourage children to think about what they can learn from the story
- Talk about what qualities and beliefs Muhammad (pbuh) showed in the story



Physical

- Replicate the movement and actions of a variety of creatures e.g. ants, worms spiders

Personal, Social and Emotional

- Play the 'Care for Creatures Game' and respond personally to simple imaginary moral situations giving reasons for decisions made about the different creatures
- Talk about the choices available in relation to mini-beasts they encounter
- Ask questions in relation to the story about how and why creatures of all sizes should be treated with respect and respond personally
- Demonstrate care and respect for their environment when out on a mini-beast hunt
- Think about the actions of the men in the story and what would have happened if they had not put out the fire
- Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate in the story
- Talk about feelings associated with the story – sad, happy, worried, scared, relieved

Context for Learning / Theme:
The Tiny Ants
big book and resource pack
By Gill Vaisey

Mathematical

- Sort animals into different size groups (R)
- Play the 'Care and Beware' large board game with counters and dice
- Play the 'Care for Creatures Game' in small groups
- Record findings from a mini-beast hunt on the pictogram

Communication and Language

- Listen to and enjoy the story *The Tiny Ants*
- Discuss the story and its message
- Respond to the story with their own views and opinions about the action of the men and the response from Muhammad
- Retell the story with the storyboard cards

NB Children should not draw or represent the Prophet Muhammad.

Literacy

- Read and write some of the words for the various creatures featured in the book: ant, slug, worm, caterpillar, spider, snail



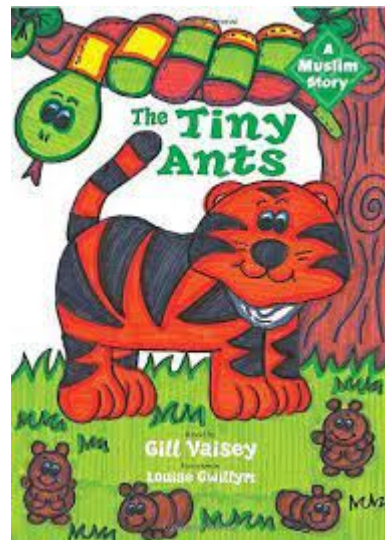
Understanding the World

The World

- Look for mini-beasts in the local grounds and observe their behaviour
- Compare the different mini-beats and find ways to group them

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



The Harmony Project



THE PRINCIPLE OF ONENESS

Enquiry question:

How does where I live compare with other homes and families around the world?

Appreciating diversity in people and places around the world and the oneness in other cultures

GREAT WORKS

Preparing and experiencing food from other places

SUSTAINABILITY ACTION

Building model homes from recyclable materials

OUTDOOR LEARNING

Explore and compare through observations of grounds



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

Listen attentively, move to and talk about music, expressing their feelings and responses.

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.

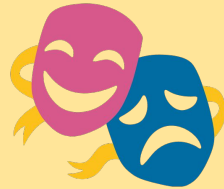


Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition, specific skills and/or experiences will be planned (see below).

Marking Making/Drawing: Show accuracy and care in their drawing.

Colour: identifying shades of colour and how to make different shades.

Painting: explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper. Explore using different brush types.



Textiles/materials: Weaving (natural and manmade materials)

3D Work: Folding techniques e.g., fans, aeroplanes, books.
Choosing materials for effect e.g., feather headdress

Cutting Skills: use scissors independently.

Charanga Songs: Big Bear Funk (a transition unit that prepares children for their musical learning in Year1)



Being Imaginative:

Invent, adapt and recount narratives and stories with peers and their teacher.
Creates representations of both imaginary and real-life ideas, events, people and objects.
Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing, and mapping



Developing curiosity...

What is your most loved toy?

What is your friends favourite toy? How do they compare?

How do you think they play

with it? What

things might

they do with it?



Big Question:
What is a Home?