

### As readers we will be...

- Blending given sounds to say words
- Segmenting words in to the sounds we hear
- Using books to find out information
- Discussing the different stories we read

### As authors we will be...

- Describing animals and habitats
- Making posters
- Writing labels
- Creating fact files

### As geographers we will be...

- Investigating different parts of the world
- Looking at where animals live
- Investigating habitats

### As mathematicians we will be...

- Continuing to subitise numbers to 5
- Identifying missing parts in numbers to 5
- Exploring the structure of numbers 6 and 7
- Focus on equal and unequal groups when comparing numbers

### As musicians we will be...

- Exploring movement to music
- Investigating rhythm and beat

### As scientists we will be...

- Investigating creatures and habitats
- Considering all things 'poo'!
- Creating and curating our own 'Poo-seum' exhibit
- Investigating diet and exercise

## EYFS

### Spring 1

## Walk on the Wild Side

### As artists we will be...

- Using clay to create our own 'poo' artefacts

### As athletes we will be...

- Exploring movement and shape through gymnastics
- Looking at healthy and treat foods
- Thinking about hoe exercise affects our bodies

### As technology users we will be...

- Use websites to explore phonics and number games
- Explore simple coding apps to

### As a theologians we will be...

- Looking at what places are special to us
- Looking at special religious buildings and places

### As historians we will be...

- Looking at the different times of year, and the changing seasons
- Looking at life cycles of ourselves and animals

### As citizens we will be...

- Negotiation and resolving conflict
- Talking about similarities and differences

### Key Word Definitions

<b>habitat</b>	A place where an animal lives	<b>Subitise</b>	Recognising an amount without counting, such as numbers on a dice
<b>carnivore</b>	An animal that eats meat	<b>Compose</b>	Knowing that one number can be made of parts (4 can be made of 2 and 2, 1 and 3)
<b>herbivore</b>	An animal that eats only plants	<b>Season</b>	One of the four parts of the year
<b>omnivore</b>	An animal that eats both meat and plants	<b>Autumn</b>	The season when it gets cooler and leaves drop from trees
<b>diet</b>	The food that an animal eats, also what we eat and what is healthy and what is a treat	<b>Winter</b>	The season after Autumn when it gets colder, sometimes it snows, and the days are shorter
<b>mammal</b>	An animal that feeds its young with milk	<b>Spring</b>	The season after Winter when plants begin to grow
<b>reptile</b>	A cold-blooded animal with scales or hard plates	<b>Summer</b>	The season when days are longer and it is warmer
<b>fish</b>	An animal that lives in water with gills		
<b>bird</b>	An animal with wings that lays eggs	<b>Red words</b>	Also referred to as 'tricky words', these can't be decoded using phonics eg. I, the, he, she
<b>Predator</b>	An animal that hunts other animals	<b>Blend</b>	Hearing sounds and putting them together to say the word (c-a-t, cat)
<b>Prey</b>	An animal that is hunted by other animals	<b>Segment</b>	Hearing a word and identifying the individual sounds (cat becomes c, a, t)
<b>Balance</b>	A shape that is made with the body. This can be a * point balance, eg. A two point balance will have two body parts on the floor	<b>Digraph (special friends)</b>	Two letters that make one sound eg. sh, ch, th, ng, nk, qu,
<b>Travel</b>	Ways of moving in gymnastics	<b>'Fred Talk'</b>	An approach used in phonics; Fred is our frog who only talks in sounds. This is used to give children sounds to blend, or for children to speak in sounds to practice their segmenting.
<b>Sequence</b>	Combining two or more moves or shapes and performing them in this set order	<b>'Poo-seum'</b>	Our Museum of all things 'poo'; we can't wait to share this with you!