

## Red Class - Summer Term 1 (2024 Our homes)

<p><b>SUCCESS CRITERIA:</b></p> <p>On the completion of this topic pupils should be able to:  <b>Have a greater understanding of the different types of houses and homes we live in and learn the difference between a detached; semi-detached; terraced; bungalow; flat; apartment. Understand homes in different countries and communities (nomadic lifestyles; cultural traditions)</b>          Have an understanding that climate change has an impact on animal homes and survival.  <b>Have opportunities to retell the story of The Three Little Pigs and write for different purposes.</b>  <b>Express themselves effectively, showing an awareness of listeners' needs.</b>  <b>Join in with repeated refrains and anticipate phrases in stories.</b></p>	<p><b>KEY FOCUS AREAS:</b></p> <p><u>Understanding the world -</u>          Learning about what homes were like in the old days; how houses were built and the different materials used. Comparing homes in our country and in other countries that have different environments to us. Learning about different animal homes and how what we do to the environment, can affect how they live.</p> <p><u>Expressive arts and design -</u>          Looking at designs by the artist William Morris and using observational drawings of nature to design our own wallpaper. Learn about the Spanish architect Antoni Gaudi and explore the shapes of nature he used to inspire him. Create our own mini version of his famous, La Segrada Familia. Learn about the Austrian artist and architect, Hundertwasser and create art in his style.</p> <p><u>PSED - SCARF.</u>  <u>Being my best.</u>          Bouncing back when things go wrong.          Yes, I can!          Healthy eating (1) and healthy eating (2)          Move your body          A good night's sleep</p> <p><u>R.E.</u> What places are special and why?          Learning about the Islamic Festival of Eid al-Fitr.</p>	<p><b>SYNOPSIS: Week 1 - Week 7</b></p>	
		Week 1	<p><b>STEM Week.</b>          Learning about the Islamic Festival of Eid-al-Fitr.</p>
		Week 2	<p>Continuing to learn about Eid. Learn about their type of home and the role of an Estate Agent - set role play area up as Red Class Estate Agent.</p>
		Week 3	<p>1. Three Little Pigs story - story maps; sequencing the story with puppets. house designs (shape; house numbers), maps. Writing house particulars for the Estate Agent. Looking at types of homes around school.</p>
		Week 4	<p>2. What are our homes made of - looking at different materials; role play in outdoor area as a builders' yard. Reading story of 'The three little wolves and the big bad pig' - compare the different building materials used.</p>
		Week 5	<p>Homes in the old days. William Morris inspired wallpaper designs; animal homes (linking with Zorro the orangutan's home and environmental changes) Linking with our visit to Avoncroft Museum and how homes have changed.</p>
		Week 6  Week 7	<p>Homes in different countries - styles and choice of building materials; Hundertwasser inspired buildings. House details. Learning about the Spanish architect Gaudi and his most famous building, La Segrada Familia.          Unusual homes - designs and those that are not traditional buildings. Homes that can be moved and why people want to move them.          What type of home would you like to live in?!</p>
<p><b>Literacy:</b>  <b>Reading:</b> Key author: Nick Butterworth. Key texts: The three little pigs; The three little wolves and the big bad pig.          Poetry: continuing to enjoy rhymes in different texts.  <b>Non-fiction: books about homes in different countries and homes that are made from different materials.</b>  <b>Architectural books for children and real plans of buildings!</b></p>	<p><b>KEY QUESTIONS:</b></p> <p>What type of home do you live in?          What is your home made of?          Can your home be moved somewhere else?          How many different types of homes can you think of?</p>		<p><b>KEY VOCABULARY:</b>          Detached.          Semi-detached.          Terraced house.          Bungalow.          Flat.</p>

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<p><b>Whole class reading texts:</b> <i>The secret path</i>, by Nick Butterworth.</p> <p><b>Early Learning Goal:</b></p> <p><u>Comprehension:</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><u>Word reading:</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing:</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p><b>Writing for different purposes:</b> wanted posters; house particulars and signs for Estate Agent role play area; written signs and order books for the builders' yard outdoor role play area; instructions on how to build a house.</p>	<p>Can you think of different kinds of animals and creatures and name the homes they live in?</p> <p>Who can help us if we want to buy a new home?</p> <p>What are homes in our country made of?</p> <p>Can you think of someone who lives in a different type of home to you?</p>	<p>Apartment.</p> <p>Architect.</p> <p>Estate Agent.</p> <p>Foundations.</p> <p>More; fewer.</p> <p>Number bonds.</p> <p>Double; half.</p> <p>Odd; even.</p> <p>Next to; between.</p>
<b>Opportunities for Extension</b>		
<p>Learning about where 'home' is for the orangutans we sponsor in Borneo.</p> <p>Walk in our local area to see how many different types of homes we can find.</p>		
<b>Vertical Drivers and Opportunities for Enrichment</b>		
<p><b>Our place in the world</b></p> <p>The environment (comparing homes in different environments to ours and how changes in the environment affect animal homes and their chance of survival)</p> <p>Staying safe (how building sites are dangerous places and why; safety clothing that is worn)</p> <p>Celebration of diversity - learning about the Islamic Festival of Eid al-Fitr</p> <p>Christian values and the link with our school values.</p>		
<p><b>MATHS:</b></p> <p><b>Number:</b> White Rose maths scheme of work. To 20 and beyond (2 weeks); How many now? (1 week); Manipulate, compose and decompose (2 weeks); Sharing and grouping (2 weeks)</p> <p>Setting up the outdoor area as a builders' yard and providing opportunities to count, measure, compare shapes and patterns.</p> <p><b>Early Learning Goal.</b></p> <p><u>Number.</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical patterns.</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p>		

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Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Understanding the World: Exploring people, culture and communities; the natural world and past and present.**

**Early Learning Goal.**

**People, culture and communities:**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The natural world.**

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Past and present.**

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

**Communication and Language.**

**Early Learning Goal.**

**Listening, attention and understanding.**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking.**

Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making

**Expressive Arts and Design**

• **Early Learning Goal.**

• **Creating with materials.**

• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

• Share their creations, explaining the process they have used.

• Make use of props and materials when role playing characters in narratives and stories.

• **Being imaginative and expressive.**

• Invent, adapt and recount narratives and stories with peers and their teacher.

• Sing a range of well-known nursery rhymes and songs.

• Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

• Music – Churanga scheme of work.

• Musical learning focus: (Big Bear Funk)

**Physical Development. (Dance: unit 2) (Ball skills: Unit 2)**

**Early Learning Goal.**

**Gross motor skills.**

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine motor skill.**

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

**Personal, Social and Emotional Development:**

**Early Learning Goals.**

**Building relationships.**

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

**Managing self.**

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Self-regulation.**

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<p>use of conjunctions, with modelling and support from the teacher.</p>	<ul style="list-style-type: none"> <li>• Listening and appraising Funk music</li> <li>• Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>• Playing instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Riff-based composition</li> <li>• Share and perform the learning that has taken place.</li> <li>•</li> </ul>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p>
<p><b>BRITISH VALUES:</b>  <b>Acceptance</b> - Understanding and celebrating our similarities and differences.  <b>Mutual respect</b> - Listening to others.  <b>Spiritual development</b> - Promotion of own family's beliefs and customs. Learning about the Islamic Festival of Eid.</p>		