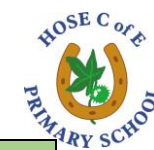


Continuous Provision Overview: Block Area



Learning Intentions Y1/Y2/KS1 National Curriculum	Vocabulary	Learning Behaviours	
<p>English</p> <ul style="list-style-type: none"> - Listen and respond appropriately to adults and peers. - Ask relevant questions to extend their understanding and knowledge. - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - Write sentences, captions and labels using taught concepts and structures. - Begin to form letters correctly, starting and finishing in the right place. - Develop a positive attitude and stamina for writing. - Write for a range of different purposes. - Write sentences by saying out loud what they are going to write about. - <i>Write down ideas &/or key words, including new vocab.</i> - Re-read what they have written to check for sense. - Discuss written work with teacher or other pupils. - <i>Read aloud what they have written with appropriate intonation to make the meaning clear.</i> - Apply simple spelling rules and guidance, as listed in English Appendices 1 & 2. <hr/> <p>Maths</p> <ul style="list-style-type: none"> - Read numbers to 100 in numerals and words, write numbers to 20 in words, count in multiples of 2s, 5s, 10s and 3s, forward and backward. - Given a number, identify one more and one less. - <i>Solve problems involving multiplication and division, using arrays/repeated addition, including problems in contexts.</i> - Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity <i>and also write fractions 1/3, 1/4, 2/4, 3/4.</i> - Recognise and name common 2D and 3D shapes <i>and identify 3D shapes on the surface of 3D shapes.</i> 	<p>Science</p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made. - Identify and name everyday materials. - Describe the simple physical properties of a variety of everyday materials. - Compare and group a variety of everyday materials on the basis of their properties. - <i>Identify and compare the suitability of a variety of everyday materials for particular uses.</i> <hr/> <p>Geography</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. - Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near/far, left/right) to describe the location of features and routes on a map. - Use aerial photos/plan perspectives to recognise landmarks and basic human/physical features. - Devise simple maps, use and construct basic symbols in a key. <hr/> <p>Design & Technology</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate ideas through talking and mock-ups. - Evaluate ideas and products against design criteria. - Build structures, exploring how they can be made stronger, stiffer and more stable. <hr/> <p>History</p> <ul style="list-style-type: none"> - Learn about significant historical places in their own locality. 	<p>Mathematical</p> <p>Edge, centre, corner, group, sort, cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, shape, flat, curved, straight, round, hollow, solid, corner, point (ed), face, side, edge, make, build, draw, whole, equal parts, four equal parts, one half, two halves, a quarter, two quarters, start at, look at, point to, put, place, fit.</p> <p>Geographical</p> <p>Position, over, under, underneath, above, below, top, bottom, side on, in, outside, inside, around, in front, behind, front, back, before, after, beside, next to, opposite, apart, between, middle.</p> <p>Scientific</p> <p>Equipment, identify, assess, force, balance, greater than, smaller than, equal to, question, answer, guess, predict, conclude.</p> <p>D&T</p> <p>Shape, join, construct, design, evaluate, amend, build, process, product, measure, mark out, assemble, materials, kits, 3D, 2D.</p>	<p>Dispositions & Attitudes</p> <ul style="list-style-type: none"> - Making decisions and informed choices about the resources they need. - Cooperating effectively and sharing resources appropriately. - Planning and communicating ideas, thinking ahead to complete each step of their idea. - Adapting and modifying their ideas to achieve their result. - Trying different approaches. - Including a wider range of resources to enhance their block play (e.g. paper/card for architectural details). - Using a growing range of interesting and appropriate vocabulary. - Critically reflecting on progress and outcome of their ideas. - Taking responsibility for the organisation of the area. <p><i>*Learning objectives introduced in Year 2.</i></p>