

Continuous Provision Overview: Small World 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. - Articulate and justify answers, arguments and opinions. - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - Consider and evaluate different viewpoints, attending to and building on the contributions of others. - Become familiar with and retell key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Apply simple spelling rules and guidance, as listed in English Appendices 1 & 2. <hr/> <p>Science</p> <ul style="list-style-type: none"> - Identify and classify. - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - <i>Identify and name a variety of animals in their habitats.</i> 	<p>PSHE</p> <ul style="list-style-type: none"> - Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <hr/> <p>Maths</p> <ul style="list-style-type: none"> - Count, read and write numbers in numerals <i>and words</i>. - Sequence events in chronological order using appropriate language (e.g. before/after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). 	<p>English</p> <p>Character, setting, plot, beginning, middle, end, first, next, then, last, after that, after a while, finally, eventually, meanwhile.</p> <p>Scientific</p> <p>Classify, group, sort, compare, contrast, describe, mammal, reptile, amphibian, fish, bird, carnivore, omnivore, herbivore, food chain, young, adult, habitat.</p> <p>Mathematical</p> <p>Before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.</p>	<p>Dispositions & Attitudes</p> <ul style="list-style-type: none"> - Making decisions and informed choices about the resources they need. - Expressing their thoughts and ideas to others. - Cooperating effectively and sharing resources appropriately. - Planning and communicating ideas, thinking ahead to complete each step of their idea. - 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>