



Bluebell Class Spring Term 3 Learning Journey

Amazing World

School Value:
Courage

Understanding the World (UW):

Past and Present/ People, Culture and Communities

Recognise that people have different beliefs and celebrate special times in different ways when thinking about Chinese New Year. Identify different groups that they belong to. Describe what homes and buildings look like in different parts of Kenya comparing to homes and buildings in locally near the school.

The Natural World

Know where Kenya is located in the world and begin to understand that it is part of Africa. Understand what the climate and weather is like in Kenya and how this compares to that of the UK in different seasons. Describe key features of the savannah landscape found in Kenya comparing it to the area where the school is located. Identify food which is grown in Kenya and compare with food which is grown in the UK.

Understand what a habitat is and what makes a good habitat. Match animals to an appropriate habitat. Identify animals that live in a woodland. Identify different animals that live in the rainforest. Identify features of a polar habitat and locate them on a globe. Name animals that live in polar habitats. Understand the impact of climate change.

Key vocabulary

Kenya, savannah, country, continent, globe, map, travel, far away, weather, climate, animal, habitat, environment, minibeast, woodland, ocean, desert, savanna, polar, climate, rainforest, Arctic, Antarctica, Jewish, Passover, Moses

Physical Development

Mark making, cutting with scissors. Letter formation for our name, patterns for letter formation. Combine movements to music.

Suggestions for Home Learning

Support your child's reading journey with regular practice of phoneme flashcards. [Click here](#) to support your own knowledge of the correct pronunciation of each phoneme. Hear your child read their decodable reading book **5 times a week**, and log this in their reading record. Books will be changed on Friday and we will also hear your child read at some point during the week. Keep practicing putting on their own coat and fastening it. Measure things around your home – what is taller? What is shorter? What is heavier? What is lighter?

Mathematics

Beginning to quickly see the sub-groups within larger numbers.

How many objects there are, the concept of cardinality. Consolidate understanding of the composition of 5.

Deepen understanding of a **'whole'** being made up of smaller parts.

Notice when quantities are equal or unequal, and how they can manipulate the number of objects in 2 sets to make them equal.

Mass and capacity

Compare mass

Find a balance

Explore and compare capacity

Length, height and time

Explore and compare length

Explore and compare height

Talk about time

Order and sequence time

Communication and Language/Literacy

Key Texts:

'The Goat, the Stoat and the Boat' by Julia Donaldson

'My Pet Star' by Corrinne Averiss

'Handa's Surprise' by Eileen Browne

We will be beginning to separate words with spaces without prompting.

With adult prompting, we will use full stops to demarcate simple sentences. With adult prompting, we will use capital letters at the start of sentences. We will 'hold' and write a simple sentence usually with finger spaces which has been composed and rehearsed as a group/class. We will begin to innovate when given some phonetically known word choices. We will orally sequence ideas and events in narrative. We will orally innovate sentences relating to a known text using independently chosen vocabulary. We will orally create sentences using 'story teller language' e.g. Once upon a time.

Phonics:

Phase 3 phonemes (sounds): ow, oi, air, ear, ure, er

Phase 3 common exception words (CEWs): are, my

We will be mastering all Phase 3 phonemes taught throughout the term.

Religious Education

(UW: People, Culture and Communities)

Why are some times special?

We will explore those aspects of life which are reflected in the pattern of religious and other practices and festivals. Looking at the importance of the Passover to Jewish families: What special times and season can I remember?

Why are some festivals and celebrations special?

-When do they happen?

-What do they remember?

-What do people do and why?

What special objects might be used in festivals and celebrations?

Bible Stories: The story of Moses

Expressive Art and Design (EAD)

Make a habitat, use different textures and patterns to make Rainforest animals. Make recycled art.

Music: Charanga: Everyone!

Understand pulse and tempo whilst learning nursery rhymes.

Personal, Social and Emotional development

Making the right choices, develop confidence and independence, think about consequences and being kind. Oral hygiene.

Jigsaw: Dreams and Goals

Understanding we can set goals and work towards them, persevering and not giving up. Understand how we can encourage people.