

Knowledge organiser

Robins and Wren, Term 4

Key dates to remember:

This terms value: Love





World book day: Thursday 5th March – dress as Where's Wally theme – Red, blue and white

Signs of spring – Priory Garden Walk – Friday 13th March 9:15am




Parents evenings: Tuesday 17th March and Thursday 19th March 3:30-6:30pm

Robin and Wren assembly – Wednesday 25th March 2.30pm

Last day of term: Friday 27th March 1.30pm finish.

Writing and Physical development	Phonics and Reading
<p>This term children will:</p> <ul style="list-style-type: none">* Spell words by identifying the sounds and then writing the sounds with letter/s- read write Inc.* Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.* Re-read what they have written to check that it makes sense* Write Easter cards using the phonics sounds taught in RWI* Re-tell familiar texts* Write letters, descriptions and messages. <p><u>How can you support your child:</u></p> <p>Encouraging children to believe they are writers by accepting their independent attempts, notes, messages, labels, shopping lists.</p>	<p>Children will work in phonics groups each day based on last terms assessments and will be bringing home books according to their colour group. They will know these texts well and enjoy sharing them with you.</p> <p>We will be working on set 2 and set 3 sounds.</p>    <p>This terms Fairy tale: Jack and the beanstalk & some additional texts this term:</p> 

	<p>https://www.ruthmiskin.com/parents/</p> <p>https://home.oxfordowl.co.uk/reading/</p> <p><u>How can you support your child</u></p> <ul style="list-style-type: none"> • Reading at home daily and reading to your child daily, let them see you reading texts, magazines, papers etc • Fill in our new digital reading records. • Pick out key vocabulary linked to the text and explain its meaning and use in daily contexts, eg poor, golden etc
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Expressive art and design	Personal, social and emotional development
<p>Creating with Materials</p> <p>DT and Art</p> <ul style="list-style-type: none"> • Children will safely explore different techniques for joining materials.- slot join. <p>We will be comparing the art work of</p> <ul style="list-style-type: none"> • 1. Vincent Van Gogh – Almond Blossom. • 2. Gustav Klimt – Tree of life • 3. Andy Goldsworthy – Nature art. <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>1.</p>  </div> <div style="text-align: center;"> <p>2.</p>  </div> <div style="text-align: center;"> <p>3.</p>  </div> </div>	<p>This terms value: Love</p> <p>PSED Topic – Healthy me Exercise, balanced and healthy diet, trying new foods, sleep, keeping clean and stranger danger, dental hygiene</p> <p>Self-Regulation and Managing ourselves</p> <p>We will become more familiar with the language of our Zones of Regulation</p>

- We will begin to draw trees from our surroundings and then try to repeat in the style of these artists.
- Select materials to enhance the drawings.

Vocab – symbols, different, same, similar, realistic, lifelike, natural, flat, textured, raised, patterns, light, dark, harder, easier, rough, smooth

How can you support your child

- You can draw trees at home from your garden or park.
- Look carefully at copies of the pictures above – what can you see?
- Collect natural resources and make pictures or patterns – take photographs

Music

Hearing and listening:

- Children will notice changes in music and be able to link them to experiences eg. 'This music sounds like floating on a boat.'
- Distinguishes and describes changes in music and compares pieces of music eg. 'This music started fast and became slow.' 'This music had lots of instruments but this music only had voices.' 'This music was spiky and this music smooth.'
- Associates genres of music with characters and stories.
- Accurately anticipates changes in music eg. When music is going to get faster, louder and slower.

Vocalising and singing:

- * Able to sing a melodic shape (moving melody eg. up and down, down and up) of familiar songs
- * sings entire songs of Jack and the beanstalk – BBC Teach
- * Sing call and response songs so that children can echo phrases of songs you sing



Building Relationships

Thinking about the perspectives of others through stories, eg how did Jack feel, why did he steal the giant's things?

How did the giant feel, did he respond correctly?

Had the giant done something to upset Jack or the people in the town?

RE: Salvation – Why do Christians put a cross in the Easter garden?

- Shrove Tuesday and Lent, The good Samaritan, Palm Sunday, Good Friday, Easter Sunday
- Making Easter gardens

How can you support your child?

Our single school rule is **Be kind**

We shared ways of showing kindness and good manners. Children are being encouraged to say please, thank you, good morning/afternoon, have a good day, hold doors open, show kindness to friends through actions, words and sharing. Please model this at home and in the community with your children.

- Encourage healthy food choices and twice daily brushing of teeth.



Instruments (left to right): violin, flute (on floor), piccolo (held), harp, double bass.

<https://www.bbc.co.uk/teach/school-radio/english-ks1-jack-and-the-beanstalk-episode-1/zjfwkmn>

<https://teach.files.bbci.co.uk/teach/music/musical-storyland/jack-and-the-beanstalk-instruments.jpg>

Understanding of the world

- We will investigate some technological toys eg. BeeBots and learn basic skills in making toys work by pressing parts to achieve effects such as sounds or movements
- We will be learning to draw a story map from familiar story setting of Jack and the beanstalk
- We will explore the natural world around us by using our senses during hands on activities
- We will begin to make a timeline in our classrooms of past and future events.

How you can support your child:

- Give your child plenty opportunities for outdoor play and exploration
- Together with your child make a map to show your way to school: encourage children to talk about what they notice, buildings they pass and other simple features
- Talk about things you have already done – in the past.
- Talk about things you plan to do – in the future.
- Yesterday I....., Tomorrow I will.
- When I was younger I.....



Maths

- We will be focusing on 'staircase' pattern and ordering numbers
- Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5; part-part-whole
- They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles
- They will begin to connect quantities to numerals
- We will involve children in voting for their favourite 'movements break song' using tallies

How you can support your child:

- Play games which involve partitioning and combining: eg throw some beanbags into the hoop and count how many go in and how many don't.
- Ask children to find a certain page in a book
- When preparing a snack, ask your child to count out a number of things from a larger group: eg. Can you give me 5 crackers?



- When I am older I will.

Memorable experiences we hope to provide:

- Visit to Priory Gardens to look for signs of spring.
- Growing your own bean plants.
- Visit to Savernake view care home.
- If anybody has gardening and planting skills, we would welcome your expertise and ideas in school this term. If anybody has access to wood for burning in forest school or large round logs to sit on we would really appreciate your donation.

Forest School

In Forest School this term we will be starting to grow plants in the polytunnel. We are looking forward to identifying different plants that will emerge in the Spring within our wilder Forest school section. We will be studying trees in our school grounds, looking at bark textures and leaf differences. We will continue to use our hammocks, swings and digging areas to increase our skills in turn-taking and co-operation. We will be using timber and tyres to create and invent a 'balance walkway'. In doing so, we will be learning about what hazards we may need to watch out for and how to keep ourselves safe while still having fun.

Communication and language

- We will continue with our morning talk groups based around topics of children's choice.
- Re- tell Jack and the Beanstalk in sequence and use of vocabulary linked to **past** and **future**, First, then, next, after that and finally.
- Begin to use different voices for the characters.
- Encouraging children to speak in full sentences and begin to use 'and' and 'because'.
- Using correct pronouns – he, she, they, him, her, them e.g 'she went to the...'
Rather than 'her went to the...'
- Answering 'how' and 'why' questions.
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How can you support your child at home

- Talk about your day and your child's day, discuss it in a story format; tell the story of your day.
- When reading stories to your child, use expression, talk about who the characters are, how they might sound or act
- Hold conversations with your child without any distractions, turn off the tv, look at each other when talking.