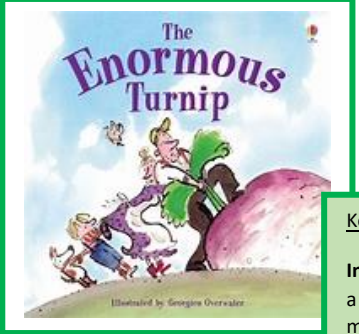


Broomfield Knowledge Organiser: Summer 2: The Great Outdoors

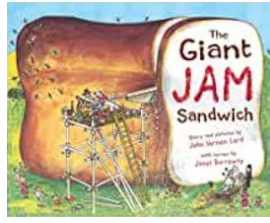
Key books this half term:



Drawing Club –
 ‘Superworm’ by Julia Donaldson
 ‘Little Rabbit Foofoo’ by Michael Roen
 ‘The Enormous Turnip.’




Key vocabulary
Shadow- made when light rays are blocked
Light rays – Light travels in straight lines
Opaque – a material that totally blocks the light going through








The Giant Jam Sandwich by JV Lord
Possible experiences: design your own sandwich creations. Talk about healthy food choices. Make a graph of favourite sandwich fillings.



Key vocabulary
Invertebrates – Creatures without a backbone, such as insects, millipedes, centipedes and arachnids (spiders)


 Could you build your own bug house?
[Build a bug hotel | The RSPB](#)



Minibeasts	
snail 	Snails are invertebrates , which means they do not have a backbone. These animals move around on a single muscly “foot” and carry their home (shell) on their backs.
caterpillar 	A caterpillar is a young butterfly or moth that has just hatched out of its egg . A caterpillar is a kind of larva. When it is older, the caterpillar will turn into a pupa (also known as a chrysalis), and then later the pupa will turn into a butterfly.
ladybird 	A ladybird is a small beetle that is round. Most have spots. We commonly see red with black spots.
woodlouse 	It has a small, oval and greyish segmented body and seven pairs of legs. Likes to live under rocks

shield bug
 It is a flat, shield-shaped bug that is **bright green and has tiny black dots in spring and summer, but changes to greeny-bronze in autumn.**

Will be comparing seaside trips of the past with now. What has changed and what has stayed the same?

 Perhaps you could do a family trip to the beach. What can you do there?



Exploring Seaside Holidays Past and Present



What is the same?
 What is different?

Maths: Number:

Composition

This term, the children will review the composition of the numbers 6 to 9 using the '5 and a bit' structure, and then begin to explore how 10 can be composed. They will also develop a sense of the 'ten-ness of 10' by making their own collections of 10 objects.

When exploring how 10 can be composed of 2 parts, the focus is on developing the children's ability to subitise the parts in structured arrangements. A key representation to support this will be the double dice frame, which will allow them to build on their experiences in Week 23. The children will be encouraged to recognise a larger part of 10 when it is presented in the '5 and a bit' structure, and then subitise the smaller part. They will also be encouraged to see how finger patterns can be used to represent 2 parts of 10, using the 'fingers up and fingers down' approach that was used when exploring the composition of 5. The children can also be given opportunities to see the composition of 10 represented on a 10-frame.

Comparison

The children will make connections between their experiences with counting 1-to-1 and subitising dice patterns, and the actions of rolling dice and moving themselves and puppets/soft toys along linear number tracks. Playing games where each equal space on a track is labelled with a different, sequential number will reinforce the order of numbers, and will begin to develop the children's understanding of the rank order of numerical magnitude (the idea that numbers are getting bigger as we move along the track) and of the linear increase in the numbers (the idea that each number on the track is 1 more than the previous number and 1 less than the following number). Playing track games will also provide the children with practice in recognising numerals. These activities will give the children experience of counting on from different numbers and support them in continuing to develop their own 'mental number lines', a key building block for later mathematical knowledge.

Physical Development: Gross and Fine Motor Skill

About this Unit

Children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.



Comprehension

- ✓ I can retell a story in my own words
- ✓ I can understand a range of genres, like stories, non-fiction and poems
- ✓ I can use the vocabulary I have learnt in different settings, e.g. during role play

Word Reading

- ✓ I know the sounds and names for all the letters of the alphabet
- ✓ I know at least 10 digraphs
- ✓ I can read aloud texts.
- ✓

Digraphs: Two letters (graphemes) that make one sound, such as oa, ee, ai, ow, ur and er.

Twin letter/cuddling grapheme: A special digraph made up of two letters that are the same and they make one sound, such as ll, ss

Trigraphs: Three letters (graphemes) that make one sound, such as igh, ear, air and ure

Literacy: Writing

- ✓ Segment words into sounds and record them with phonics knowledge
- ✓ Writing sentences, forming most of the letters correctly.

For example: **We can dig in the soil. We can see lots of bugs.**



Literacy: Reading

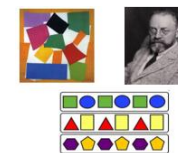



PSHE: *Changes: Preparing for transition into Year 1. How do we feel when changes happen? What have we learnt and how to take that knowledge forward.*

Expressive Arts and Design:

Artist: Henri Matisse: The Snail collage

We will be looking at repeated patterns using 2D shapes in the style of Henri Matisse.



 Can you make a repeated pattern with things you find outside?

