

Willow Tree Academy - Roughwood Primary School- What will I be when I grow up?

Links to Texts- Scan the QR codes with your smartphone or tablet

The Jolly Postman by Janet and Allan Ahlberg



Naughty Bus by Jan Oke



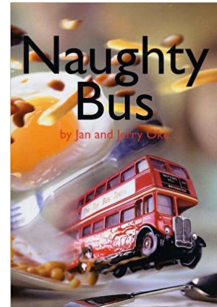
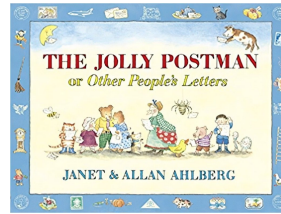
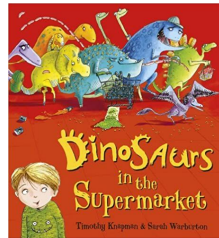
Dinosaurs in the Supermarket by Timothy Knapman



The Fairytale Hairdresser collection by Lauren Beard



Book Coverage



Key Themes to explore in Topic

We will be using the books as a stimulus for our learning. Throughout this topic, we will be exploring themes of;

- Family and friends (including care givers)
- Key workers
- Jobs and people who work in our community
- Asking for help and being helpful/teamwork
- Keeping safe
- Dreams and aspirations
- Developing school community (linked to Nemesis)
- Seasonal change (Autumn to Winter)

Key Vocabulary

Emergency: A sudden or dangerous event that needs immediate attention.


Vehicles: Something used to transport people or things.

Career: a job that you will work in for a long time.

History: Looking at things that happened in the past often before you were born.

Digraph: Two letters which make one sound for example, sh, ch, th

Trigraph: Three letters which make one sound for example, air as in fair

<p><u>Reading (linked to Little Wandle Letters and Sounds):</u></p> <ul style="list-style-type: none"> • Teach phase 3 graphemes: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er • Teach words with double letters: dd, mm, tt, bb, rr, gg, pp, ff • Teach new tricky words: was, you, they, my, by, all, are, sure, pure • Children know the letter names. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Big Question- What will I be when I grow up?</p> 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail. • Explore different mediums of mark making e.g. chalks, paint, clay. • Explore the work of some artists linking to their skills development. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Tap rhythms to accompany words, such as tapping the syllables of names and lyrics of a song.
<p><u>Writing</u></p> <ul style="list-style-type: none"> • Hear, say and write the sounds in words based on their phonic knowledge. • Write taughty tricky words. • Children can write their names and form letters accurately. • Begin to write simple captions. • Children begin to write independently during child-initiated play. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Talk about the cycle of the seasons using prior knowledge when exploring winter. • Explore the changing state linking to freezing and melting. • Observe and talk about features of school and familiar environments. • Explore different occupations which link to the members of their family and others in the community. • Use language associated with time- today, tomorrow, yesterday, week, month, year (when talking about events in the past, present and future). 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed for PE. • Use a comfortable (pincer grip) with good control when holding the pencil. • Begin to form letters correctly through the introduction of daily handwriting sessions. Sit with good posture on the chair. • Continue to develop fine motor skills through continuous provision. • Walk up the stairs with alternate feet with growing confidence . • Talk about factors which support their overall health and well-being (linked to launch of toothbrushing)
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Sit, listen and respond for a longer period of time. • Talk about features of a non-fiction text. • Develop vocabulary based on what they have read. • Retell familiar stories using their own words or words from the book. 	<p><u>Numeracy (White Rose Maths)</u></p> <p>Alive in 5: Introducing Zero, Comparing numbers to 5, Composition of 4 and 5, Comparing Mass & Comparing capacity</p> <p>Growing 6, 7 and 8: Making pairs, Combining 2 groups, Length and height <u>&Time</u></p> <p>Building 9 and 10: Comparing numbers to 10, Bonds to 10, 3D shapes & Patterns</p>	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • To be able to follow the rules and routines of the day with little reminders or support. • Play cooperatively in a group and begin to resolve any conflicts that arise. • Identify and moderate their own feelings. • See themselves as valuable individuals and speak about themselves positively.