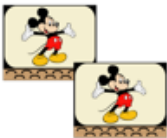


Beech class – topic map

<p>My Communication & Literacy (Dog Man)</p> <ul style="list-style-type: none"> To retell a cartoon story in my own words. To identify and describe key events in a cartoon or comic. To create my own cartoon character with a name and personality. To write captions or thought bubbles for a cartoon scene. To use adjectives and simple sentences to describe the setting of a cartoon. <p>Key vocabulary: captions, retell, create, personality and comic strips.</p>	<p>PSHE</p> <p><u>Explore different types of relationships</u></p> <ul style="list-style-type: none"> Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship. Explain the features of a healthy and positive friendship or family relationship Identify whom to tell if something in our family life makes us unhappy or worried. <p>Key Vocabulary: family, friends, love, care, romantic and relationships.</p>	<p>Science</p> <ul style="list-style-type: none"> To identify different types of forces, such as push, pull, and gravity. To describe how a force can make an object start moving, stop, or change direction. To investigate how the size of a push or pull affects how an object moves. To explore friction by testing how different surfaces slow down moving objects. To record my observations from a simple forces experiment using drawings, labels, or short sentences. <p>Key vocabulary: push, pull, gravity, force and direction.</p>	<p>My Thinking & Problem Solving: Maths</p> <p><u>Introduction to parts and whole.</u></p> <ul style="list-style-type: none"> Equal and unequal parts. Recognise a half. Find a half. Recognise a quarter. Find a quarter. Find the whole <p>Key vocabulary: whole, half, equal, unequal and quarter.</p>
<p>Beech Class– Summer 1</p>  <p>Cartoons</p>			
<p>My Play and Leisure</p> <ul style="list-style-type: none"> To ask questions or ask for help when joining a game or activity. To take turns speaking and listen to others during play. To give simple instructions or explanations to peers. To invite someone to join in or share resources. To describe my ideas, feelings, or choices clearly during play. <p>Key vocabulary: listen, ideas, share, choices, and feelings.</p>	<p>My Physical Wellbeing</p> <ul style="list-style-type: none"> To name simple physical features (river, mountain, forest, sea). To describe what a river is and where it flows. To identify features of a river (source, mouth). To recognise different landscapes (coast, hills, countryside). To describe what a place looks like using simple words. <p>Key Vocabulary: river, mountain, forest, sea and landscapes.</p>	<p>Expressive Arts and Design</p> <p>To draw a cartoon face using simple shapes (circle, oval, square).</p> <p>To show different emotions (happy, sad, angry, surprised).</p> <p>To use varied materials (felt tips, crayons, paint).</p> <p>To use bold outlines to make a cartoon stand out.</p> <p>To add simple details (hair, clothes, patterns).</p> <p>Key vocabulary: lines, detail, cartoon , emotions, and outline.</p>	<p>My Independence: Life Skills and Community Visits</p> <p><u>Life skills- Cooking:</u></p> <ul style="list-style-type: none"> To follow instructions during cooking activities with support. To prepare for yourself for a cooking activity, e.g, washing your hands, wearing an apron. To find ingredients and cooking equipment needed from a recipe. <p><u>Community Visits-:</u></p> <ul style="list-style-type: none"> How to purchase a ticket and what to do if the station ticket office is closed. Using railcards and travel passes How to operate ticket barriers How to stop safely on and off Waiting for the train Using the steps and escalator Not running on the platform Finding a seat Knowing how to open the train doors <p>Key vocabulary: ticket, pass, stop, plan and exit</p>