

### Key Concepts/Experiences

- Expanded noun phrases for description and specification e.g. the small house, the long road (English)
- Capital letters, full stops, question marks, exclamation marks to demarcate sentences (English)
- Poster writing - to promote the school and local area (English)
- Diary writing/Recounts - A Day in the Life of Booker Park, 'My Journey to School'
- Tables, pictograms, tally charts and block charts—construct, question and interpret (maths)
- Directional language (maths)
- See White Rose Maths overview
- Simple programming using beebots and map overlays (computing)
- Interpreting and using simple maps and plans (geography)
- Features of the local area—transport, housing, amenities (geography)
- Comparisons between town (Aylesbury) and village (Stoke Mandeville) (geography)
- Road Safety (PSHE/Skills for Life)
- Aylesbury's place in the world (geography)
- History of the school (history)
- Places of worship (RE)

### Wow Event/Trip

Wendover Woods

Aylesbury town centre/Stoke Mandeville Village

Visit local places of worship

### Key Vocabulary

**For formal learners we would expect this language to be understood and used by the children themselves**

- Forward, backward, turn, stop, go

- Map, plan, direction, how do I get to? Where is the?

- Transport, housing, shop, community centre, road, pavement,

- vehicles
- Town, village, rural, built up, big, small, UK, country,

- countries, world
- Church, mosque, synagogue

- worship, prayer,

religion, Christian/ity, Islam/Muslim, Judaism/Jew/Vicar/pastor/Imam/Rabbi

- Old/new/change/develop

### Key Stories

Fantastic Mr Fox—Roald Dahl

Funnybones—Janet and Allan Alberg

The Gruffalo—Julia Donaldson

Hairy Maclary from Donaldson's Dairy—Lynley Dodd

Window—Jeannie Baker

## My School and Its Local Area— (Formal)

Learning Intentions will be taken from our subject frameworks and be individualised to the needs of the pupil.

### Focus Physical Skill:

Climbing and balancing

Stopping safely

Spatial awareness

### Homework (how to help at home):

As a family, visit Aylesbury Museum

Describe things at home—how many words can you come up with to describe a specific item e.g. a shoe, a room, the garden etc.

Research favourite places on google maps—look at the map view and the terrain view—track the route between home and these places.

Compare houses in the street with other houses.

Discuss what amenities do you have in your local area—do you have a shop you could walk to?

Learn and practise writing your address and a parents phone number.

Key Value:

**Courage**

### Key Concepts/Experiences

- Identify different places in the school and what they're used for
- Finding objects/places within the classroom/school/local area using photos/simple maps/plans.
- Identify different features of the local environment and what they're used for e.g. houses, shops, park, road, hospital
- Independent transition within the school building.
- Road Safety including awareness of environment and danger
- Who are the people in our school and what are their roles
- Following simple directional language—forwards, backwards, stop, go
- Simple programming with the beebots and map overlays
- Counting activities linked to class/school/area e.g. how many people in school/how many rooms on the corridor/how many cars in the car park
- Simple descriptive language—focusing on colour/size

### Wow Event/Trip

Wendover Woods

Local park

Visit local places of worship

### Key Vocabulary

**For semi-formal learners we would expect this language to be modelled by adults and children begin to demonstrate understanding of it's meaning.**

- School, house, class,

shop, hospital, road, , railway , park

- Find, go to, where is the?
- Names of peers, people around the school, rooms with- in the school
- Forwards, back-

wards, fast, slow, stop, go

- Cross, safely, hold hands, wait, look, traffic
- Colour and size adjectives

### Key Stories

Funnybones—Janet and Allan Alberg

The Gruffalo—Julia Donaldson

Hairy Maclary from Donaldson's Dairy—Lynley Dodd

We're Going on a Bear Hunt—Michael Rosen and Helen Oxenbury

Window—Jeannie Baker

## My School and Its Local Area— (Semi-formal)

Learning Intentions will be taken from our subject frameworks and be individualised to the needs of the pupil.

### Focus Physical Skill:

Climbing and balancing

Stopping safely

Spatial awareness

### Homework (how to help at home):

Model descriptive language

Involve your child in planning local journeys

Support 'stop, look and listen' when crossing roads

Play hide and seek at home both with people, and familiar objects

Support development of independence—send your child to collect/put away familiar objects e.g. 'go and get your shoes' etc.

Key Value:  
**Courage**

### Key Concepts/Experiences

- Recognition/use of objects of reference/photos of different rooms to facilitate transition
- Recognition of familiar people within the school environment, specifically class mates and class staff.
- Turn taking activities with awareness of peers within the room
- Cooperation with hand holding when outside/ alongside road (simple road safety)
- Use of photos/objects of reference to request activities/resources within the classroom/school (object permanence)
- Anticipation of activity linked to contextual cue e.g. going to external door when coat/wellies are put on, anticipating an activity always carried out in a specific area of the classroom e.g. floor programme

### Key Vocabulary

**For pre-formal learners we would expect this language to be modelled by adults but not used by all pupils**

- We're going to....e.g. the hall
- Let's go to the ... e.g. playground

• Where is the ... e.g. water tray

• It's time for .... e.g. lunch

• It's your friend.... e.g. Bobby

• It's our..... e.g. lunchtime helper  
Joan

• Place/object/feature names

### Key Stories

Funnybones—Janet and Allan Alberg

The Gruffalo—Julia Donaldson

Hairy Maclary from Donaldson's Dairy—Lynley Dodd

We're Going on a Bear Hunt—Michael Rosen and Helen Oxenbury

## My School and Its Local Area— (Pre-formal)

Learning Intentions will be taken from our subject frameworks and be individualised to the needs of the pupil.

### Focus Physical Skill:

Climbing

Balancing / supporting own body weight in a variety of ways e.g. own head while seated

Stopping safely / stilling

Spatial awareness

### Wow Event/Trip

Wendover Woods

Local park

### Homework (how to help at home):

Local walks/journeys

Model naming what you see while out and about

Support development of independence—send your child to collect/put away familiar objects e.g. 'go and get your shoes' etc.

Hide a favoured object under a towel (with your child watching) and let them 'find' it.

Key Value:

**Courage**