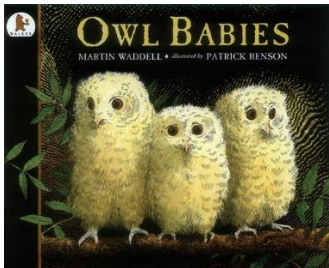

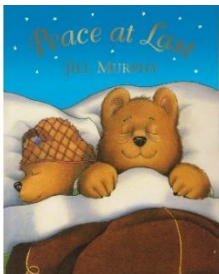
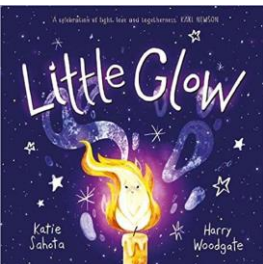

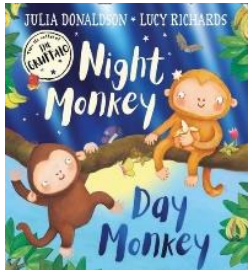


St Peter's CEP School – Knowledge Progression Document	Autumn Term 2	Class: Mars	Topic: Light and Dark How does light and dark affect our lives?
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<u>Skills we already should know</u> <ul style="list-style-type: none"> Can name some animals and observe their differences Understand that day and night exist and that they are different Describe some things we can see and hear Explore the different sense they have 	<u>What skills we're going to develop</u> <ul style="list-style-type: none"> Learn to explore properties of different materials. Sort objects according to their properties. Understand why some animals hibernate – sort animals into groups. Describe the differences between dark and light, shade and sunshine, day and night. Explore changes that occur between day and night, as well as summer and winter. Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Develop an understanding of changes over time. Describe our observations. Explore the natural world around them. Describe what they see, hear and feel whilst inside and outside. Identify some sources of light and understand how each one works and how it is useful to us. Create shadows and understand how and why they are formed. Think about and explain why we need light and how does it give us heat. Understand that people have different beliefs and cultures to themselves.
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Key texts	Key questions	ELG's
     	<ul style="list-style-type: none"> Why do we need light and dark? What surfaces reflect light well? Why do the emergency services need flashing lights? What helps us to see? How do we and others celebrate light and dark? What light sources are useful to us and why? How are day and night time different? How can light keep us safe? 	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p>

Physical development

Days of the week song
Making shadows outside
Firework dances

Literacy

Retell story of Peace at Last using instruments and sounds
Owl babies retelling using story sack
Story maps
Magic dark CVC words in flour

Personal, social and emotional development

Valuing Difference

- I'm special, you're special
- Same and different
- Same and different families
- Same and different homes
- I am caring

Understanding the World

Shadow puppets
Sorting sources of light
Sun and moon activity
Diwali – Festival of Light
Christian celebration of Christmas

Light and Dark



Expressive arts and design

Firework art
Owl pictures
Night time scenes and colour scenes – exploring colour and lack of colour
Songs about light and dark
Diwali pictures/make diya lamps
Shadow puppets

Communication and language

Instruction giving – blindfold game (teacher directed)
Language associated with sequencing and time
Beebots – positional language and instructions
Shadow puppet story telling

Measurement - Time - Night and Day: daily routines, sequencing and language of ordering and time, days of the week, daily timetables.

Geometry - Recognising and describing shapes with 4 sides.

Number - find, recognising and writing numerals to at least 5, find one more, one less and composition of numbers to 5.

Subitising - numbers 1-5 (instantly recognising quantities)

Describing and creating repeating patterns.