

Subject Specific Vocabulary

Compass	A tool for finding directions
Directions	A tool to show where something or someone is pointing. It is also the path in which we can travel.
House	A place for someone to live in. There are many different types of houses.
Flat	One, of several places in one building to live in. Flats are usually on one level.
Bungalow	A type of house, that usually has one-storey.
Cottage	A smaller house, which is usually in the countryside.
Detached	A type of house that is not joined to any other houses.
Semi-detached	A type of house that is joined to another house on one side.
School	A place where we go to learn new things.
Village	A community made up of a small number of different types of buildings. Villages are bigger than a hamlet but smaller than a town or city.
Church	A building which is used by Christians for public worship.
Post office	A place where mail is received, handled and sent out.
Public house/pub	A place where food and drink can be bought and enjoyed.
Farm	A piece of land used to grow crops and raise animals for produce.
Hospital	A place where injured, poorly or pregnant people go to get medical attention and treatment.
Offices	A place where business is completed or a service is supplied.
Vets	A place where animals go to get medical attention or treatment.
Factory	A building or set of buildings where products are made using machinery.
Railway station	A place where people or goods can get on/off a train.
Leisure centre	A building which is used for many different activities such as swimming, tennis, gym etc.
Buildings	A structure with walls and a roof.
Map	A drawing to show where things are such as the world or part of the world.
Street	A road in a village, town or city where people/vehicles can travel.

Key Knowledge

Stanford in the Vale is a large village in the South West of Oxfordshire, England. Stanford is in the Vale of the White Horse and lies 3.5 miles from Faringdon and 5 miles from Wantage. The nearest city to Stanford is Oxford.

There are many places of interest within Stanford to include, St Denys, a CofE church, a post office, vets, school, industrial estate, hairdressers, the Horse and Jockey public house and the village hall. There is also a tributary of the River Thames, called the River Ock.

Stanford in the Vale currently has around 2000 people living there, however, the village is constantly growing, with many new developments of houses.

Images and Diagrams





English

Fiction To tell the stories of The Three Little Pigs and Lost and Found through storytelling and drama.
 To write a character description.
 To sequence our sentences to form a narrative based upon these stories.
Non-fiction: To write labels, captions and posters.
Grammar and Punctuation: To use capital letters, full stops and finger spaces in our writing.
Reading: To predict what might happen in a story based upon what has already been read.
 To discuss the title and events of stories that we are reading using the books In Every House on Every Street and Alfie Get's in First.

Maths

Place Value to 10: sort, count and compare objects and numbers; read, write and count number to 10; look at ordinal numbers
Addition and Subtraction within 10: whole-part models; look at addition and subtraction symbols; using number bonds; adding by counting on and subtraction by finding how many are left.

Personal, Social and Health Education

Jigsaw piece – Being in My World
 To understand the rights and responsibilities of a class.
 To understand that their views are important.
 To understand that their choices have consequences.
 To understand their own rights and responsibilities within their classroom.

Religious Education

Is Everyone Special?
 To explore how and why people choose to belong to groups and religions and the difference that it makes to their lives.

Music

Hey You! – to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy songs in their original form.

Snowdrop Class – Autumn 1

What is in our Village?



School Trip
Village walk

Physical Education

Dance
 I can move to music. I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space. I can move with control and co-ordination. I can link two or more actions in a sequence.
Gymnastics
 I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways. I can move with some control and awareness of space. I can link two or more actions to make a sequence. I can show contrasts (eg: small / tall, straight / curved, wide / narrow) I can climb safely on low level equipment. I can stretch and curl to develop flexibility. I can jump in a variety of ways and land with some control and balance.

Design and Technology

To explore the components, materials and features of playground equipment.
 To be able to **explore** different ways of joining and strengthening materials to create pieces of playground equipment.
 To be able to **design** a piece of playground equipment.
 To be able to **make** a piece of playground equipment according to a design.
 To be able to evaluate a finished product.

Computing

Online Safety & Exploring Purple Mash
 To keep my login information safe.
 To save my work in a safe place such as 'My Work' folder.
Grouping & Sorting
 To sort sound, pictures and text.
 To name, save and find my work.

Science

Everyday Materials
 To distinguish between an object and the material from which it is made.
 To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
 To describe the simple physical properties of a variety of everyday materials.
 To compare and group together a variety of everyday materials on the basis of their simple physical properties.

Geography

I can talk about Stanford in the Vale.
 I can recognise similarities and differences of human and physical geographical features in my own immediate environment.
 I can talk about people and places within my local environment.
 I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
 I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate our village.
 I can use aerial images and photographs to recognise landmarks and basic physical and human features.
 I can use simple fieldwork to observe, measure and record the human and physical features in the local area.
 I can use a simple key to recognise physical or human features on a map.
 I can create a simple map of my local environment.
 I can identify land use around the school.