

Communication and language

Interacting with each other. Speaking in clear, simple sentences. Responding to questions. Pronouncing sounds in words clearly.

Being polite, using manners: please, thank you and excuse me.

Rules of listening, listening and responding with questions. Following directions. Show & Tell (dates for individuals to follow).

Telling stories and joining in with repeated refrains and anticipating key events.

Physical development: (inc. Health and Self care)

Developing fine motor skills. This term we will be having a tinker table. Children have the opportunity to use actual tools to take things apart and build them together.

Letter formation: we will try and develop a controlled letter size, ensuring it sits on the line, with ascenders (t, l, h, f, k)and descenders (f, g, j, p, q, y)

Using both scissors and brushes with control. Using construction equipment to make a desired model.

Tells adults their needs: tired, hungry, toilet. Beginning to get self ready, dressing, turning clothes the correct way. Completing simple fastenings: zips and buttons.

Personal, social and emotional development:

Identifying themselves within a group. Observe and participate within activities. Learning to share, take turns & play together, building relationships. Developing games by explaining what happens next, listening to all views and making choices.

Personal Hygiene and Safety. Practising own safety precautions when moving large equipment. Looking after own needs and needs of others.

Festivals: Fathers' Day, Summer, Holidays.
Our culture and beliefs and how we celebrate.

Literacy:

Phonics: to recognise and write phase 2 & 3 phonemes: Sh, ch, th, ng, long vowels: ai, ee, igh, ou, oo, r controlled vowels: ar, or, ur, ir.

Begin to apply some spelling rules: when to use oy, oi, ai, ay, Introduce split diagraphs.

Read High Frequency words:

He, she, me, be, they, are, was, look, etc.

To chunk longer words.

To begin to mark make, giving meaning to what they write.

To speak in full sentences, recognising a word. Writing sentences beginning to show they start with a capital letter and finish with a full stop.

To sequence stories, inventing characters, settings, and alternative endings.

Class 1



Understanding the world:

People and Communities:

To identify where we are in the world. To begin to identify the continents and oceans within the world. Compare animal habitats - wild homes and their homes as a pet/ looked after animal. To begin to look at how habitats differ in different countries, comparing to own.

The World:

To begin to compare how our world is different to others in alternative continents.

To recognise five senses. To identify different animals from around the world and explore their habitats.

Technology:

Using simple programs; using tool bars to create effects. Controlling a mouse and keyboard to create a planned effect. To choose ict and software programs with a purpose in mind.

Mathematics:

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Finds the total number of items in two groups by counting all of them.

Finds one more or one less from a group of up to five objects, then ten objects.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

To recognise doubles to 10. $5+5=10$, $4+4=8$, $3+3=6$, etc.

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

To recognise number bonds to 10: $10+0=10$, $9+1=10$, $8+2=10$, etc.

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Eg: I have three corners and three sides, what am I?

Orders two or three items by length or height. Weight or capacity.

Uses everyday language related to time. O'clock. Tomorrow, yesterday, next.

Expressive arts and design:

Arts and Design:

To capture ideas, thoughts and experiences using a range of different media: To explore simple tools and techniques used by a famous artist:

Henri Rousseau: tiger in a tropical storm. To build collages using mixed media.

To plan, adapt where necessary and to evaluate their work.

Music:

To sing and follow a melody with ease. **(Walking through the jungle, There's a dragon on the doorstep, Animal BOOGIE) Barefoot song books.**

To identify rhyme and a beat within music.

Summer 1 Paws, Claws and Whiskers. Africa	Week 1: 9 th April 2018 LOOKING AFTER OUR PETS	Week 2: 16 th April 2018 	Week 3: 23 rd April 2018	Week 4: 30 th April 	Week 5: 7 th May 2018 (May day Monday) 	Week 6: 14 th May 2018 Recount from trip	Week 7: 21 st May Animal facts	SPRING BANK Half Term
Summer 2 cont. Africa,	Week 8: 4 th June 2018 	Week 9: 11 th June 2018 Living in alternative countries.	Week 10: 18 th June 2018 ANIMAL BOOGIE	Week 11: 25 th June 2018 Animal riddles: what am I?	Week 12: 2 nd July 2018 ASSESSMENT WEEK	Week 13: 9 th July 2018 Dear Zoo!	Week 14: 16 th July 2018	SUMMER Holiday

**Class 1: PE:
Wednesday
afternoon.**

Please make
sure kit is in
school and
earrings are
taken out.

Reading (when ready)

Before reading the book:

- Can you point to the title?
- What is the title of the book?
- What do you think this story will be about?
- What might happen in the story?
- What does the blurb tell us about the story?

During the reading of the book:

- What is happening in the pictures?
- What has happened so far?
- Is it what you expected to happen?
- What might happen next?
- How do you think the story might end? What sort of character is....?
- Is he/she friendly/ mean/ nice...?

At the end of the book:

- Did you like this book? Why?
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book?
- Can you find it in the book?

Recommended books that link with our topic:

- 'MOG' series by Judith Kerr
- Dogs by Emily Gravette
- The Tiger who came to tea by Judith Kerr
- Usborne Beginners Series (fact books) Tigers/ Cats/ Dangerous animals



Talking point homeworks are set on a fortnightly basis but please feel free to add any wow moments you would like to be added to your child's learning journey.

Don't forget to log in and check the progress and next steps.

Great websites to support Mathematics:

- <http://www.topmarks.co.uk/Interactive.aspx?cat=1>
- <http://www.bbc.co.uk/cbeebies/games/numtums-games>
- http://www.familylearning.org.uk/place_value_games.html
- <https://www.ictgames.com>
- <https://www.youtube.com/user/KidsTV123>

Great websites to support Phonics:

- <http://www.letters-and-sounds.com/>
- <http://www.phonicsplay.co.uk/>
- <http://www.bbc.co.uk/cbeebies/games/alphablocks-games>

Spelling (when ready)

Spellings will be sent home every Friday and the children will be tested on these spellings the following Friday. Please encourage your child to learn their spellings throughout the week. The spellings will be based on the sound that we are learning that week in phonics. Useful website:

<http://www.phonicsplay.co.uk/>

Important Dates for Class 1 YR parents

Trip to Chester Zoo Wednesday 9th May 2018:
(letter to follow)

SPORTS WEEK: Date tbc

