

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, being polite to each other. 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 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: Father's Day, summer, Holidays. Our culture and beliefs and how we celebrate.

Literacy:

Phonics: to recognise and write phase 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.

To retell well known stories, changing elements to make them their own.

Class 1



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.

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.

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

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

Uses everyday language related to time. O'clock.

Understanding the world:

People and Communities:

Festivals and celebrations: the season of summer. Holidays present and past; how they have changed through history. Enjoys joining in with family customs and routines.

The World:

Children know about similarities and differences in relation to places, objects, materials and living things.

To identify plants and animals. To begin to classify and identify parts. To recognise a life cycle of a plant and animal.

To explore simple animal habitats and recognise how to look after and care for them.

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.

Expressive arts and design:

To use a range of tools and techniques competently and appropriately to achieve a planned outcome.

Beginning to combine different media exploring texture and form.

To plan, adapt where necessary and to evaluate their work. To evaluate own and others work, suggesting how to make it better.

Children sing songs, make music and dance, and experiment with ways of changing them. To present their work to others.

To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Summer 1 Plants and Mini beasts.	Week 28 24 th April Plant life cycles.	Week 29 1 st May Worms	Week 30 8 th May Caterpillar to Butterflies: Animal life cycles.	Week 31 15 th May Growing Plants: Jack and the Beanstalk	Week 32 22 nd May Minibeats.		
Summer 2 Seaside's/Pirates	Week 33 5 th June 	Week 34 12 th June Sharks: predators.	Week 35 19 th June Billy's Bucket: animal habitats.	Week 36 26 th June animal habitats.	Week 37 3 rd July Island Homes	Week 38 10 th July PUMA PIRA RISING STARS ASSESSMENT WEEK	Week 39 17 th July



Reading

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?

Spelling

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.

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>
- <https://www.oxfordowl.co.uk/for-home/>
- <http://www.starfall.com/>

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.oxfordowl.co.uk/for-home/>
- <https://www.youtube.com/user/KidsTV123>



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

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

Class 1: PE: Friday afternoon.

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

Important Dates for Class 1 Parents:



Keep checking the weekly newsletter for important dates.

TBC – Class trip

- Sports Day