

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.

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

Physical development: (inc. Health and Self care)

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.

Develop Bat and Ball handling skills: mini tennis, dribbling, stopping and controlling large balls, football skills.

Sports Day Practice.

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.



Understanding the world:

(Science): I can make observations of animals and plants and explain why some things occur, and talk about changes. To explore animal habitats.

To explore the changes and patterns within the environment: seasons: Spring and Summer.

(History): We will learn about the history of seaside resorts in England and how holidays have changed.

(Geography): We will study the human and physical features of UK seaside towns. We will use compass directions to describe the location of features or routes on a map. We will use maps to locate seaside towns in relation to our own location and within the countries of the UK. We will recognise landmarks and physical features using aerial images and plan perspectives.

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

To recall number bonds to 5: $0+5$, $1+4$, $2+3$, and subtraction facts: $5-0=5$, $5-4=1$, $5-3=2$.

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:

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.

Art:

Wool wrapping and weaving techniques.

D and T

Structures- we will construct a windmill following design criteria.

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:

Tad: The story about a brave Minibeast By Benji Davies

The Storm Whale Series By Benji Davies

The Lighthouse Keepers Lunch By David Armitage

What the Ladybird Heard at the Seaside By Julia Donaldson

The Snail and the Whale By Julia Donaldson

Great websites to support Phonics:

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

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

<http://www.bbc.co.uk/cbeebies/games/alphablocks-games>

<http://www.starfall.com/>

Great websites to support Mathematics:

White Rose 1 Minute Maths App.

<http://www.topmarks.co.uk/Interactive.aspx?cat=1>

<http://www.bbc.co.uk/cbeebies/numberblocks>

<https://www.ictgames.com>

<https://www.youtube.com/user/KidsTV123>

Robin Class: PE: Friday Morning

Please make sure kit is in school, with outdoor trainers/ pumps for the summer months.

Important Dates for Class 1 YR parents

Seaside Trip: Thursday 21st
May

