

## Summer Term- Super Furry Animals

### Mathematics

#### Number

- Have a deep understanding of number to 10, including composition of each number;
- Subitise ( recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than , less than or the same as the other quantity
- Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Literacy

#### Reading

##### Comprehension

- Retell what has been read to them by using their own words and recently introduced vocabulary;
- Anticipate key events in stories

##### Word Reading

- Say a sound for each letter in the alphabet
- introduce digraphs;
- Read words by sound-blending;
- Read aloud simple sentences and books
- Introduce some common exception words.

#### Writing

- Write recognisable letters
- Spell words by hearing and identifying sounds in them and representing the sounds with a letter or letters; using classroom displays
- Have a go and write simple phrases

#### Vocabulary

- Use and understand recently introduced vocabulary during discussions about stories, rhymes and poems and during role-play

### Understanding of The World

#### Past and Present

- Begin to talk about lives of the people around them and their role in society;
- To begin to identify some similarities and differences between things in the past and now, drawing on their experience and what has been read in class;
- Begin to understand the past through settings, characters and events encountered in books read in class and story-telling.

#### People, Culture and Communities

- To begin to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- To begin to identify similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- To begin to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps.

#### The Natural World

- To want to explore the natural world around them,
- To begin to make observations and drawing pictures of plants and animals;
- To begin to identify some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- To begin to learn about some important processes and changes in the natural world around them, including the seasons and the changing states of matter.

### Physical development

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and co-ordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

#### Fine Motor Skills

- Practice holding a pencil effectively
- Practice using the tripod grip
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## PSE

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

### Managing self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reason for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play co-operatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to other's needs.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teachers;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, try to move in time with music.

## Communication and Language development

### ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversations when engaged in back and forth exchanges with their teachers and peers.

### Speaking

- Participate in small group, class and one -to -one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.

### Visits/ Visitors:

- dog
- cat
- guinea pig
- bearded dragon
- hatching eggs
- cats protection league
- tortoise
- snake
- international day – parents from different countries