

## Communication and Language

- 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. Observations of animals and plants.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Lifecycles, plants, life in Africa.
- 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.



## Personal, Social and Emotional Development – Year 1 Transition activities and discussions.

- 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 activity and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons 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.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.



## Physical Development



- Negotiate space and obstacles safely with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



## Our Wonderful World

Our final topic will look more in depth at the world around us. We will be learning about plants and vegetables and how they grow, minibeasts and their life cycles and we'll discover more about the animal kingdom.

The children will be planting their own seeds and keeping a diary of their growth and development. We will be learning about what they need to grow and practise measuring them with a ruler and non-standard units.

The children will venture from farmyard to safari and the desert, exploring and discovering more about the animals that live in those habitats. We will be looking at the season of summer and take part in a local expedition using maps and photos to support our Understanding of the World. We will also have a Wow beach day exploring sand, water and making 3D ice cream cones.

Our Houghton Highlights for this term will be:

**(1) Planting, growing and observing sunflowers and carrot tops. (2) Making butter and (3) Take part in a local expedition (to include map work).**

We will be practising for Sports Day in our PE lessons and continuous provision and Forest School will continue for our 2<sup>nd</sup> group. We will be consolidating our Maths knowledge and take a look at sequencing of the day and o'clock times. Our Expressive Arts & Design, Understanding of the World and Literacy are themed around our fully immersive topic to inspire and engage the children. Look at some of the things we will be learning to do...

## Literacy

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Handa's Surprise, Little Red Hen
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Features of animals, plants
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



## Maths

- Have a deep understanding of number to 10, including the 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.
- 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 up to 10, including evens and odds, double facts and how quantities can be distributed equally.



## Understanding the World

- Talk about the lives of the people around them and their roles in society.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Me on the Map – Expedition.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. RE
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Africa.
- Explore the natural world around them, making observations and drawing pictures of animals and plants. Growing Sunflowers.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



## Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Clay animals, mud huts, Animal paintings/pastels/charcoal.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories. Puppets block zoo.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs. Circle Time/Charanga.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



