

## Animal Safari

This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.

## Literacy

Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

**Comprehension** - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## Communication and Language

**Listening, Attention and Understanding** - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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.

**Speaking** - 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

## Physical Development

**Fine Motor Skills** - Begin to show accuracy and care when drawing. 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, paint brushes and cutlery.

**Gross Motor Skills** - Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others.

## PSED – Being My Best

Feel resilient and confident in their learning

Name and discuss different types of feelings and emotions

Learn and use strategies or skills in approaching challenges

Understand that they can make healthy choices

Name and recognise how healthy choices can keep us well

## Hazel Class

### Summer 1 2024-2025

## Maths

The children will learn about:

To 20 and beyond

How many now?

Manipulate, compose and decompose

Sharing and grouping

## Phonics

### Set 1 and 2

Read single-letter Set 1 sounds.

Read all Set 1 sounds; blend sounds into words orally.

Blend sounds to read words; read short Ditty stories.

Read Red Storybooks.

Read Green Storybooks; read some Set 2 sounds

## Expressive Art and Design

**Being Imaginative and Expressive** - Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

**Creating with Materials** - Make use of props and materials when role playing characters in narratives and stories. 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. Sing a range of well-known nursery rhymes and songs.

**Expressive Arts and Design (Breadth)** - Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.

Listen to a variety of music and sounds. Take part in imaginative, creative and sensory play activities. Test their ideas.

## Understanding the World

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. 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. Talk about the lives of the people around them and their roles in society. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Understanding the World (Breadth)** - Create simple programs. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Know ways to care for their local environment. Make observations about the world around them. Use technology to record their work and ideas.