

Class 1 Theme; Celebrations. Topic name; Celebrate Good Times—Come on! Autumn 2015 (second half)	
Area of Learning	Year One/Key Stage One Learning Objective Learning Objective/Early Learning Goal
Prime Area; Communication and Language	<p><i>Listening and attention;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p><i>Understanding;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. <p><i>Speaking</i> 40-60 Months</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.
Prime Area; Physical Development	<p><i>Gymnastics; master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p><i>Moving and handling;</i> 40-60 Months</p> <ul style="list-style-type: none"> * Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. <p><i>Health and self-care;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely.
Prime Area; Personal, Social and Emotional Development	<p>SEAL: Say no to bullying (anti-bullying week)</p> <p><i>Self confidence and self awareness;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p><i>Managing feelings and behaviour;</i> 40-60 Months</p> <ul style="list-style-type: none"> * Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p><i>Making relationships;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise.
Specific Area; Literacy	<p><i>Reading;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. <p><i>Writing;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions.
Specific Area; Mathematics	<p><i>Numbers;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Estimates how many objects they can see and checks by counting them. • 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. • Says the number that is one more than a given number. <p><i>Shape, space and measure;</i> 40-60 Months</p> <ul style="list-style-type: none"> * Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Can describe their relative position such as 'behind' or 'next to'. • Uses everyday language related to time. • Orders and sequences familiar events. • Orders two or three items by length or height. • Orders two items by weight or capacity.
Specific Area; Understanding the World	<p><i>Science Seasonal Changes</i> <i>Observe changes across the four seasons</i> <i>Observe and describe weather associated with the seasons and how day length varies.</i> <i>History: Events beyond living memory that are significant nationally or globally – Guy Fawkes/Gunpowder plot. Remembrance Day.</i></p> <p><i>Geography: Human & Physical</i> <i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>Computing/ICT: Recognise common uses of information technology beyond school</i></p> <p><i>RE: Light . Celebrating Divali</i></p> <p><i>People and communities;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p><i>The World;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p><i>Technology;</i> 40-60 Months</p> <ul style="list-style-type: none"> * Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.
Specific Area; Expressive Arts and Design	<p><i>Design and Technology; Vehicles (wheels and axles)</i> <i>Technical knowledge; Explore and use mechanisms [for example, wheels and axles], in their products.</i> <i>Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>Exploring and using media and materials;</i> 40-60 Months</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. <p><i>Being Imaginative;</i> 40-60 Months * Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Plays alongside other children who are engaged in the same theme.</p>

