

Class 1	
Theme; Zoo animals. Topic name; Dear Zoo. Summer 2015 (second half)	
Area of Learning	<p>Year One/Key Stage One Learning Objective</p> <p>Learning Objective/Early Learning Goal</p>
Prime Area; Communication and Language	<p>Listening and attention. Exceeding; Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p> <p>Understanding. Exceeding; After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</p> <p>Speaking. Exceeding; Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>
Prime Area; Physical Development	<p>Physical Education: Games; <i>Master basic movements including running, jumping, throwing and catching, as well as developing co-ordination, and begin to apply these in a range of activities</i></p> <p>Moving and handling Exceeding; Exceeding Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p> <p>Health and self-care, Exceeding; Exceeding Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>
Prime Area; Personal, Social and Emotional Development	<p>SEAL: Going for goals</p> <p>Managing feelings and behaviour. Exceeding; Exceeding Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>
Specific Area; Literacy	<p>Reading 'Exceeding'; Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p> <p>Writing 'Exceeding'; Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>
Specific Area; Mathematics	<p>Number ELG; Children count reliably with numbers from one to 20, place them in order. Say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find answer.</p> <p>Number 'Exceeding'; Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p> <p>Shape, space and measure ELG; Children use everyday language to talk about, time. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. They learn about capacity.</p> <p>SSM Exceeding; Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>
Specific Area; Understanding the World	<p>Science: Animals including humans <i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</i> <i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i> <i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</i></p> <p>Geography; Locational Knowledge: <i>Name and locate the world's seven continents and five oceans</i> <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p>Computing/ICT: Create and debug simple programs <i>Use logical reasoning to predict the behaviour of simple programs</i></p> <p>RE: Worship and Prayer. Why do we have assembly?</p> <p>Technology ELG: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>People and Communities ELG; Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The World Exceeding; Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>
Specific Area; Expressive Arts and Design	<p>Design and Technology; Cooking & Nutrition—Seasonality <i>Understand where food comes from</i></p> <p>Being Imaginative ELG; Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Exceeding; Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>