

Class 1 Theme; Insects Topic name; Eek! A bug! Summer 2015 (second half)

Area of Learning	Year One/Key Stage One Learning Objective Learning Objective/Early Learning Goal
<p>Prime Area; Communication and Language</p>	<p><i>Listening and attention;</i> '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><i>Understanding;</i> '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><i>Speaking;</i> '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>
<p>Prime Area; Physical Development</p>	<p>Physical Education: Games; 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</p> <p><i>Moving and handling;</i> '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><i>Health and self-care;</i> '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>
<p>Prime Area; Personal, Social and Emotional Development</p>	<p>SEAL: Going for goals <i>Self confidence and self awareness;</i> 'Exceeding' Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p><i>Managing feelings and behaviour;</i> '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> <p><i>Making relationships;</i> 'Exceeding' Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p>
<p>Specific Area; Literacy</p>	<p><i>Reading;</i> '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><i>Writing;</i> '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>
<p>Specific Area; Mathematics</p>	<p><i>Numbers;</i> '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><i>Shape, space and measure;</i> 'Exceeding' Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>
<p>Specific Area; Understanding the World</p>	<p><i>Science: Plants Identify and describe the basic structure of a variety of common flowering plants, including trees.</i> <i>History: the lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality—Charles Darwin</i> <i>Geography: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></p> <p><i>Computing/ICT: Create and debug simple programs</i> <i>Use logical reasoning to predict the behaviour of simple programs</i> <i>RE; The Church as a special place. Our Church school – why do we visit the Church?</i></p> <p><i>People and communities;</i> 'Exceeding' Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p><i>The World;</i> '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> <p><i>Technology;</i> Exceeding Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>
<p>Specific Area; Expressive Arts and Design</p>	<p><i>Design and Technology; Textiles</i> <i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p><i>Exploring and using media and materials;</i> 'Exceeding' Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p><i>Being Imaginative;</i> '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>