

Class 1 Theme; Fairy Tales & Nursery Rhymes. Topic name; Once Upon a Time... Spring 2015

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> Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><i>Understanding;</i> Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><i>Speaking;</i> Early Learning Goal Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
<p>Prime Area; Physical Development</p>	<p>Physical Education: 1. Dance; Perform dances using simple movement patterns. 2. 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</p> <p><i>Moving and handling;</i> 40-60 Months <ul style="list-style-type: none"> Handles tools, objects, construction and malleable materials safely and with increasing control. Begins to use anticlockwise movement and retrace vertical lines. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><i>Health and self-care;</i> Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p>Prime Area; Personal, Social and Emotional Development</p>	<p>SEAL: Good to be me <i>Self confidence and self awareness;</i> Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p><i>Managing feelings and behaviour;</i> Early Learning Goal Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><i>Making relationships;</i> Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>
<p>Specific Area; Literacy</p>	<p><i>Reading;</i> 40-60 Months <ul style="list-style-type: none"> Begins to read words and simple sentences. Knows that information can be retrieved from books and computers. Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><i>Writing;</i> 40-60 Months Attempts to write short sentences in meaningful contexts. Early Learning Goal <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. </p>
<p>Specific Area; Mathematics</p>	<p><i>Numbers;</i> 40-60 Months <ul style="list-style-type: none"> In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Early Learning Goal Children count reliably with numbers from one to 20, place them in order and 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 the answer. They solve problems, including doubling, halving and sharing.</p> <p><i>Shape, space and measure;</i> 40-60 Months <ul style="list-style-type: none"> Beginning to use everyday language related to money. Measures short periods of time in simple ways. Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p>Specific Area; Understanding the World</p>	<p>Science: Everyday Materials <i>Distinguish between an object and the material from which it is made.</i> <i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</i> <i>Describe the simple physical properties of a variety of everyday materials</i> <i>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p> <p>Geography: <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i></p> <p>Computing/ICT: <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> RE; 1. God’s Wonderful World. New life all around 2. Easter Meals with Jesus</p> <p><i>People and communities;</i> Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><i>The World;</i> Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><i>Technology;</i> Early Learning Goal 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>Specific Area; Expressive Arts and Design</p>	<p>Design and Technology; Cooking & Nutrition—Healthy Eating <i>Use the basic principles of a healthy and varied diet to prepare dishes</i> <i>Exploring and using media and materials;</i> Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><i>Being Imaginative;</i> Early Learning Goal 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>