

<b>Class 1</b>	
<b>Theme; Houses and Homes. Topic name; Who lives in a home like this?! Spring 2015</b>	
<b>Area of Learning</b>	<b>Year One/Key Stage One Learning Objective</b> Learning Objective/Early Learning Goal
<b>Prime Area;</b> <b>Communication and Language</b>	<b>Speaking ELG;</b> 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. <b>Listening and Attention ELG;</b> 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.
<b>Prime Area;</b> <b>Physical Development</b>	<b>Physical Education:</b> <i>Dance; Perform dances using simple movement patterns.</i> <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> <b>Moving and Handling ELG;</b> 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. <b>Health and self care ELG;</b> 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.
<b>Prime Area;</b> <b>Personal, Social and Emotional Development</b>	<b>SEAL: Good to be me</b> <b>Self-confidence and self-awareness ELG;</b> 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.
<b>Specific Area;</b> <b>Literacy</b>	<b>Reading ELG;</b> 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. <b>Writing ELG;</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. Some words are spelt correctly and others are phonetically plausible.
<b>Specific Area;</b> <b>Mathematics</b>	<b>Number ELG;</b> 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. <b>Shape, space and measure ELG;</b> Children use everyday language to talk about, time. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<b>Specific Area;</b> <b>Understanding the World</b>	<b>Science: Everyday Materials:</b> <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> <b>History: significant historical events, people and places in their own locality.</b> The history of homes (Blists Hill, Victorian Town) <b>Geography: Place Knowledge:</b> <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (comparing homes)</i> <i>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> <b>Computing/ICT:</b> <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> <b>RE: 1. The Bible What is the Bible about? 2. Creation. This is the World that God made</b> <b>People and Communities ELG;</b> 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. <b>The World ELG;</b> 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.
<b>Specific Area;</b> <b>Expressive Arts and Design</b>	<b>Design and Technology; Mechanisms: Moving pictures</b> <i>Technical knowledge; Explore and use mechanisms [for example, levers and sliders], 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> <b>Being Imaginative ELG;</b> 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.