

## Key Vocabulary

**Seed**—made by plants and can be planted to make new plants.

**Bulb**—some plants make bulbs. They are bigger than seeds and can be planted so they grow or can be left in the ground so they grow every year.

**Life cycle**— Seeds grow into plants that produce seeds. This is a cycle that repeats over and over again.

**Blossom**— the flowers that grow on trees and bushes.

**Stem**— The part of a flower above the ground, that everything else grows from.

**Roots**— The part of a plant that is under the ground. It gets water from the ground.

**Apparatus**—Equipment used in sports / PE / activity.

**More and less**—words to use when comparing quantity or amount.

**Composition**— how something is made / what it is made from.

**Numberbond**— the composition of a number. For example, 1+4, 2+3 are number bonds for 5.

**Sentence**—a group of words that makes sense and tells you one thing.

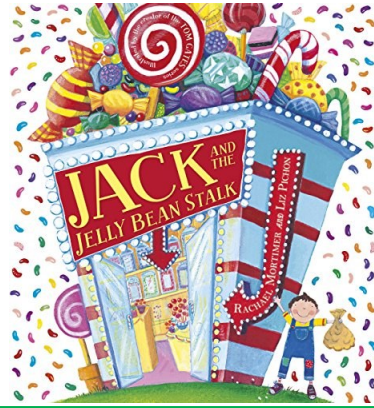
**Grapheme**—the way a sound is written down.

**Phoneme**—a sound.

**Blend**— say the sounds and blend them together

**Segment**— break a word into individual sounds or phonemes.

## Class Reader: Jack and the Jelly Bean Stalk



## Maths

- Explore and represent patterns within numbers up to 10
- Compare quantities up to 10 in different contexts.
- Have a deep understanding of numbers to 10 - How numbers up to 10 can be made from smaller numbers.
- Have a deep understanding of number to 10.
- Counting to 20 forwards and backwards.
- Doubling and halving
- Odd and even numbers

## Literacy and Phonics (Phase 4)

- Read and spell words with consonant blends and clusters.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

# Summer 1 Plants

## Fine Motor Control

- Hold a pencil using a tripod grip.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



## PSED: Citizenship 1 (Identities and Diversity)

- Be independent when dressing, going to the toilet and cutting food.
- Understand the importance of healthy food choices.
- Focus on the teacher and respond appropriately even when engaged in activity,
- Show an ability to follow instructions involving several ideas or actions.
- Show sensitivity to their own and to others' needs.
- Be confident to try new activities.
- Show independence, resilience and perseverance in the face of challenge.

## PE / Gross Motor : Ball Skills

In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.

## Topic—Understanding the World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

## Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Tell others about their creations.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Communication

- Make comments about what they have heard
- Ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of 'and', 'but' and 'because'.