

Key Vocabulary

Animals—all sorts of living creatures including us humans!

Mammal—An animal that gives birth to live young.

Birds—Have wings and a beak and often fly.

Fish—Swim and 'breath' in water.

Carnivore—Eats other animals.

Herbivore—eats only plants.

Omnivore—eats animals and plants.

Predator—An animal that hunts and eats other animals.

Prey—An animal that is hunted and eaten by other animals.

Apparatus—Equipment used in sports / PE / activity.

Weight—how heavy or light something is.

Volume—how much space something takes.

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.

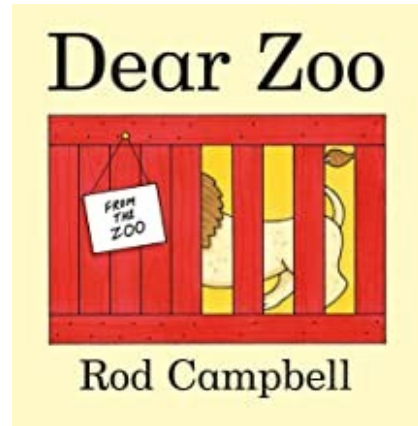
Grapheme—the way a sound is written down.

Phoneme—a sound.

Blend—say the sounds and blend them together

Segment—break a word into individual sounds or phonemes.

Class Reader: Dear Zoo



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.
- Counting to 20 forwards and backwards.
- Doubling and halving
- Odd and even numbers
- Explore weight and volume.
- Explore money and time.

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 2 Animals

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:

- I care about getting along with others and know how to make up after a fallout or problem.
- I care about doing what I think is right.
- I care about choosing to share with others when it feels right.
- I can use my voice to assert myself in a group when needed.
- I care about being able to ask for help when I need it.
- I care about standing up for others if they

Topic—Understanding the World

- Explore the natural world around them, making observations and drawing pictures of animals.
- Know some similarities and differences between the natural world around them and contrasting environments, 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.
- Understand the seasons and changing states of matter.

PE / Gross Motor : Ball Skills

In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

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'.