

THE WONDERFUL OUTSIDE



This topic focuses on plant and animal life in the school environment and local neighbourhood. We will plant our own flowers and edible plants and search for and study minibeasts in their local habitats. Much of our learning will be based on the story book *Aargh Spider!* by Lydia Monks and *Yucky Worms* by Vivian French.



MATHEMATICS

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Compare length, weight and capacity.



LITERACY

- Read the story, *Aargh Spider!* and write facts, poetry and stories based on this theme.
- Sentence writing using phonemes learnt so far
- Re-read what they have written to check that it makes sense.
- Phase 4 phonics and phase 2 and 3 review
- Review recognition of 'tricky words' no, to, I, the, go, is, of, put, pull, full, she, as, has, and, push, his, her, he, into, we, me, be, was, you, they, my, by, all, are, sure, pure and learn to spell them.
- Learn to read new words, said, so, have, like, some, come, love, do, were, here, little, says, there, when, out, today, what, one.
- Ensure handwriting follows the Letter-Join Guidance – form lower case and capital letters correctly

PE

- Taking part in physical activity. Focus on: Dance
- Combine different movements with ease and fluency.
- Develop overall body-strength, balance, co-ordination and agility.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

COMMUNICATION & LANGUAGE

- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Engage in non-fiction books.
- Present a Show and Tell session to the class.
- Develop new vocabulary and use in a range of contexts



PSED

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others – to understand how they belong to their class, and recognise similarities and differences between themselves and others in their class.
- Think about the perspectives of others – to recognise similarities and differences between the ways that families
- live their lives
- To understand ways of looking after their local outdoor area and keeping the environment special for everyone.
- To understand ways of caring for plants and animals.

UNDERSTANDING THE WORLD

- Find out ways to answer questions raised in topic map
- Importance of caring for the natural world around us
- Describe what they see, hear and feel whilst outside.
- Forest Schools
- ICT: Programming of floor controlled robots (Beebots)
- Use of camera's to use to document
- Keyboard skills
- Vaisaki, Eid, Shavuot
- Recognise that people have different belief and celebrate special times in different ways.
- To test and make predictions for which materials float or sink.

EXPRESSIVE ART & DESIGN

- Explore and engage in music and dance, performing solo or in groups
- Listen attentively, move to and talk about music, expressing their feelings and responses
- To explore the textures of different material

