

Literacy: Comprehension, Word Reading and Writing

- Read a variety of stories, including 'The Hungry Caterpillar' 'Snail Trail' and 'The Bad-Tempered Ladybird' (Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment)
- RWI: Grapheme/ phoneme correspondences set one and set two sounds, segmenting and blending simple words. (Spell words by identifying the sounds and then writing the sounds with letter/s/ Read words consistent with their phonic knowledge by sound blending)
- Create storymaps and sequence stories. (Write short sentences with words with known letter-sound correspondences / Anticipate (where appropriate) key events in stories.)
- Use hot seating and role play to encourage children to ask relevant questions and comment on the features of the story. (Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play)
- Writing opportunities such as describing the mini-beasts observed in our EYFS garden. (Write recognisable letters, most of which are correctly formed)
- Research different mini-beasts and write about what we have learnt. (Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words/)
- Write about our favourite stories and characters, explaining why. (Form lower case and upper case letters correctly / Use capital letters and full stops / Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary / Write simple sentences which can be read by themselves and others / Write words that are phonetically plausible)
- Write about the fruits that we tried during our Hungry Caterpillar picnic. (Form lower case and upper case letters correctly / Use capital letters and full stops / Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary / Write simple sentences which can be read by themselves and others / Write words that are phonetically plausible)

Early Years Animal Safari and On The Beach Term 5 and 6

Mathematics: Numbers / Numerical Patterns

- Number opportunities: Ordering numbers, number formation, counting, problem solving, weighing and measuring opportunities in role play areas and continuous provision 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 / Subitise (recognise quantities without counting) up to 5
- Complete practical activities around addition and subtraction using animals as manipulatives. (Explore the composition of numbers to 10 /Automatically recall number bonds to 5 / Have a deep understanding of numbers to 10, including the composition of each number.)
- Solve problems including doubling, halving and sharing using animal themes. For example, doubling spots on a ladybird, sharing food between animals. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts)
- Use shape to create and describe patterns. Continue, copy and create patterns / Select, rotate and manipulate shapes to develop spatial reasoning skills / Compose and decompose shapes so that children recognise a shape can have other shapes in it.
- Sort bugs into odd and even amounts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly

Expressive Arts and Design: Creating with Materials / Being Imaginative and Expressive

- Children to make their own instruments to explore the sounds they make through making their own rhythms and songs. (Listen, move to and talk about music, expressing their feelings and responses/ Perform songs, rhymes, poems and stories with others, try to move in time to the music)
- Use a range of materials, including paint and bottle craft, in order for children to design and make their own animals, including mini beasts and habitats. (Explore, use and refine a variety of artistic effects to express their ideas and feelings. / Return to and build on their previous learning, refining ideas and developing their ability to represent them /Create collaboratively, sharing ideas, resources and skills / Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.)
- Design a model boat to test in water as a floating and sinking activity. (Create collaboratively, sharing ideas, resources and skills / Share their creations, explaining the process they have used.)
- Create movement pieces to animal songs. (Explore and engage in music making and dance, performing solo or in groups / Perform songs, rhymes, poems and stories with others, and when appropriate) try to move in time with music.)
- Make animal masks using a range of materials and techniques. (Explore, use and refine a variety of artistic effects to express their ideas and feelings / Create collaboratively, sharing ideas, resources and skills / Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.)
- Use clay or playdough to make mini-beast models. (Return to and build on their previous learning, refining ideas and developing their ability to represent them)
- Act out an animal story that they have written. (Develop storylines in their pretend play / Invent, adapt and recount narratives and stories with peers and their teacher / Make use of props and materials when role playing characters in narratives and stories.)
- Paint a picture of an animal, paying close attention to detail and mixing paints to achieve appropriate colours. (Explore, use and refine a variety of artistic effects to express their ideas and

Physical Development: Gross Motor Skills / Fine motor skills

- Use writing and drawing activities/ fine motor activities to develop pencil control. (Develop the foundations of a handwriting style which is fast, accurate and efficient / Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases / Begin to show accuracy and care when drawing.)
- Using design, create, reflect activities to work on fine motor skills such as cutting, colouring and attaching. (Use a range of small tools, including scissors, paintbrushes and cutlery.)
- Experimenting with movement, small and large movements, thinking about the way different animals move in their environment, negotiating space. (Revise and refine the fundamental movement skills they have already acquired:- rolling - walking - running - skipping - crawling - jumping - hopping - climbing / Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.)
- Fine motor activities, such as weaving and threading to make patterns on insects. (Use a range of small tools, including scissors, paintbrushes and cutlery.)
- Cutting animal shaped book templates to support children's cutting and fine motor skills. (Develop their small motor skills so that they can use a range of tools competently, safely and confidently.)
- Animal themed music and role play costumes, children to dance to the music. (Progress towards a more fluent style of moving, with developing control and grace / Combine different movements with ease and fluency / Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.)
- Play 'Pass the Monkey' - throwing and catching. (Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming / Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.)

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Communication and Language: Listening and attention/understanding/speaking

- Listen to and join in with familiar stories. (Understand how to listen carefully and why listening is important / Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.)
- Demonstrate understanding of different creatures, describe what they look like, their life cycle and what their needs are (Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.)
- Sequence a familiar story. (Engage in story times / Listen to and talk about stories to build familiarity and understanding.)
- Play 'What am I?' animal game. (Use new vocabulary in different contexts / Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.)
- Construct a zoo and give 'care demonstrations' explaining to friends how to care for the animals in the zoo. (Connect one idea or action to another using a range of connectives.)
- Listen to others during reading online sessions, commenting and asking questions. (Ask questions to find out more and to check they understand what has been said to them / Articulate their ideas and thoughts in well-formed sentences / Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions / Make comments about what they have heard and ask questions to clarify their understanding.)

- Develop their own narratives and role play based on what they have learnt. (Use new vocabulary through the day / Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.)

Understanding The World: Past and Present / The Natural World / People, Culture and Communities

- Describe a mini beast and its habitat observed in an outside area, how it moves and what it looks like. (Explore the natural world around them / Describe what they see, hear and feel whilst outside / Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps / Explore the natural world around them, making observations and drawing pictures of animals and plants.)
- Talk about experiences they have had outside of school. (Talk about members of their immediate family and community / Name and describe people who are familiar to them.)
- Use maps to find 'treasure' (Draw information from a simple map.)
- Compare life in this country with another, linking it to minibeast habitats. (Recognise some environments that are different to the one in which they live / Recognise some similarities and differences between life in this country and life in other countries / Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps)
- Describe their experience at forest school (Comment on images of familiar situations in the past / Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.)
- Talk about the different ways people celebrate special times. (Understand that some places are special to members of their community / Recognise that people have different beliefs and celebrate special times in different ways / Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.)
- Learn about the life cycle of a butterfly through observation. (Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.)



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Personal, Social and Emotional Development

- Turn taking in group activities/games. (Build constructive and respectful relationships / Work and play cooperatively and take turns with others)
- Discussions and observations about animals.
- Read stories such as 'The Rainbow Fish' and 'Augustus and His Smile' discussing how the characters feel, how to be a good friend and what things makes us, and our friends smile. (Identify and moderate their own feelings socially and emotionally / Think about the perspectives of others / Express their feelings and consider the feelings of others / Form positive attachments to adults and friendships with peers / Show sensitivity to their own and to others' needs)
- Think of ways characters could resolve conflicts in 'The Bad-Tempered Ladybird' and apply it to their relationships (Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly)
- Discuss ways to stay healthy as part of our PE lessons. (Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time,' having a good sleep routine and being a safe pedestrian)
- Reflect on what they have achieved in their first year of school (See themselves as a valuable individual.)
- Take part in sports and understand the importance of taking part and encouraging their teammates. (Build constructive and respectful relationships / Show resilience and perseverance in the face of challenge / Be confident to try new activities and show independence, resilience and perseverance in the face of challenge / Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions)