

## PSED

### Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - 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.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and others' needs.



## Physical Development

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Developing confidence in the water and swimming skills.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing.



## Expressive Arts and Design

### Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories.
- Explore landscape drawing and mono-printing—looking at artists Monet, Van Gogh, Caroline Johnson & Karen Lederer.

### Being Imaginative and Expressive

- 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.



## Class 1 topic: Spring 2025

## Cracking Contraptions & Inventions



## Communication and Language

### Listening and Attention

- 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.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future.



## Understanding the World

- Observing & finding out about the seasons & the weather; about freezing and melting.; animals living in Arctic regions.
- Finding out about everyday materials.
- Finding out about plants and growing our own plants.
- Learning about the similarities and differences between life in the city and life in the country.
- Finding out about transport inventions and how they have changed over time
- Finding out about and observing the lifecycle of animals..
- Exploring the world around us using all our senses.
- Using & developing skills with everyday technology.



## RE

**Local church -Community:** Learning about the special people in our parish community.

**Eucharist - Relating:** Learning how the Parish family gathers for the Mass & Jesus' special meal.

**Lent & Easter - Giving:** Reflecting on life and change. Preparing for and finding out about Easter. (Class 1 will be leading the Parents' Assembly on March 21st )



## Literacy

### Comprehension

- Show understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading

- 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.

### Writing

- 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.

We will be sharing lots of storybooks, non-fiction books & poems – many of them through our Drawing Club activities and many linked to our topic..



## Mathematics

### Number

- Developing a deep understanding of number to 10, including the composition of each number.
- Subitising (recognising quantities without counting) up to 6.
- Automatically recalling (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.

### Numerical Patterns

- 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.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Exploring 2D & 3D shape; repeating patterns; comparing length, weight and capacity; time & money.
- Additional targets for Y1 children.



