

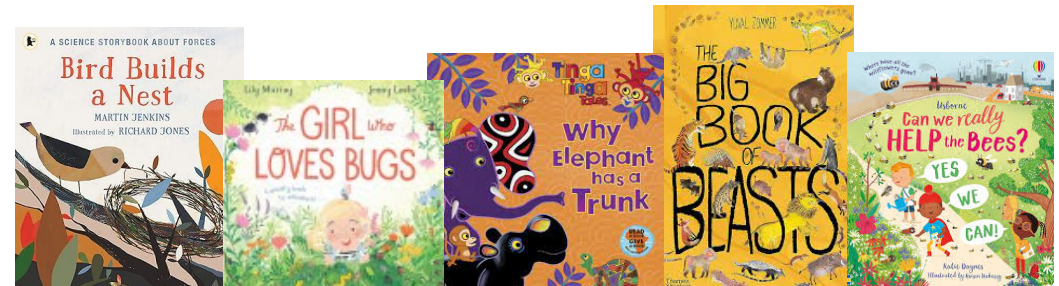
## Creep, Crawl, Wriggle/Animal Safari – Summer 1

### Key knowledge:

- To understand the celebration of Ramadan and Eid
- To know how to be a good friend
- To name different places of worship
- To learn what a keyboard is and how to locate relevant keys
- To develop basic mouse control
- To know and describe what a carnivore, herbivore and omnivore is
- To compare animals in different countries e.g. Serengeti
- To use aerial photos and google earth to locate different animals in the world
- To test different materials to see if they are waterproof
- To create natural 3D landscape natural Art
- To know doubles to 10
- To build numbers beyond 10
- To know number bonds to 10
- To explore 3D shapes, name their properties and create patterns
- To know that reptiles are animals that have dry, scaly skin

### Key Vocabulary

- Carnivore - A meat eating animal
- Herbivore - A plant eating animal
- Omnivore - An animal that eats both meat and plants
- Eid - A religious holiday that marks the end of a month long fasting of Ramadan
- Reptile - Reptiles are air-breathing, cold-blooded vertebrates that have scaly bodies rather than hair or feathers
- Mammals - Mammals include humans and all other animals that are warm-blooded
- Reptiles - Animals that have



### Prior knowledge:

I can explain the life cycle of a chick and also a butterfly

### Future knowledge:

I can confidently write my first and last name. I can explain why pollution is a problem and how I can help.



These are the objectives from the Early Years Curriculum that we will be focusing on in Summer 2024.

Communication and Language	Personal Social and Emotional development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Use new vocabulary in different contexts</li> <li>• Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Be able to take turns with others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Know right from wrong and try to behave accordingly.</li> <li>• Think about the perspective of others.</li> <li>• Begin to regulate their behaviour.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:</li> <li>• regular physical activity               <ul style="list-style-type: none"> <li>o healthy eating</li> <li>o toothbrushing</li> <li>o sensible amounts of 'screen time'</li> <li>o having a good sleep routine</li> </ul> </li> </ul>	<p>We will learn...</p> <ul style="list-style-type: none"> <li>• Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient .</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<p>We will learn to ...</p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Read common exception words matched to the school's phonics programme.</li> <li>• Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>

o being a safe pedestrian

Mathematics	Understanding the World	Expressive Arts and Design	AT HOME
<p>(White Rose) We will learn to...</p> <ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Count beyond 20.</li> <li>• Automatically recall number bonds for numbers 0-10.</li> <li>• Subitise.</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map (revisit)</li> <li>• Explore the natural world around them (Spring to Summer)</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<p>We will learn to...</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<p>You can help us by...</p> <ul style="list-style-type: none"> <li>• Sharing books and stories every day (Recording in reading record)</li> <li>• Reading your child's book at home which has been sent in their book bag (Books changed every Tuesday)</li> <li>• Practising their phonics using the QR codes sent home</li> <li>• Discussing what we see in the world around us, for instance, while out shopping or on a walk</li> <li>• Looking for signs of Spring/Summer together</li> <li>• Encourage writing for different reasons, such as: shopping lists, stories, recipes, birthday cards</li> <li>• Encourage independence when going to the toilet, getting dressed, eating or tidying up (Choose it, use it, put it away)</li> </ul>



**Forest of  
Galtres**  
ANGLICAN METHODIST  
PRIMARY SCHOOL

			<ul style="list-style-type: none"><li>• Counting everyday things (steps, fruit, cups on the table) and noticing numbers around us (number on your front door, number on the bus, numbers on the remote)</li><li>• Practising number formation</li></ul>
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*Be interested in and pose questions/find answers ...*

- *What signs of Spring/Summer can you see outside?*
- *What number bonds do I know to 5? 6? 7? 8? 9? 10?*
- *What numbers can I write to 20 and beyond?*
- *What is my favourite book? Why?*
- *What animals might we see at the zoo/farm?*
- *What animals do I know that live in hot/ cold countries?*
- *Can I write a simple sentence using cursive writing?*
- *What 3D shapes can I name?*
- *Can I begin to use capital letters/ full stops?*
- *What doubles to 10 do I know?*
- *Can I write my first and last name independently?*