

## 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.

### 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.



## 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 tenses and making use of conjunctions, with modelling and support from their teacher.



## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

### 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
- Additional targets covering the Y1 curriculum.



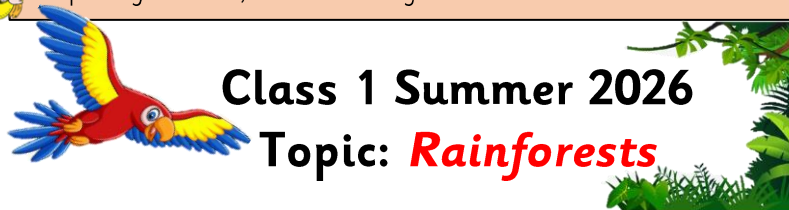
## Religious Education

- Finding out about the Ascension and Pentecost. – Discovering how the Church was created out of the good news of Jesus. – Finding out about our parish church and the community around it.
- Finding out about St Peter and St Paul.
- Exploring Shabbat, the Jewish day of rest.



# Class 1 Summer 2026

## Topic: *Rainforests*



### Understanding the World

(Includes science, history, geography & computing)

- Compare where we live to other countries.
- Find out about animals and plants in the rainforest.
- Exploring where we live and beyond through the features of maps.
- Find out about plants, their names and parts and how they grow.
- Explore the world around us using all our senses.
- Find out about the weather and changing seasons.
- Use everyday technology and develop mouse control to use simple programmes on a computer and I-pad.
- Find out about the history of the first flight by humans.
- Compare and contrast characters from stories, including figures from the past.



## 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.
- Design and make, by sewing, a puppet linked to our Rainforest topic.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers.
- Sing a range of well-known nursery rhymes and songs.
- Learn to sing nursery rhymes and action songs such as Wind The Bobbin Up, Rock-a-bye Baby and Five Little Monkeys Jumping On The Bed in our 'Everyone' music unit.
- Explore the work of the composer Reich.



## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate 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, poems & tales – many of them through Drawing Club.



## Personal, Social & Emotional Development

### 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 to others' needs.

