



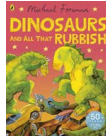


**Understanding the World**  
**Natural and Man made**  
 To identify materials that are natural and materials that are made by humans.  
**Animal habitats**  
 To understand why animals need habitats. To look at Forest animals and their habitats and seaside animals and their habitats.  
 To compare the sea side habitats to the Forest.  
 To discuss how we take care of animals and their homes.  
 To grow our own butterflies and take care of them.

**Forest School (science)**  
  
**Signs of spring**  
 To go on a listening walk.  
 What can you hear in Spring time? What is different in Forest school now it is Spring?  
**Animal habitats**  
 Where do animals live in Forest school? What animals would make their home in Forest school?  
**Growing things**  
 What plants and trees grow in our Forest school?  
 To identify different trees and plants.

**Focus Reads**  
  
 What do you see when you look at a tree?  
 Emma Carlisle  
  
 The Lumberjack's Beard  
 by Duncan Beadle.  
  
 Moon by Britta Teckentrup.  
  
 Clem and Crab by Fiona Lumbers  
  
 Dinosaurs and all that rubbish by Michael Foreman.

**Maths**  
**Comparing numbers to 10**  
 To use the language more, less and equal to compare amounts.  
**Number bonds to 10**  
 To explore amounts that add together equal 10.  
**3D shapes**  
 To explore, build with and name a range of 3D shapes.  
**Repeating patterns**  
 To be able to replicate repeating patterns and create their own.  
**Building numbers beyond 10.**

**Expressive Art and Design**  
**Colour Mixing**  
 To explore what happens when you mix the 3 primary colours?  
**Joining**  
 To explore joining materials using ties and pins.  
**Songs**– Sunshine in my heart and There's a hole in the bottom of the sea.

**Year 1 Term 5**  
**Value: I am responsible**

**Fine Motor skills**  
 To practise holding a pencils using nip, grip and flip.  
 To develop an efficient handwriting style.  
 To use our Essential Letter and Sounds handwriting rhymes to help us form letter correctly.  
 Fine Motor areas to support fine motor development for all.

**Gross Motor skills**  
**Dance**  
 To use movements to pretend I am a mini beast.  
 To use the idea of mirroring and symmetry within partners.  
**Skills for Sports day**  
 Bean bag and javelin throwing.  
 Balancing on benches  
 Throwing at a target.  
 Running effectively.  
 Jumping in different ways.

**PSHE**  
**Being my Best**  
 Bouncing back when things go wrong  
 Positive attitude– Yes, I can  
 Healthy body, Healthy mind.

**English**  
**Tidy by Emily Gravett**  
 To retell the story with actions.  
 To sequence the story into the 5 parts on a story mountain.  
 To write the story tidy.  
**Somebody swallowed Stanley by Sarah Roberts**  
 To look at how we care for animals.  
 To create a poster about looking after sea habitats.  
**Reading**—VIPERS—Vocabulary Inference Prediction Explanations Retrieval Summarise