

# HALF TERM CURRICULUM PLAN

<b>Term: Spring 1</b>		<b>Topic: What a wonderful world</b> <b>Enquiry Question: What are the similarities and differences between my local area and Norway?</b>					
<b>Super Starter (Wow moment): Letter and Lost Penguin Locality walk</b>		<b>Fabulous Finish: Dance Extravaganza</b>					
<b>Key Text:</b>	<b>Week 1</b> <u>w/b</u> <u>7.1.26</u> <b>INSET days 5.1.1.26 and 6.1.26</b>	<b>Week 2</b> <u>w/b</u> <u>12.1.2026</u>	<b>Week 3</b> <u>w/b</u> <u>19.1.2026</u>	<b>Week 4</b> <u>w/b</u> <u>26.1.2026</u>	<b>Week 5</b> <u>w/b</u> <u>2.2.2026</u>	<b>Week 6</b> <u>w/b</u> <u>9.2.2026</u>	
Personal, Social and Emotional Development	I can manage my own needs.  Reinforcing the rules after holidays.	I can think about the perspective of others.  Speaking and listening games to support children to respond to what others are saying.	I can think about the perspective of others.  Speaking to adults about their wants and talking in small groups and class situations.	I can see myself as a valuable individual.  Children to talk about themselves and their homes. What type of home do you live in?	I can build constructive and respectful relationships.  Children to engage in turn taking games.	I can build constructive and respectful relationships.  Children to engage in turn taking games.	
Communication and Language	I can use new vocabulary through the day.	I can ask questions to find out more and to check they understand.	I can use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	I can develop social phrases.	I can engage in non-fiction books.	I can engage in story times.	
WellComm	Assessment week	8A  Linked to seasons e.g. winter is cold  8B  Story language	8C  Descriptive language	9.1  Days of the week 'before, after'	9.2  Action words. 'Batman is fed a banana by spiderman' items and actions, person.	Assessments week	
Physical (Fine motor)	I can hold a pencil correctly.  Forming letters correctly	I can form lower case letters correctly.  Work on letter formation.	I can form lower case letters correctly.  Provide a range of opportunities to practise letter formation.  Link to Pen Disco.	I can develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Scissor skills activities throughout the week.	I can develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Handwriting patterns to support fine motor development.	I can develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Threading activities to support fine motor development.	
Pen Disco	Pattern: Mountains	Pattern: Circles	Pattern: Long line	Pattern: Short lines	Pattern: Zig zag	Pattern: Waves	
Physical (Gross motor)	R- I can negotiate space when moving around the hall.	R- I can imagine different ways of moving in PE – high, low, fast and slow.	R- I can move freely and with pleasure and	R- I can experiment with different ways of moving with music involving different body parts and equipment.	R- I can change speeds and body shapes with a smooth transition in time to music.	R- I can complete small simple sequences with music.	

# HALF TERM CURRICULUM PLAN

	<p>Confidently and safely use a range of outdoor apparatus.</p> <p>Dance</p> <p>Dance – performing simple movement patterns</p> <p>Travel and change direction.</p> <p>Change size and shape.</p> <p>Warm up - Calling out different shapes and sizes and moving in time to the music.</p> <p>When the music goes fast – Children move fast.</p> <p>When the music goes slow – Children move slow.</p> <p>Choose a song and let the children listen to it to gain ideas for their dance.</p>	<p><b>Develop overall body strength, balance, co-ordination and agility.</b></p> <p>Learn basic movements relating to feelings.</p> <p>Learn how to move their bodies in a variety of ways.</p> <p>Be taught to remember and perform short dance routines to other children (1-8 steps)</p> <p>Warm up – counting in 4's children to move around the hall in time to the beat. Then move on to counting in 8's. Do this at different speeds.</p> <p>Move on to learning and coming up with their own ideas to the dance. Children to work in groups to come up with their own dance moves and share with the class to put into the dance.</p>	<p><b>confidence in a range of ways in time to music.</b></p> <p>In time to music, children to move around to the speed of the music.</p> <p><b>Further develop the skills they need to manage the school day successfully.</b></p> <p>Perform basic dance actions.</p> <p>Learn what makes a good start and finish position in a sequence.</p> <p>Be taught to remember and perform short dance routines to other children (1-8 steps)</p> <p>Warm up – following music on the board. (500 miles) moving around the hall in time to the beat.</p> <p>Go back to their groups and practice their little dance moves in time to the beat. Counting in 4's or 8's.</p> <p>Come together as a class choose the best dance moves to put into the dance.</p>	<p>Combine different movements with ease and fluency.</p> <p>Use their core strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Respond to different music showing a range of emotions and stimulus.</p> <p>Be taught to remember and perform short dance routines to other children (1-8 steps)</p> <p>Warm up – Follow a guided dance on the board. Listen to the beats of 4 or 8.</p> <p>Freeze Frames – give the children different scenarios to come up with their own freeze frames – other groups to work out what the freeze frame is.</p> <ul style="list-style-type: none"> <li>• At the beach</li> <li>• Digging a hole</li> <li>• Scoring a goal</li> <li>• At the park</li> <li>• eating an ice cream</li> <li>• at the zoo</li> <li>• opening you favourite present.</li> </ul> <p>Practice the dance, focus on a chorus at a time.</p>	<p>Listening to music, in pairs can children think of their own ways to move to the music using their body and change when the tempo of the music changes.</p> <p>Be taught to remember and perform short dance routines to other children (1-8 steps)</p> <p>Continue with the freeze frames. Working in groups to come up with their own freeze frames.</p> <p>Practicing the dance ready to perform to the whole school.</p>	<p><b>I can perform as small dance sequence to my peers with confidence.</b></p> <p>Dance performances to the rest of the school.</p> <p>Perform dance movements and simple sequences using simple movement patterns.</p>
<b>My Personal Best Focus. Healthy me...</b>	Gratitude	Gratitude	Gratitude	Gratitude	Empathy	Empathy
<b>Reading</b>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Sharing a Shell</p>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Sharing a Shell</p>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Sharing a Shell</p>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Sharing a Shell</p>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Sharing a Shell</p>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Sharing a Shell</p>
<b>Writing Year One</b>	T4W week 1: Immersion	T4W week 2: Setting description- shared	T4W week 3: Hot task, Children to write parts of the story.	Non-chronological report on Norway.	Non-chronological report on Norway.	Write a Seasons poem. <b>WOW Write</b>
<b>Writing Reception</b>	<p><b>I can form lower case letters correctly.</b></p> <p>Character descriptions.</p> <p>Retell a story with confidence.</p> <p>Story – lost and found</p>	<p><b>I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</b></p>	<p><b>I can write a simple story.</b></p> <p>Write a simple story linked to Lost and Found</p>	<p><b>I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</b></p> <p>Follow a simple map.</p> <p>Children to go on a local walk and discuss what they can see e.g. the sea.</p>	<p>Understand that some places are special to members of their community.</p> <p>Children will be able draw information from a simple map</p>	<p><b>Season Poem WOW write</b></p>

# HALF TERM CURRICULUM PLAN

		Sequence a story.  Story – lost and found		Locality description – Talk and write about our environment.  Locality walk to look at types of housing. Draw information from a simple map. Describe what they see, hear and feel whilst outside.	Children will be able draw information from a simple map.  Recognise some environments that are different to the one in which they live. Explore the natural world around them.	
<b>Mathematics Year One</b>	<b>Number: place value within 20.</b>  <b>Step 1</b> Count within 20 <b>Step 2</b> Understand 10 <b>Step 3</b> Understand 11, 12 and 13	<b>Number: place value within 20.</b>  <b>Step 4</b> Understand 14, 15 and 16 <b>Step 5</b> Understand 17, 18 and 19 <b>Step 6</b> Understand 20 <b>Step 7</b> 1 more and 1 less <b>Step 8</b> The number line to 20	<b>Number: place value within 20.</b>  <b>Step 9</b> Use a number line to 20 <b>Step 10</b> Estimate on a number line to 20 <b>Step 11</b> Compare numbers to 20 <b>Step 12</b> Order numbers to 20  End of block assessment (version B)	<b>Number: Addition and subtraction</b> <b>Step 1</b> Add by counting on within 20 <b>Step 2</b> Add ones using number bonds <b>Step 3</b> Find and make number bonds to 20	<b>Number: Addition and subtraction</b> <b>Step 4</b> Doubles <b>Step 5</b> Near doubles <b>Step 6</b> Subtract ones using number bonds <b>Step 7</b> Subtraction - counting back	<b>Number: Addition and subtraction</b>  <b>Step 8</b> Subtraction - finding the difference <b>Step 9</b> Related facts <b>Step 10</b> Missing number problems  End of block assessment (version B)
<b>Mathematics Reception</b>	<b>I can subitise amounts. I can compare numbers.</b>  <b>Alive in 5</b> Introduce zero Find 0-5 Subitise 0-5 Represent 0-5	<b>I can understand the 'one more than/one less than' relationship between consecutive numbers.</b>  <b>Alive in 5</b> 1 more 1 less Composition Conceptual subitising to 5	<b>I can compare length, weight and capacity.</b>  <b>Mass and Capacity</b>  Compare mass Find a balance Explore capacity Compare capacity	<b>I can link the number symbol (numeral) with its cardinal number value.</b>  <b>Growing 6, 7, 8</b>  Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8	<b>I can link the number symbol (numeral) with its cardinal number value.</b>  <b>Growing 6, 7, 8</b>  Double to 8 (find a double) <b>Step 8 Double to 8 (make a double)</b> combining two groups  Number Day 7.2.24	<b>I can explore composition of numbers to 10.</b>  <b>Growing 6, 7, 8</b>  Combining 2 groups Conceptual subitising
<b>Rhyme of the week</b>	Literacy: Here we go round the Mulberry Bush  Maths: five little monkeys jumping on the bed	Literacy: In and out the Dusty Bluebells  Maths: 5 little snowmen	Literacy: Hey Diddle, Diddle  Maths: There's a hole in my bucket	Literacy: Old MacDonald  Maths: One potato, two potatoes	Literacy: 5 little Speckled Frogs  Maths: 2 little Dickie Birds	Literacy: Hickory Dickory Dock  Maths: 1, 2 Buckle my shoe
<b>Understanding the World</b>	<b>I can explore the natural world around them. I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b>	<b>I can recognise people have different beliefs and celebrate special times in different ways. I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b>	<b>I can recognise people have different beliefs and celebrate special times in different ways.</b>  Circle time to discuss celebrations we have with our families – link to RE.	<b>I can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Using our outdoor environment children to explore changes.</b>  Children to discuss seasonal changes whilst out on their local walk. <b>I can look at where school is on a map.</b>	<b>I can explore the natural world around me.</b>  Children discuss their local environment following their local walk. I can engage in and enjoy a culture different to my own.	<b>I can explore the natural world around me.</b>  Children to maintain the planter and discuss what they find.  Using magnifying glasses to explore the outdoor area and discuss findings – children to write/draw these.
<b>Geography/UoW</b>				What are the similarities and differences between my local area and Norway?  -Following locality walk children to draw a map of their walk. Write a list of the landmarks that they have seen- using a key. -Write about places near to where we live- e.g. beach, shop. Look at a map of the world and find Norway. I can create a map. I can find Norway on a map.	- Children to learn about Norway. Children to sort pictures from Norway and our location and adults to scribe on a post it note children's thoughts.  I can list three key facts about Norway and discuss how they differ from the UK, using geographical vocabulary to support me I can identify significant parts of Norway's culture. I can sort pictures of schools	Children to write facts (Non-Chron report) about Norway, children to write a sentence about what it would be like to live there. I can identify how a settlement has developed using aerial photography and geographical vocabulary.

# HALF TERM CURRICULUM PLAN

					based on their architecture, climate and country of origin	
<b>Art and Design/ Expressive arts and design</b>		<b>Art – Sculptures</b> Artist: Alberto Giacometti or Denis Mitchell Objective One- I can learn about the work of a famous sculpture.  R-I can talk about my likes and dislikes.  1-I can talk about the work of other people.	<b>Art – Sculptures</b> Artist: Alberto Giacometti or Denis Mitchell Objective Two- I can explore how to use and manipulate Clay.  R- I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.  1- I can talk about a variety of designs and create a design I like.	<b>Art – Sculptures</b> Artist: Alberto Giacometti or Denis Mitchell Objective Three- I can create my own sculptures.  R- I can use playdough to create a simple sculpture.  1- I can use clay to create a simple sculpture.	<b>Art – Sculptures</b> Artist: Alberto Giacometti or Denis Mitchell Objective Four- I can create my own sculpture.  R- I can use my own ideas to create a sculpture.  1- I can use clay and other materials to create a sculpture based on my ideas.	<b>Art – Sculptures</b> Artist: Alberto Giacometti or Denis Mitchell Objective Five- I can adapt and improve my art work.  R- I can talk about changes made to improve my sculpture  1- I can build upon previous ideas to improve my sculpture.
<b>Design Technology/ Expressive arts and design</b>	Not in focus					
<b>Music</b>	ROW, ROW, ROW YOUR BOAT Lesson One- Row, row, row your boat Musical Focus: Sing a tune with 'stepping' and 'leaping' notes.  R - I can sing a song with support. I can play the modelled beat of the song. With scaffolding, I can suggest new lyrics and vocal sounds for different types of Transport.  1- I can sing the song and perform the actions independently. I can play the beat of the song. I can suggest new lyrics and vocal sounds for different types of transport.	Lesson Two- Row, row, row your boat Musical Focus: Play a steady beat on percussion instruments.  R-I can join in rowing keeping in time with the beat. I can copy ad adult using percussion instruments in time with the beat. I can talk about the properties of different percussion instruments with scaffolded language.  1-I can row keeping in time with the beat. I can play percussion instruments in time with the beat. I can talk about the properties of different percussion instruments.	Lesson Three-- Row, row, row your boat Musical Focus: Make up new lyrics for different kinds of transport. Performance.  R-I can talk about different ways of travelling with scaffolded language. I can make sounds to match ways of travelling. I can suggest new words with support. I can perform the song with others  1-I can talk about different ways of travelling with I can create sounds to match ways of travelling. I can suggest new lyrics. I can perform the song.	Lesson One-Cuckoo polka  Musical Focus: I can imitate birdsong using vocal play and develop singing skills with a cuckoo singing game  R-I can explore all the sounds I can make with my voice. I can join in with a cuckoo call song. I can develop active listening skills. I can recognise the cuckoo call in music played by an orchestra. I can perform actions in time with music with support. I can use my body to move to the music.  1-I can explore all the sounds I can make with my voice. I can sing a cuckoo call song. I can use active listening skills. I can identify the cuckoo call in music played by an orchestra. I can perform actions in time with music with support. I can use my body to move expressively.	Lesson Two- Cuckoo polka Percussion instruments  Musical Focus: I can us active listening it Cuckoo polka by Johann Strauss II.  R- I can play a game of 'Cuckoo where are you?' with support. I can take turns in singing modelled by an adult. I can keep in time with the pulse. modelled by an adult. I can develop listening carefully to a piece of music to spot the cuckoo.  1-I can play a game of 'Cuckoo where are you?'. I can take turns in singing. I can keep in time with the pulse. I can listen carefully to a piece of music to spot the cuckoo.	Lesson Three- Cuckoo polka. Musical Focus: Free, imaginative movement to Ralph Vaughan Williams's The lark ascending.  I can listen to bird calls and copy them with support. I can listen to a piece of classical music and talk about how it makes me feel with scaffolded language. I can dance in response to the music, and make some artwork about the music.  I can listen to bird calls and copy them with my voice. I can listen to a piece of classical music and talk about how it makes me feel. I can dance with expression to reflect the music, and make some artwork about the music.
<b>Computing</b>			I can plan a journey for a programmable character. Scratch Jnr lesson 1	I can create a series of instructions. Scratch Jnr lesson 2	I can create a series of instructions. Scratch Jnr lesson 3	
<b>Online safety</b>		Online Safety- Online bullying				Online Safety-Online bullying.
<b>PSHE/RSE SCARF</b>	<b>Valuing difference</b>  -It's not fair!	<b>Valuing difference</b>  -I'm special, you're special	<b>Valuing difference</b>  -Our special people balloons.	<b>Valuing difference</b>  -Same or different.	<b>Valuing difference</b>  -Unkind, tease or bully.	<b>Valuing difference</b>  -Harold's school rules

# **HALF TERM CURRICULUM PLAN**

<b>Religious Education</b>	R- Being special. Key Question: <a href="#">Where do I belong?</a> Year 1- Key Question: Who is Jewish and how do they live?	R- Being special. Key Question: <a href="#">Where do I belong?</a> Year 1- Key Question: Who is Jewish and how do they live?	R- Being special. Key Question: <a href="#">Where do I belong?</a> Year 1- Key Question: Who is Jewish and how do they live?	R- Being special. Key Question: <a href="#">Where do I belong?</a> Year 1- Key Question: Who is Jewish and how do they live?	R- Being special. Key Question: <a href="#">Where do I belong?</a> Year 1- Key Question: Who is Jewish and how do they live?
<b>Outdoor Learning/Visits and Trips</b>				Locality walk (up the mount, back down to Lamellyn road, to the park and post office.) (Print off OS maps of area, afterwards ask children to trace the walk on the map.) -Link OS map to Google Earth maps.	
<b>Enhancements</b>				6.2.2025- NSPCC Number Day	10th Safer Internet Day