

HALF TERM CURRICULUM PLAN

Term: Spring 2		Topic: Let's Explore				
Super Starter (Wow moment): Broken bridge and bridge building Careers Day Enquiry question: How have explorers changed our world?		Fabulous Finish: Parent open afternoon				
Key Text:	Week 1 <u>w/b: 23.2.26</u>	Week 2 <u>w/b: 2.3.26</u>	Week 3 <u>w/b: 9.3.26</u>	Week 4 <u>w/b: 16.3.26</u>	Week 5 <u>w/b: 23.3.26</u>	Week 6 <u>w/b: 30.3.26</u> Friday Bank Holiday
Personal, Social and Emotional Development	R- I can express my feelings and consider the feelings of others. Children to talk about and discuss feelings. Talk about how children feel during different situations. Think about what makes them feel happy/sad/excited etc...	R- I can identify and moderate their own feelings socially and emotionally. Focus on emotions and how we feel during different areas and when playing with our friends. Talk about how we feel during different times of our day.	R- I can show resilience and perseverance in the face of challenge. Link to friendships I can express my feelings and consider the feelings of others. Playing together cooperatively and taking turns with others.	R- I can manage my own needs. I can identify and moderate their own feelings socially and emotionally. Children to look at effects of healthy sleep, healthy eating, toothbrushing, regular physical activity and screen time have on their bodies.	R- I can see myself as a valuable individual. I can build constructive and respectful relationships. Confident to try different activities and say why they like certain activities.	R- I can see myself as a valuable individual. Confident to try different activities and say why they like certain activities.
Communication and Language	R- I can articulate my ideas and thoughts in well-formed sentences. I can engage in story time. Talk about seasons and how the weather changes during the seasons. What happens to the trees? Temperature? Etc...	R- I can connect one idea or action to another using a range of connectives. I can ask questions to find out more and to check they understand. Begin to learn our story and talk about the main characters in the story. Hot seating activity linked to the story.	R- I can retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	R- I can engage in non-fiction books. I can select non-fiction to develop a deep familiarity with new knowledge and vocabulary. Add non-fiction texts to the reading area and share with the children.	R- I can use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen. Observe children listening to and following instructions.	R- I can use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen. I can understand what has been said to me. Activities linked to continuous provision. Talk about what we will be doing over the Easter holidays with our families.
WellComm	9.3 Identifying an increasing range of emotions and feelings in ourselves and others Facial expression, emotion, feelings, happy, sad, angry, bored, excited. Happiness, sadness.	9.4 Beginning to understand idioms Idioms e.g. raining cats and dogs.	9.5 Predicting what might happen next 'next', after, what next.	9.6 Understanding periods of time Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Before, after. School, home days.	9.7 Remembering more and more information Next, more, what was before, what can you add?	9.8 Using category names and explaining the differences between things in the same category. Category, same, different, odd, being, together. Difference, similarities. Assessment week

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Physical (Fine motor)	R- I can develop foundations of a handwriting style which is fast, accurate and efficient. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.	R- I can develop my small motor skills so I can use a range of tools Activities linked to fine motor control (tweezers, threading) Letter formation work	R- I can develop my small motor skills so I can use a range of tools Handle equipment and tools effectively, including pencils for writing.	R- I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Letter formation - sitting letters on the line.	R- I can develop my small motor skills so I can use a range of tools Letter formation - sitting letters on the line	R- I can develop my small motor skills so I can use a range of tools Letter formation - sitting letters on the line
Pen Disco	Pen Disco- mountains (left to right)	Pen Disco- circles	Pen Disco- long lines (top to bottom)	Pen Disco- short lines	Pen Disco- zig zags	Pen Disco- waves
Physical (Gross motor) Net and Wall Key values: Curiosity Imagination	R- Net and Wall I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming I can pass a ball: chest pass Kick a ball along the floor less than 10m with the correct technique. Year 1- Net and Wall Warm up recap actions without ball of overarm, underarm and chest pass. Play game recalling vocabulary and stopping to show action. focus on throwing a ball with control both over and underarm with prompts. Recap previous learning looking at different throws.	R- Net and Wall I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming I can pass a ball: chest pass Kick a ball along the floor less than 10m with the correct technique I can further develop a range of ball skills. Year 1- Net and Wall Warm up- circle pass – develop focus and speed. Focus on catching a ball from shorter and longer distances, on their own and in groups.	R- Net and Wall I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming I can catch a ball. Year 1- Net and Wall Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3. Practise passing a ball to others in a game- moving the ball as a group to a target- race against other teams focusing on speed and accuracy at the same time.	R- Net and Wall I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Year 1- Net and Wall Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3. Practise passing a ball to others in a game- moving the ball as a group to a target- race against other teams focusing on speed and accuracy at the same time.	R- Net and Wall I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball I can dribble a ball at feet with control. I can develop overall body-strength, balance and coordination, when using a ball. Year 1- Net and Wall Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton) Play games such as balloon volleyball and balloon tennis- supporting children to develop their skill and control.	R- Net and Wall I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball I can dribble a ball at feet with control. Year 1- Net and Wall Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton) Play games such as balloon volleyball and balloon tennis- supporting children to develop their skill and control.
My Personal Best Focus. Healthy me...	Empathy	Empathy	Respect	Respect	Respect	Respect
Reading	I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Children to engage in non-fiction texts linked to bridges.	I can re-read books to build up confidence with word reading, my fluency and my understanding and enjoyment.	RWI Assessments	I can re-read books to build up confidence with word reading, my fluency and my understanding and enjoyment.	I can re-read books to build up confidence with word reading, my fluency and my understanding and enjoyment.	I can re-read books to build up confidence with word reading, my fluency and my understanding and enjoyment.
Writing Year One	The Three Billy goats gruff Immersion -Begin to use other punctuation such as exclamation and question marks. Story (WOW)	The Three Billy goats gruff Retell/ Rewrite - Plan writing by saying what they are going to write about (build a sentence)	The Three Billy goats gruff Innovation as a group - Plan writing by saying what they are going to write about (build a sentence) WOW write Three Billy Goats Gruff story.	History focus	History focus	History focus

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		- Use the suffixes -ing, -ed, -er, -est where no change is needed to the root word.				
Writing Reception	<p>Outcome: I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Skill: I can articulate my ideas and thoughts in well-formed sentences.</p> <p>Short character description. Children to write short captions to describe a character from the story.</p>	<p>Outcome: can describe events in some detail.</p> <p>Skill: Write short sentences with words with known letter sound correspondences using capital letter and full stop.</p> <p>Boxing up the story Talk about what happens in the beginning, middle and ending of the story. Draw pictures to match their talking. Scribe their talking. Sequence the story in the correct order.</p>	<p>Outcome: I can write a simple story</p> <p>Skill: I can use and apply phonics</p> <p>Write the story of the 'The Three Billy Goats Gruff' LA – Initials sounds, forming letters MA - CVC words HA – Simple sentence/Innovation of the story.</p> <p>The Three Billy Goats gruff. Simple rewrite of the story. Focus on beginning, middle and end.</p>	<p>Outcome: I can talk about the different types of explorers we have.</p> <p>Skill: I can articulate my ideas and thoughts in well-formed sentences.</p> <p>Children to look at what type of explorers there are and the places people explore/have explored.</p>	<p>Why do people explore?</p> <p>Outcome: I know and can say facts about a famous explorer.</p> <p>Skill: I can use and apply my phonics when writing words.</p> <p>Children to learn about an explorer and talk about why people explore.</p>	<p>Outcome: I can talk about why people explore and the places they have been.</p> <p>Skill: I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Learn about a famous explorer from the past. Children to write simple facts.</p>
Rhyme of the Week	London Bridge	Jack and Jill	One finger, one thumb	Incy Wincy Spider	If you happy and you know it	The wheels on the bus
Mathematics Year One	<p>Number: place value within 50. Count from 20 to 50 20,30,40,and 50 Count by making groups of ten Groups of tens and ones.</p>	<p>Place value within 50 Partition into tens and ones The number line to 50 Estimate on a number line to 50</p>	<p>Place value within 50 1 more, 1 less Length and Height Compare lengths and heights</p>	<p>Length and Height Measure length using objects Measure length in centimetres</p>	<p>Mass and volume Heavier and lighter Measure Mass Compare Mass</p>	<p>Mass and volume Full and empty Compare volume Measure Capacity Compare capacity</p>
Mathematics Reception	<p>R- I can compare length, weight, height and capacity. Explore length- Compare length Explore height – compare height Talk about time Order and sequence time</p>	<p>White Rose Checkpoint Assessments R- I can compare numbers. I can subitise. I can link the number symbol (numeral) with its cardinal number value.</p> <p>Find 9 and 10</p> <p>Compare numbers to 10. Represent 9 and 10 Conceptual subitising to 10</p>	<p>R- I can explore the composition of numbers to 10. I can understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>One more Ones less</p>	<p>R- I can automatically recall number bonds for numbers 0–10.</p> <p>Composition to 10 Bonds to 10 Make arrangements of 10</p>	<p>R- I can explore and represent patterns in number up to 10. Doubles to 10 (find a double) Doubles to 10 (make a double) Explore Odds and evens</p> <p>R- I can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Recognise and name 3d shapes Find 2Dshapes within 3D shapes</p>	<p>R- I can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>I can continue, copy and create repeating patterns.</p> <p>Use 3D shapes 3D shapes in the environment Patterns</p>
Rhyme of the week	Days of the week	10 currant buns	10 green bottles	10 little men in a flying saucer	Doubling rhyme	3D shape song
Understanding the World	<p>R- I can explore the natural world around them. Use a tuff tray with natural materials and goats to support with the story telling of the 3 Billy Goatsd sGruff, encourage children to talk about the different materials used in the tuff tray e.g. soil, wood for the bridge, pine cones,</p>	<p>I can describe what I feel, see and hear outside. Plant seeds in the planter and look after them throughout the half term.</p> <p>Use the herbs from the planter in the mud kitchen.</p>	<p>I can describe what I feel, see and hear outside. Go on a walk and use your 5 senses, link to PSED.</p>	<p>I can explore the natural world around them Use magnifying glasses, magnifying pots, scissors and tweezers to become explorers. Children to talk about what they have collected and describe textures and smells.</p>	<p>I can explore the natural world around them Using natural objects to sort. Children to sort them by colour, size, shape. Describe the objects they are sorting, where would we find them?</p>	<p>I can recognise some environments that are different to the one in which they live. Using books look at a range of different environments. Compare</p>

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	sticks etc...				Objects such as pebbles, shells, pinecones, leaves, twigs etc...	to our environment. Draw their favourite.
History				<p>Why do people explore? R- I can role play exploring a new continent. 1 – I can use sources to list the reasons people explore.</p> <p>Life of a significant individual in the past that have contributed to national and international achievement. - focusing on famous explorers. Significant historical people in our own locality linked to exploration?</p> <p>I know that humans explore to find resources, land or money.</p> <p>Who are the important explorers in the past? R – I can listen to stories about famous explorers. 1 – I can match famous explorers to their achievements.</p> <p>I know that Christopher Columbus, Ernest Shackleton, Neil Armstrong and Sylvia Earle are all famous for exploration.</p> <p>How have explorers changed our world? Famous Explorers - Grammarsaurus</p>	<p>What are the famous explorations of the past? R - I can listen to stories about famous explorations. 1- I can discuss the famous explorations of the past.</p> <p>I know that adventures to new continents, hard to reach places, space and the sea are all famous explorations</p> <p>Are there famous explorers from near me? R- I can use pictures and role play to talk about the exploration of the Niger River. 1- I can write a biography of Richard Lander. I know that Richard Lander was a famous Cornish explorer.</p>	<p>Objective Five- How have explorations changed over time?</p> <p>R- I can explore the dangers of the deep sea and space environments.</p> <p>1- I can investigate modern exploration.</p> <p>I know that humans now explore the deep sea and space</p>
Art and Design/Design Technology	<p>Wheels and Axles – Making a vehicle for an explorer. Creator/Designer: Beatrix Shilling Knowledge I can learn about a creator/designer. R – I can talk about the job of a creator/designer. 1 – I can recall facts about a creator/designer.</p> <p>Plan I can design a vehicle for an explorer. R – I can talk about and draw a picture of my design, 1-I can talk about and draw a picture of my design, Design purposeful, functional, appealing products for themselves.</p>	<p>Make I can make a vehicle for an explorer. R-I can make a vehicle for an explorer using construction resources, 1-I can make a vehicle for an explorer using junk modelling materials. I can explore how to make a design stronger, stiffer and more stable.</p>	<p>Review I can evaluate my vehicle. R – I can talk about what worked well and what I could improve. 1-I can evaluate my work, talking about what worked well and what I could improve. Evaluate ideas against a design criteria.</p>			
Expressive arts and design			<p>R -I can sing in a group or on my own.</p> <p>Children to perform songs using the staging outside. Add music to the area.</p>			
Music	Reception – music enrichment Year 1: Shake my sillies out	Reception – music enrichment Year 1: Shake my sillies out	Reception – music enrichment Year 1: Shake my sillies out	Reception – music enrichment Year 1: Up and down	Reception – music enrichment Year 1: Up and down	Reception- performance Year 1: Up and down

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Computing		<p>Springtime-Lesson 1 Junk Scarecrows</p> <p>Creating Media Digital Writing - Lessons Objective One- I can create digital content Knowledge: I recognise keys on a keyboard</p> <p>Objective Two-I can add and remove text</p> <p>Knowledge: I know the function of keyboard keys</p>	<p>Creating Media Digital Writing -Lessons Objective Three- I know the look of text can be changed b y a keyboard Knowledge: I know how to change the text</p>	<p>Ready Steady grow Springtime Fun Rabbit run</p> <p>Creating Media Digital Writing - Lessons Objective Four-I can make changes to text Knowledge: I can make careful choices about changes</p>	<p>Ready Steady grow Springtime Fun Seed Sequencing</p> <p>Creating Media Digital Writing - Lessons Objective Six-I can compare typing to writing with a pencil Knowledge: I know how digital literacy can be used effectively in and out of school</p>	
Online safety	<p>Online safety:</p> <p>Managing online information:</p> <p>I can use, talk about or read different on-screen programs, pictures, stories or information</p> <p>I can identify devices I could use to access information on the internet.</p>					<p>Online safety:</p> <p>Managing online information:</p> <p>I can use, talk about or read different on-screen programs, pictures, stories or information</p> <p>I can identify devices I could use to access information on the internet.</p>
PSHE/RSE SCARF Being My Best!	<p><u>I can eat a rainbow</u></p> <p>R-I can demonstrate a positive attitude. I can tell you why healthy choices and sleep are important.</p> <p>1- I can tell you ways of keeping myself healthy. I can tell you why I need to exercise.</p>	<p><u>Eat well</u></p>	<p><u>Harold learns to ride his bike</u></p>	<p>Yes I can!</p>	<p>Harold's wash and brush up</p>	<p><u>Catch it! Bin it! Kill it!</u></p>
Religious Education	<p>R - Christianity: Why is Easter special to Christians? Why do some Christians put a cross on their Easter gardens?</p> <p>Year 1- Judaism: Who is Jewish and how do they live? (2)</p>	<p>R - Christianity: Why is Easter special to Christians? Why do some Christians put a cross on their Easter gardens?</p> <p>Year 1- Judaism: Who is Jewish and how do they live? (2)</p>	<p>R - Christianity: Why is Easter special to Christians? Why do some Christians put a cross on their Easter gardens?</p> <p>Year 1- Judaism: Who is Jewish and how do they live? (2)</p>	<p>R - Christianity: Why is Easter special to Christians? Why do some Christians put a cross on their Easter gardens?</p> <p>Year 1- Judaism: Who is Jewish and how do they live? (2)</p>	<p>R - Christianity: Why is Easter special to Christians? Why do some Christians put a cross on their Easter gardens?</p> <p>Year 1- Judaism: Who is Jewish and how do they live? (2)</p>	<p>R - Christianity: Why is Easter special to Christians? Why do some Christians put a cross on their Easter gardens?</p> <p>Year 1- Judaism: Who is Jewish and how do they live? (2)</p>
Outdoor Learning/Visits and Trips	<p>Reception: Bridges</p> <p>KS1: Wheal Martyn</p>	<p><u>5th March World Book Day</u></p>				<p><u>Easter Eggstravaganza</u></p>