

HALF TERM CURRICULUM PLAN

Term: Summer 1		Topic: Whatever the weather			
<u>Super Starter (Wow moment): Trip to the beach</u>		<u>Fabulous Finish: Work celebration across the school</u>			
<u>Enquiry question: How does the weather change?</u>					
Key Text:	<u>Week 1</u> <u>w/b: 20.4.26</u>	<u>Week 2</u> <u>w/b: 27.4.26</u>	<u>Week 3</u> <u>w/b: 4.5.26</u> <u>Bank Holiday Monday</u>	<u>Week 4</u> <u>w/b: 11.5.26</u>	<u>Week 5</u> <u>w/b: 18.5.26</u>
Personal, Social and Emotional Development	<p>I can talk about feelings. Link to what it feels like after you have exercised.</p> <p>I can follow rules.</p> <p>Remind children of the rules and reward positive behaviour.</p>	<p>I can maintain control of my feelings. I can work and play cooperatively as part of a group.</p> <p>Talk about feelings. Link to what it feels like after you have exercised.</p>	<p>I can be confident to try new activities and show independence, resilience and perseverance in the face of change.</p> <p>Children to follow the school routine.</p> <p>Go on a sign of summer hunt to enable them to explore the school environment.</p>	<p>I am confident to speak in a small group.</p> <p>Maintain control of my feelings.</p> <p>Achieve different outcomes without adult support.</p> <p>Adapt to changes in routine.</p>	<p>I can achieve set and work towards simple goals, being able to wait for what they want.</p> <p>Children to set challenges which stretch and challenge them.</p>
Communication and Language	<p>I can 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.</p> <p>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. Linked to story times.</p>	<p>I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Provide conversation starters for the children and have walk and talk time for children to engage in conversations.</p>	<p>I can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Listen to children's discussions around stories and encourage all children to participate in groups.</p>	<p>I can express my ideas and feelings about my experiences, using past and present and future tenses.</p> <p>Talk about a hero in the past and a hero now. How have they changed? Uniform, job etc...</p>	<p>I can express my ideas and feelings about my experiences, using past and present and future tenses.</p> <p>Talk about own experiences of when they have visited a doctors, dentist or hospital.</p>
WellComm	<p>9.9 Making inferences using idioms idioms, feelings, what is happening? How do you know?</p>	<p>9.10 Talking about things that are going to happen Future tense, happen, next, I will... Going to... I shall...</p>	<p>9A Supporting language understanding and use by using visual prompts Story language, like, dislike, explain, tell</p>	<p>9B Describing what might happen next Next, what, explain, tell, how do you know.</p>	Assessment week
Physical (Fine motor)	<p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Handwriting</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Focus on fine motor control and handwriting patterns.</p> <p>Handwriting</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Handwriting activities to support formation and fine motor control.</p>	<p>I can begin to show accuracy and control when drawing.</p> <p>Fine motor control and letter formation activities.</p>	<p>I can use a range of small tools, including, scissors, paintbrushes and cutlery.</p> <p>Cutting skills, use a range of patterns to support with cutting, ensure children use the correct grip when cutting.</p> <p>Pencil grip and pencil control activities.</p>
Pen Disco	Pen Disco- Waves	Pen Disco- circles - starting at a dot	Pen Disco- Spirals -starting at a dot	Pen Disco- Loops -lines across	Pen Disco- Triangles

HALF TERM CURRICULUM PLAN

<p>Physical (Gross motor) Net and Wall Key values: Self-belief Honesty</p>	<p>Striking and fielding</p> <p>Focus on technique on striking a ball with control when shown.</p> <p>(cricket, rounders, , softball, kickball, golf)</p> <p>I can combine different movements with ease and fluency.</p> <p>Focus on passing a small ball by rolling or underarm throw. Look at different ways to stop or catch a ball by using the barrier technique.</p>	<p>Striking and Fielding</p> <p>Focus on technique on striking a ball with control when shown.</p> <p>(cricket, rounders, softball, kickball, golf)</p> <p>I can develop overall body strength</p> <p>Focus on underarm and over arm throws. Look at the important steps to catch a ball. For example, where to look, what to do with their hands.</p> <p>Focus on where the direction of where their body and arms show go when throwing a ball underarm or overarm.</p>	<p>Focus on technique on fielding a ball using under and over arm throwing.</p> <p>(cricket, rounders, , softball, kickball, golf)</p> <p>I can combine different movements with ease and fluency.</p> <p>Focus on aiming at specific targets e.g. Stumps, buckets, hoops.</p> <p>Identify what type of throw would be appropriate for different distances. E.g. The greater distance would need an over arm throw.</p>	<p>Focus on technique on fielding a ball using under and over arm throwing.</p> <p>(cricket, rounders, , softball, kickball, golf)</p> <p>I can combine different movements with ease and fluency.</p> <p>Focus on striking a ball using different types of equipment. Striking a ball into a goal. Golf putters. Cricket bats. Rounders bats.</p> <p>Look at striking the balls at certain targets and look at</p>	<p>Able to play simple games in small groups, applying rules and skills that have been taught.</p> <p>(cricket, rounders, , softball, kickball, golf)</p> <p>I can develop overall body strength</p> <p>Focus on aiming at targets while striking a static or self-bowled ball.</p> <p>Strike a ball at stumps with a cricket bat, Strike a football into a goal. Tap a ball into a hoop or on a cone using a golf putter.</p>
<p>My Personal Best Focus. Healthy me...</p>	<p>Self-belief</p>	<p>Self-belief</p>	<p>Self-belief</p>	<p>Self-belief</p>	<p>Honesty</p>
<p>Reading</p>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Supertato</p>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Supertato</p>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Supertato</p>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Supertato</p>	<p>Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..</p> <p>Supertato</p>
<p>Writing Year One</p>	<p>T4W Enormous Turnip Roll on the wall. -Begin to use other punctuation such as exclamation and question marks.</p>	<p>T4W Enormous Turnip Retell/ Rewrite - Plan writing by saying what they are going to write about (build a sentence) - Use the suffixes –ed, - where no change is needed to the root word.</p>	<p>T4W Enormous Turnip Innovation as a group - Plan writing by saying what they are going to write about (build a sentence)</p>	<p>Recount of the beach</p>	<p>Leaflet on climate change</p>
<p>Writing Reception</p>	<p>T4W Enormous Turnip</p> <p>Short character description. Children to write short captions to describe a character from the story.</p> <p>Outcome: I can write a character description</p> <p>Skill: I can write recognisable letters, most of which are correctly formed.</p>	<p>T4W Enormous Turnip</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 sequence a story. Skill: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>T4W Enormous Turnip</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 write a simple story. Skill: Write simple phrases and sentences that can be read by others.</p>	<p>Recount of the beach</p> <p>Outcome: I can write an outcome of my trip.</p> <p>Skill: I can write simple phrases and sentences that can be read by others.</p>	<p>Poster of looking after the beach</p> <p>Outcome: I can make a poster Skill: I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

HALF TERM CURRICULUM PLAN

Rhyme of the Week	I'm a little Teapot	Peter Piper Pumpkin	London Bridge is Falling Down	Flippy, Floppy Scarecrow	She'll be coming round the mountain
Mathematics Year One	Number: multiplication and division (including multiples of 2, 5 and 10)	Number: multiplication and division (including multiples of 2, 5 and 10)	Number: multiplication and division (including multiples of 2, 5 and 10)	Number: fractions Geometry: position and direction	Number: fractions Geometry: position and direction
Mathematics Reception	<p>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.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>I can verbally count beyond 20, recognising the pattern of counting system.</p> <p>To 20 and beyond</p>	<p>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</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>I can verbally count beyond 20, recognising the pattern of counting system.</p> <p>To 20 and beyond</p>	<p>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.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>How many now?</p>	<p>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.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>I can compose and decompose shape. Recognising that shapes have other shapes.</p> <p>Manipulate, compose and decompose.</p>	<p>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.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>I can compose and decompose shape. Recognising that shapes have other shapes.</p> <p>Manipulate, compose and decompose.</p>
Rhyme of the week	Sesame Street's Pinball Number Count	Catch, catch, catch a fish	10 Currant Buns	Here we go on a shape hunt	2D shape song
Understanding the World	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Children to plant a turnip seed in a large container. Children to talk about changes throughout the half term.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Explain some similarities and differences between life in this country and life in other countries.</p>	<p>I can explore the natural world around me. Collect natural objects at the beach during our trip.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Link to Geography and weather – use the weather chart outside to talk about changes in weather,</p>
Geography				Recount for beach trip	Leaflet on climate change
Art	<p>Art – Nature art Artist: Richard Shilling I can learn about the work of an artist. R - I can learn about an artist and talk about the techniques and colours used in the art. YR1 - I can talk about the work of others. Colour, pattern, texture, line, shape</p>	<p>Art – Nature art Artist: Richard Shilling I can explore colour and texture within art. R - I can develop my colour mixing skills. I can name Colours. YR 1 - I can use prior knowledge to create different tones/tints. I know how to make secondary Colours. Colour, pattern, texture, line, shape</p>	<p>Art – Nature art Artist: Richard Shilling I can explore shape and pattern to add texture to my paintings. I can explore a range of media to create different effects. I can use a range of brushes to explore texture and thickness within paint. Colour, pattern, texture, line, shape</p>	<p>Art – Nature art Colour, pattern, texture, line, shape I can create my own landscape/nature painting. I can select colours for a particular purpose. I can create a painting using texture, shape, colour and pattern. Colour, pattern, texture, line, shape</p>	<p>Art – Nature art Artist: Richard Shilling I can use all previous knowledge to create a nature picture in a different Style. I can paint a picture, giving reasons for my choices. I can use a variety of techniques to support my art work. Colour, pattern, texture, line, shape</p>
Expressive arts and design			I can sing in a group or on my own.	Create collaboratively sharing ideas, resources and skills.	Sing in a group or on their own, increasingly matching

HALF TERM CURRICULUM PLAN

			<p>I can perform songs, rhymes and stories with others and try to move in time to music. Have little performances on the stage for children to watch – provide crates as seating.</p>	Children to work in small groups to create dance routines or sing songs together.	the pitch and following the melody.
Music	Five fine bumble bees – Lesson 1	Five fine bumble bees – Lesson 2	Five fine bumble bees – Lesson 3	Down there under the sea – Lesson 1	Down there under the sea – Lesson 2
Computing	Online Safety- Healthy, wellbeing and lifestyle.	<p>Robot Algorithms + ongoing Digital Literacy</p> <p>I can predict the behaviour of simple programs</p> <p>I can create and run a program</p> <p>I can debug within a simple program Summer Fun</p>	<p>Robot Algorithms + ongoing Digital Literacy</p> <p>I can predict the behaviour of simple programs</p> <p>I can create and run a program</p> <p>I can debug within a simple program</p>	<p>Robot Algorithms + ongoing Digital Literacy</p> <p>I can predict the behaviour of simple programs</p> <p>I can create and run a program</p> <p>I can debug within a simple program Summer Fun</p>	Online Safety- Healthy, wellbeing and lifestyle.
Online safety	Online Safety- Healthy, wellbeing and lifestyle.				Online Safety- Healthy, wellbeing and lifestyle.
PSHE/RSE SCARF Being My Best!	Being my Best -Taking care of something.	Being my Best - Harold has a bad day.	Being my Best Around and about the school.	Being my Best Basic first aid.	Being my best How should we look after our money.
Religious Education	<p>Key Question: Which places are special and why?</p> <p>Key Question: What does it mean to belong to a faith community?</p>	<p>Key Question: Which places are special and why?</p> <p>Key Question: What does it mean to belong to a faith community?</p>	<p>Key Question: Which places are special and why?</p> <p>Key Question: What does it mean to belong to a faith community?</p>	<p>Key Question: Which places are special and why?</p> <p>Key Question: What does it mean to belong to a faith community?</p>	<p>Key Question: Which places are special and why?</p> <p>Key Question: What does it mean to belong to a faith community?</p>
Outdoor Learning/Visits and Trips				Beach trip	
Sustainability	Geography/ Understanding the World focus on climate- how we look after our world.				