

HALF TERM CURRICULUM PLAN

Term: Summer 2		Topic: Amazing Animals						
Super Starter (Wow moment):		Fabulous Finish: Graduation						
Enquiry question: Where do different animals live?								
Key Text:	Week 1 w/b: 1.6.26	Week 2 w/b: 8.6.26	Week 3 w/b: 15.6.26	Week 4 w/b: 26.6.26	Week 5 w/b: 29.6.26	Week 6 w/b: 6.7.26	Week 7 w/b: 13.7.26	Week 8 20.7.26
Personal, Social and Emotional Development	I can work and play cooperatively with other children. Responding to people in a friendly way.	I can show an understanding of my feelings and those of others and begin to regulate their behaviour. Maintain control of feelings – Talk about different opinions we ache have.	I can show an understanding of my feelings and those of others and begin to regulate their behaviour. Maintain control of feelings – Talk about different opinions we ache have. Show sensitivity to their own and to others' needs.	I can form positive attachments to adults and friendships with peers. Focus on developing friendship groups. Team games.	Adapting to change in routine – Linked to transition and other events that happen in this school. E.g. transition.	I can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.	Adapting to change in routine – Linked to transition and other events that happen in this school. E.g. transition.	Adapting to change in routine – Linked to transition and other events that happen in this school. E.g. transition.
Communication and Language	I can make comments about what they have heard and ask questions to clarify their understanding.	I can make comments about what they have heard and ask questions to clarify Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	I can 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.	I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Link to animal homes and non-fiction texts.	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. Circle time activities linked to transition.	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. Circle time activities linked to transition.	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. Circle time activities linked to transition.
WellComm	Listening skills level 5 5A Listening, remembering and finding two objects – shopping game Next, bag, basket, add, remember, pack, holiday, shopping.	Listening skills level 6 6A Listening to a story Story language, first, next, then, finally,	Listening skills level 6 6B Playing a memory game Action words, before, after, preposition,	Listening skills level 6 6C Variations on a shopping game I saw, I got, some, bought, shop, went, bag	Listening skills level 6 6D Guess what it is Is it... Can it be... How do you know? It is...	Listening skills level 6 6E Using visual supports to help children complete an activity Next, before, after	Assessment week	
Physical (Fine motor)	I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handwriting activities	I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Reinforcing and supporting correct formations.	Handle equipment and tools effectively, including pencils for writing. Cutting skills.	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handwriting patterns, handwriting, scissor skills.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Independent sentence writing.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Developing independent writing.	Handle equipment and tools effectively, including pencils for writing. Developing independent writing.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Independent sentence writing.

HALF TERM CURRICULUM PLAN

Pen Disco	Triangles- Black Magic	Squares Shake it Off	Waves with circles lines across Uptown Funk	Mountains- working to a centre spot Shut up and Dance	Loops working to a centre spot Let it Go	Long lines working to a centre spot I like to Move It	Zig Zags working to a centre spot Swan Lake	recap
Physical (Gross motor) Net and Wall Key values: Self-belief Honesty	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. Children will be taught how to use their bodies to: Sprint 30m Year 1 - Athletics Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds	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. Children will be taught how to use their bodies to: Jump for height 5- 9cm Jump for distance 30-59cm Year 1 - Athletics Leap hurdles 30m within 11-8 secs Overarm throw 10- 19m Run for longer distance 200m within 1:45-1:31 Participate in Sports day	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. Children will be taught how to use their bodies to: Jump for height 5- 9cm Jump for distance 30-59cm Year 1 – Athletics Continue to practise athletics skills. Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds	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. Children will be taught how to use their bodies to: Leap hurdles 30m within 16-12secs Year 1 – Athletics Continue to practise athletics skills. Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds	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. Children will be taught how to use their bodies to: Overarm throw Chest pass Year 1 – Athletics Continue to practise athletics skills. Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds	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. Children will be taught how to use their bodies to: Overarm throw Chest pass Year 1 – Athletics Continue to practise athletics skills. Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds	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. Children will be taught how to use their bodies to: Run for longer distance Year 1 – Athletics Children to participate in a range of athletics activities.	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. Children will be taught how to use their bodies to: Run for longer distance Year 1 – Athletics Children to participate in a range of athletics activities.
My Personal Best Focus. Healthy me...	Honesty	Honesty	Honesty	Courage	Courage	Courage	Courage	Courage
Reading	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Handa's Surprise Town Mouse and Country Mouse	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Handa's Surprise Town Mouse and Country Mouse	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Handa's Surprise Town Mouse and Country Mouse	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Handa's Surprise Town Mouse and Country Mouse	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Handa's Surprise Town Mouse and Country Mouse	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Handa's Surprise Town Mouse and Country Mouse RWI ASSESSMENTS	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Handa's Surprise Town Mouse and Country Mouse	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Handa's Surprise Town Mouse and Country Mouse
Writing Year One	T4W - Goldilocks and the three bears (Y1/R) Immersion I can use capital letters for the names of people, places and days of the week.	T4W - Goldilocks and the three bears Story sequencing I can use letter names to show alternative spellings of the same phonemes.	T4W - Goldilocks and the three bears Stroy retell I can spell words that use suffixes for plurals or 3 rd person.	WOW WRITE - This year my best bits Use sequenced sentences in chronological order to recount an event/experience.	Topic: Objective One- What different animals are there? Knowledge- I know there are different types of animals. Objective Two- How do animals grow and change? Knowledge- I know the life cycle of animals and plants.	Non-Fiction: Objective Three- Where do animals live? Knowledge- I know where different animals live. Objective Four- How do animals adapt to their habitats? Knowledge- I know what animals need to survive.	Topic Objective Five- What materials would be good to keep an animal dry? Knowledge- I know what materials are waterproof. Non-Fiction: Instruction text- how to build an animal home. (basic adverbials used eg. First, Then, Next, After that)	Independent writing in provision of favourite moments of their year.

HALF TERM CURRICULUM PLAN

Writing Reception	T4W - Goldilocks and the three bears (Y1/R) Character descriptions. Key vocabulary: Once upon a time, bears, cottage, porridge, just right, hard, soft.	T4W - Goldilocks and the three bears (Y1/R) Sequence a story. Key vocabulary: Once upon a time, bears, cottage, porridge, just right, hard, soft.	T4W - Goldilocks and the three bears (Y1/R) Write a part of Goldilocks and the three bears. Retell a story with confidence. Key vocabulary: Once upon a time, bears, cottage, porridge, just right, hard, soft.	WOW WRITE - This year my best bits	Topic Objective One- What different animals are there? Knowledge- I know there are different types of animals . I can talk about different Animals Objective Two- How do animals grow and change? Knowledge- I know the life cycle of animals and plants. I can talk about how animals change. Write a fact file about an animal they have learnt about.	Topic: Objective Three- Where do animals live? Knowledge- I know where different animals live. Matching animals to their habitats.	Topic Link to transition write a letter to your new teacher.	Independent writing in provision of favourite moments of their year.
Rhyme of the Week	Sing a song of sixpence	Heads, shoulders, knees and toes	Wind the bobbin up	The wheels on the bus	Mary had a little lamb	There was an old women who swallowed a fly.	Recap of rhymes	Recap of rhymes
Mathematics Year One	Number: Place value within 100	Number: Place value within 100	Number: Place value within 100	Measurement: Money	Measurement: Money	Measurement: Time	Measurement: Time	Consolidation.
Mathematics Reception	Sharing and grouping <ul style="list-style-type: none"> Exploring shape Sharing Explore grouping 	Sharing and grouping <ul style="list-style-type: none"> Grouping Odd and even Play with and build doubles 	Visualise, build and map <ul style="list-style-type: none"> Identify units of repeating patterns Create own pattern rules Explore own pattern rules 	Visualise, build and map <ul style="list-style-type: none"> Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build 	Visualise, build and map <ul style="list-style-type: none"> Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans 	Make connections <ul style="list-style-type: none"> Deepen understanding Patterns and relationships <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	Consolidation <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	Consolidation <p>Have a deep understanding of number to 10, including the composition of each number.</p>
Rhyme of the week	Review of familiar rhymes- 10 currant buns	10 green bottles	The Bear went over the mountain	The Bear went over the mountain	Ten fat sausages sizzling in a pan	Review of familiar rhymes counting forwards and back	Review of familiar rhymes counting forwards and back	Recap of rhymes
Understanding the World	Talk about the lives of the people around them and their roles in society.	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.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Explain some similarities and differences between life in this country and life in other countries. Describe their immediate environment using knowledge from observation, discussion,	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Link to animal homes and habitats. Making	Children will explore the natural world around them. Link to animal homes and habitats to create fact files.	Children will explore the natural world around them. Allow children to explore grounds and talk about what they see, hear, feel etc...	Children will explore the natural world around them. Allow children to explore grounds and talk about what they see, hear, feel etc...

HALF TERM CURRICULUM PLAN

				stories, non-fiction texts and maps.	observations and talking about changes.			
Science / Geography					Identify a range of animals in different habitats, learn what habitats provide for animals. Find out about animal food chains. Investigate living things and their habitats. Lifecycles of humans and animals. Materials- Using materials for a purpose. Children to create a home for an animal. - I identify and name a range of materials including wood, plastic, metal, glass, brick, rock, paper and cardboard - I know why a material might or might not be used for a specific job.	Identify a range of animals in different habitats, learn what habitats provide for animals. Find out about animal food chains. Investigate living things and their habitats. Lifecycles of humans and animals. Materials- Using materials for a purpose. Children to create a home for an animal. - I identify and name a range of materials including wood, plastic, metal, glass, brick, rock, paper and cardboard - I know why a material might or might not be used for a specific job.	Identify a range of animals in different habitats, learn what habitats provide for animals. Find out about animal food chains. Investigate living things and their habitats. Lifecycles of humans and animals. Materials- Using materials for a purpose. Children to create a home for an animal. - I identify and name a range of materials including wood, plastic, metal, glass, brick, rock, paper and cardboard - I know why a material might or might not be used for a specific job.	
Art	Art - Dot Art – link to animals Artist: Yayoi Kusama Introduce artist complete sheet.	Art - Dot Art – link to animals Artist: Yayoi Kusama Discuss colour wheel and talk about primary and secondary colours. Children to make their own colour wheels.	Art - Dot Art – link to animals Artist: Yayoi Kusama Children to have templates to begin to explore using dot art.	Art - Dot Art – link to animals Artist: Yayoi Kusama Children to make their own animals paintings using dot art.				
Expressive arts and design	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Make use of props and materials when role playing characters in narratives and stories.	Make use of props and materials when role playing characters in narratives and stories.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share their creations, explaining the process they have used.	Create collaboratively sharing ideas, resources and skills.	Invent, adapt and recount narratives and stories with peers and their teacher.	Invent, adapt and recount narratives and stories with peers and their teacher.
Music	REC – Sing up It's oh so quiet End of School Graduation Assembly songs- performance singing YR1 – Music enrichment	REC – Sing up It's oh so quiet End of School Graduation Assembly songs- performance singing YR1 – Music enrichment	REC – Sing up It's oh so quiet End of School Graduation Assembly songs- performance singing YR1 – Music enrichment	REC – Sing up It's oh so quiet End of School Graduation Assembly songs- performance singing YR1 – Music enrichment	REC – Sing up It's oh so quiet End of School Graduation Assembly songs- performance singing YR1 – Music enrichment	REC – Sing up It's oh so quiet End of School Graduation Assembly songs- performance singing YR1 – Music enrichment	REC – Sing up It's oh so quiet End of School Graduation Assembly songs- performance singing YR1 – Music enrichment	Children to perform a range of songs they have learnt throughout the year.
Computing		REC - Boats Ahoy – lesson 1 YR1 - Pictograms + ongoing Digital Literacy I can enter data into a computer system I can use a computer to present data		REC - Boats Ahoy – lesson 2 YR 1 - Pictograms + ongoing Digital Literacy I can enter data into a computer system I can use a computer to present data		REC - Boats Ahoy – lesson 3 YR 1 - Pictograms + ongoing Digital Literacy I can enter data into a computer system I can use a computer to present data	REC - Boats Ahoy – lesson 4 YR 1 - Pictograms + ongoing Digital Literacy I can enter data into a computer system I can use a computer to present data	

HALF TERM CURRICULUM PLAN

		I can find answers to questions by looking at data		I can find answers to questions by looking at data		I can find answers to questions by looking at data	I can find answers to questions by looking at data	
Online safety	REC - Privacy and security Copywrite and ownership YR 1 - Privacy and security Copywrite and ownership							REC -Privacy and security Copywrite and ownership YR1 - Privacy and security Copywrite and ownership
PSHE/RSE SCARF Being My Best!	Growing and Changing -Healthy me -Then and now -Life stages – plants/animals/humans -Taking care of a baby -RSE Where do babies come from?	Growing and Changing -Healthy me -Then and now -Life stages – plants/animals/humans -Taking care of a baby -RSE Who can help?	Growing and Changing -Healthy me -Then and now -Life stages – plants/animals/humans -Taking care of a baby -RSE Getting bigger/	Growing and Changing -Healthy me -Then and now -Life stages – plants/animals/humans -Taking care of a baby -RSE Surprises and secrets	Growing and Changing -Healthy me -Then and now -Life stages – plants/animals/humans -Taking care of a baby -RSE Me and my body- girls and boys	Growing and Changing -Healthy me -Then and now -Life stages – plants/animals/humans -Taking care of a baby -RSE Keeping privates private.	Consolidation week.	
Religious Education	REC – Unit 6: Which stories are special and why? YR 1 - Unit 12: How should we care for others and the world and why does it matter?	REC – Unit 6: Which stories are special and why? YR 1 - Unit 12: How should we care for others and the world and why does it matter?	REC – Unit 6: Which stories are special and why? YR 1 - Unit 12: How should we care for others and the world and why does it matter?	REC – Unit 6: Which stories are special and why? YR 1 - Unit 12: How should we care for others and the world and why does it matter?	REC – Unit 6: Which stories are special and why? YR 1 - Unit 12: How should we care for others and the world and why does it matter?	REC – Unit 6: Which stories are special and why? YR 1 - Unit 12: How should we care for others and the world and why does it matter?	REC – Unit 6: Which stories are special and why? YR 1 - Unit 12: How should we care for others and the world and why does it matter?	Consolidation week.
Outdoor Learning/Visits and Trips					Children to create animal habitats using a range of materials.	Children to create animal habitats using a range of materials.		
Sustainability	Keeping animal habitats safe. Look at sea animals and impact of waste. Book: Clean up Nathan Bryon.							