



Half Termly Curriculum Map

Summer 2 – Sowing and Growing



SKILLS FOCUS	Week 1 W.B - 6.6.22	Week 2 W.B - 13.6.22	Week 3 W.B - 20.6.22	Week 4 W.B - 27.6.22	Week 5 W.B - 4.7.22	Week 6 W.B - 11.7.22	Week 7 W.B - 18.7.22
Personal, Social and Emotional Development	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Talk to children about our school rules and the importance of looking out for each other. Link to My PB and being honest. See MY PB cards for support.</p>	<p>Show sensitivity to their own and to others' needs.</p> <p>Give children opportunities to be able to be kind to each other. Respect each other and listen. Circle time games to support this and to begin to talk about transition.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Form positive attachments to adults and friendships with peers.</p> <p>Talk about the importance of sharing feelings. Create a feelings box. Thinking of the times ahead with transition children to be able to write worries down and be honest about how they feel. Talk about a range of feelings and what happens when they feel that way.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Plan, do and review activities. Encourage children to plan their activity and discuss what they would like the outcome to be.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Following two, three-part instructions effectively. Encourage children to listen carefully and not rush to get to the first instruction</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Link to transition activities.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Link to transition activities.</p>
Communication and Language	<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.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Link to story retell in literacy. Ensure all children are engaged and retelling the story with confidence.</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.</p> <p>Link to discussions about the story. Children to be able to talk about the story with confidence. Encourage children to talk about familiar books in the book area and discuss the story.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Discussion around the story and innovating the story.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Link to Literacy and growing cress seeds. Encourage children to discuss what they have learnt about planting and growing a seed.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>In circle time activities allow opportunities for back and forth conversations in partners, small groups and whole class discussions.</p>	<p>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.</p> <p>Link to transition activities</p>	<p>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.</p> <p>Link to transition activities</p>
SCARF	Growing and Changing	Growing and Changing	Growing and Changing	Growing and Changing	Growing and Changing	Growing and Changing	Growing and Changing
My Personal Best – Thinking me..	Honesty	Honesty	Honesty	Courage	Courage	Courage	Courage
Physical Development - Athletics Gross motor skills	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p>



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	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children will be taught how to use their bodies to: Sprint 30m</p>	<p>coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children will be taught how to use their bodies to: Jump for height 5- 9cm Jump for distance 30-59cm</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children will be taught how to use their bodies to: Jump for height 5- 9cm Jump for distance 30-59cm</p>	<p>coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children will be taught how to use their bodies to: Leap hurdles 30m within 16-12secs</p>	<p>coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children will be taught how to use their bodies to: Overarm throw Chest push</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children will be taught how to use their bodies to: Overarm throw Chest push</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children will be taught how to use their bodies to: Run for longer distance</p>
Physical development – Fine motor skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Use a range of small tools, including scissors, paintbrushes and cutlery.	Use a range of small tools, including scissors, paintbrushes and cutlery.	Begin to show accuracy and care when drawing.	Begin to show accuracy and care when drawing.
Literacy (Reading)	<p>RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Anticipate (where appropriate) key events in stories.</p>	<p>RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Anticipate (where appropriate) key events in stories.</p>	<p>RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p>	<p>RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p>	<p>RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p>	<p>RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p>
Literacy - Writing	<p>Talk for writing week 1</p> <p>Outcome: I can retell a simple story</p> <p>Skill: Write simple phrases and sentences that can be read by others.</p>	<p>Talk for writing week 2</p> <p>Outcome: Skill: Spell words by identifying sounds in them and representing</p>	<p>Talk for writing week 3</p> <p>Outcome: I can write a simple story.</p> <p>Skill: Write short sentences with words with known letter sound</p>	<p>Outcome: I can write a set of instructions</p> <p>Skill: Write simple phrases and sentences that can be read by others.</p>	<p>Outcome: I can label parts of a flower</p> <p>Skill: Write recognisable letters, most of which are correctly formed.</p>	<p>Outcome: I can write a recipe.</p> <p>Skill: Write simple phrases and sentences that can be read by others.</p>	<p>Outcome can write a letter</p> <p>Skill: Write short sentences with words with known letter sound correspondences using</p>



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<p>Story Focus – The growing story Talk for writing – The little red hen</p>	<p>Use story map to retell the story. Focus on key vocabulary. (See story card in bumper book) Acting out the story. Hot seating characters. Character description of the characters in the story.</p>	<p>the sounds with a letter or letters.</p> <p>Boxing up the story</p> <p>Talk about what happens in the beginning, middle and ending of the story. Draw pictures to match their talking. Scribe their talking.</p> <p>Sequence the story in the correct order.</p>	<p>correspondences using capital letter and full stop.</p> <p>Write the story of the 'The little red hen'</p> <p>LA – Initials sounds, forming letters</p> <p>MA - CVC words</p> <p>HA – Simple sentence/Innovation of the story.</p>	<p>Write a set of instructions about how to grow cress.</p>	<p>Do a walk around the school to see as many different flowers. Label different parts of a flower.</p> <p>Outcome: I know the life cycle of a flower Skill: Write recognisable letters, most of which are correctly formed Children to learn about the life cycle of a flower. Draw the life cycle and write a sentence about each part.</p>	<p>Using the cress that children have grown add to egg to make sandwiches. Write the recipe after they have made the sandwiches.</p>	<p>capital letter and full stop.</p> <p>Write a letter to their new teacher to tell them about themselves. Things that they have learnt, things they are good at and things that they would like to learn in Year 1.</p>
<p>Mathematics</p>	<p>Doubling</p> <p>I can explore and represent patterns within numbers up to 10, including even and odds, double facts and how quantities can be distributed equally.</p> <p>Children will learn double means twice as many.</p> <p>Children to explore making double, using a variety of resources.</p> <p>Using part, part whole children to find the total of doubles e.g. double 5 is...10. Use cubes, natural resources, numicon to support.</p>	<p>Halving and sharing</p> <p>I can explore and represent patterns within numbers up to 10, including even and odds, double facts and how quantities can be distributed equally.</p> <p>Teddy bears picnic</p> <p>In small groups children to set up a picnic ensuring everyone has equal amounts.</p> <p>Have real food and children to half their food between them and their teddy.</p> <p>Snack area good for halving/sharing children to work in small groups.</p>	<p>Odds and evens</p> <p>I can explore and represent patterns within numbers up to 10, including even and odds, double facts and how quantities can be distributed equally.</p> <p>Children to use a tens frame to build pairwise patterns and sort them into which have even numbers, and which have odd numbers. (equal and unequal groups)</p> <p>Number Blocks, Series 2, Episode 11, Odds and Evens</p>	<p>Number bonds to 5 and 10.</p> <p>I can automatically recall number bonds to 5 and some number bonds to 10, including double facts.</p> <p>Children to explore number bonds to 5 and 10 using real objects.</p> <p>Use other manipulative such as finger, bead strings, ten frames and part, part whole to explore number bonds to 5 and 10.</p> <p>Number Blocks, series 3, episode 3. The number blocks express.</p>	<p>Spatial reasoning-positional language different viewpoints.</p> <p>Provide opportunities for children to replicate simple constructions, models, real places and places in stories. Prompt them to use positional language to describe where objects are in relation to other items. The use of gesture to accompany the positional language can also support understanding.</p> <p>Walk of school, encourage the children to notice and describe where things are in relation to others.</p>	<p>Problem solving.</p> <p>Children need time and opportunities to engage in extended problem solving and develop their critical thinking skills.</p> <p>Making boats using different materials to travel across the water. What went well? How could we change the boat to make it better? Did it float or sink?</p> <p>Support children to carry out their plans and to make adaptations as they go along. Afterwards, encourage the children to review and discuss their strategies. Which were the most successful, which didn't work and why?</p> <p>Small word area with animals. There are 12 legs in this field what animals could be in there and how many? If I had 2 goats in the field how many legs would there be?</p>	<p>Patterns and relationships.</p> <p>Children should be given opportunities to explore and investigate relationships between numbers and shapes.</p> <p>Children to create repeating patterns using shape. Continue to create widening range of repeating patterns and symmetrical constructions. Draw children's attention to patterns in stories from a range of cultures.</p> <p>Use the natural materials and loose parts to create repeating patterns. Encourage the children to make different patterns which have the same structure? Can they build a circular repeating pattern which continues around the circle?</p>



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	BBC Number blocks Series 2, Episode 9, Double Trouble.						
Understanding the World	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.			Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Map work- Provide a range of maps and plans for the children to discuss. Provide opportunity for children to create their own maps. Outside- Provide children with a simple map of an obstacle course. Children to use the map to build the course. After they could design their own course.	Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Expressive Arts and Design	Make use of props and materials when role playing characters in narratives and stories. Link to retelling the story in talk for writing.	Invent, adapt and recount narratives and stories with peers and their teacher. Link to Literacy	Sing a range of well-known nursery rhymes and songs. Begin to practise songs for graduation	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Link to Sports Day preparation afternoon	Share their creations, explaining the process they have used. Sharing what they children have created for Sports Day	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music Link to graduation	Share their creations, explaining the process they have used. Link to transition activities
Music	Music Express: Our Senses: Seaside	Music Express: Our Senses: Clocks	Music Express: Our Senses: Soundwall	Music Express: Our Senses: Papery sounds	Music Express: Our Senses: Cake Makers	Music Express: Our Senses: Teddy Bears	Performances between classes.
RE	Theme: Special Places Key Question: What makes places special? Religions:						



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	Christianity, Islam, Judaism						
Educational Visits/Visitors/Special Events		Wheal Martyn Trip		Sports Day prep	Sports Day	Graduation	Beach trip
Parental Involvement					Sports Day	Graduation	