

HALF TERM CURRICULUM PLAN

Term: Spring 1 Robins and Owls		Topic: Where in the World? The Snail and The Whale.				
<u>Super Starter (Wow Moment):</u> Make clay snails, sing the Whale and the Snail song, make snail masks to wear, make snail prints, pastel snail pictures, create origami whales, make a magnetic sea picture.						
Key Text: "The Snail and The Whale" by Julia Donaldson	<u>Week 1</u> 6.1.25	<u>Week 2</u> 13.1.25	<u>Week 3</u> 20.1.25	<u>Week 4</u> 27.1.25	<u>Week 5</u> 3.2.25	<u>Week 6</u> 10.2.25
Reading	RWI Include additional reading activities linked to T4W/class phonics.	RWI	RWI	RWI	RWI	
Writing	Immersion Noun collection and modification Verb collection and modification Sentence composition- subject verb Sequence the story	Innovation: Change the characters and some of the destinations they travel past.	Invention: Create your own journey tale.			
Skills	<i>mp, id, ig, nd, ld</i>	<i>ee, ai, ay, ime, ine</i>	<i>op, oy, one, ome, oa</i>	<i>og, wa, wo, ol, ot</i>	<i>wh, oh, eel, eet, ae</i>	
Mathematics	Addition and Subtraction Add from a 10 Add across a 10 Subtract to a 10 Make ten and then Numbersense.	Addition and Subtraction Subtract from a 10 Subtract across a 10 Add 10s Subtract 10s Make ten and then Numbersense.	Addition and Subtraction Add two 2-digit numbers (not across 10) Add two 2-digit numbers (across a 10)	Addition and Subtraction Subtract two 2-digit numbers (not across 10) Subtract two 2-digit numbers (not across 10)	Addition and Subtraction Mixed addition and subtraction Compare number sentences Missing number problems	Multiplication and Division Count in 2s, 5s and 10s. Count in 3s Recognise equal groups Make equal groups
Maths Fluency Numbersense	Stage 3 Fluency facts within 10 Stage 5 Doubles and halves Seeing doubles Seeing halves	Stage 3 Fluency facts within 10 Stage 5 Doubles and halves Near doubles Near halves	Stage 3 Fluency facts within 10 Stage 5 Doubles and halves Hidden doubles Hidden halves	Stage 3 Fluency facts within 10 Stage 5 Adding 9 Adding 8	Stage 3 Fluency facts within 10 Stage 5 Adding 9 Adding 8	
Science	Not in focus this half term					
History	Not in focus this half term.					

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Geography Would you prefer to live in Sri Lanka or England?				1. Where do I live and what is it like? 2. Where is Sri Lanka and how could we get there?	3. What is Sri Lanka like? 4. What sights smells and tastes might I encounter in Sri Lanka?	5. How does life in Sri Lanka compare to that of life in England? 6. Would you prefer to live in Sri Lanka or England?
Art and Design	Barbara Hepworth Sculptures - Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines and making links to their own work. Barbara Hepworth Fact file	People sculptures People waiting -take a group photo Children sketch the outlines of bodies Children make a representation of the picture using construction, collage, wooden bricks, stickle bricks. 	Use a range of materials creatively to design and make products. - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Look at Tate Kids Website Carving a bar of soap like a Barbara Hepworth sculpture. 	Express opinions about BH sculptures. Plan a sculpture we want to make out of clay. Practise with playdough. Review our technique/outcome.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space creatively to design and make products.	
Design Technology	Not in focus this half term.					
Music	Music express- Unit 3 – Our Land Musical focus-exploring vocal sounds Watery Myths	Music express- Unit 3 – Our Land Musical focus-exploring vocal sounds More Myths	Music express- Unit 3 – Our Land Musical focus-exploring vocal sounds Myth Performance	Music Express–Unit 6 - Number Musical focus-beat Number songs	Music Express–Unit 6 - Number Musical focus-beat Counting songs	
Physical Education Dance	Listen to and appraise music for dance performance.	Link two or more actions together. Use a range of vocabulary to describe moods and how dances make them feel.	Perform dances using simple movement patterns with a clear start, middle and end.	On their own can remember and perform short dance routines to other children (steps 1-8)	Evaluate and improve a dance performance by recording and viewing their rehearsals.	
Computing Computer Programming Scratch Junior	Scratch Junior I can create characters that race each other at different speeds.	Scratch Junior I can create an animated scene with characters that talk to each other using speech bubbles.	Scratch Junior I can create an animated scene with speech bubbles and debug my code.	Project Evolve Online Bullying I can describe how to behave online in ways that do not upset others.	Project Evolve I can demonstrate how to navigate a simple webpage to get to information I need.	Safer Internet Day- SCAM I know that not everything online is true. I can explain what to do if I'm worried or upset by something online.
PSHE/RSE Valuing difference	What makes us who we are?	How do we make others feel?	My special people	When someone is feeling left out. An act of kindness.	Solve the problem.	

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<p>Religious Education Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam</p>	<p>Engagement: Explore the dedication to praying 5 times a day.</p>	<p>Investigation: Explore how and why Muslims pray 5 times a day.</p>	<p>Investigation: Explore the meaning behind prayer.</p>	<p>Investigation: Explore mosques. Explore the pillars of Islam.</p>	<p>Investigation: Explore something we have stuck to, i.e. a club sports - How has this impacted your life? link to prayer. Make a commitment for the half term.</p>	
<p>Outdoor Learning/Visits and Trips</p>				<p>Locality Walk: Monday 27th January</p>		