

# HALF TERM CURRICULUM PLAN

Term: Summer 2		Topic: Near and Far					
<b><u>Super Starter (Wow moment):</u></b>  Virtual Flight to London  Beach visit  <b><u>Enquiry question: How different is London to Cornwall</u></b>		<b><u>Fabulous Finish: Graduation and Drumming performance</u></b>					
Key Text:	<b><u>Week 1</u></b> <b><u>w/b: 2.6.2025</u></b>	<b><u>Week 2</u></b> <b><u>w/b: 9.6.25</u></b>	<b><u>Week 3</u></b> <b><u>w/b: 16.6.25</u></b>	<b><u>Week 4</u></b> <b><u>w/b: 23.6.25</u></b>	<b><u>Week 5</u></b> <b><u>w/b: 19.5.25</u></b>	<b><u>Week 6</u></b>	<b><u>Week 7</u></b>
Personal, Social and Emotional Development	<b>I can work and play cooperatively with other children.</b>  Responding to people in a friendly way.	<b>I can show an understanding of my feelings and those of others and begin to regulate their behaviour.</b> Maintain control of feelings – Talk about different opinions we ache have.  Show sensitivity to their own and to others' needs.	<b>I can explain reasons for rules, know right from wrong and try to behave accordingly.</b>  Adapting to change in routine – Linked to transition and other events that happen in this half term.	<b>I can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b>  Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.	<b>I can form positive attachments to adults and friendships with peers.</b>  Focus on developing friendship groups.  Team games.	<b>I can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b>  Children to plan what they would like to do and complete this.	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.
Communication and Language	<b>I can make comments about what they have heard and ask questions to clarify</b>  Make comments about what they have heard and ask questions to clarify their understanding.	<b>I can make comments about what they have heard and ask questions to clarify</b>  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	<b>I can make comments about what they have heard and ask questions to clarify</b>  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	<b>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b>	<b>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b>	<b>I can express my 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.</b>  Circle time activities linked to transition.	<b>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.</b>  Circle time activities linked to transition.
WellComm	<b>Listening skills level 5 5A</b> <b>Listening, remembering and finding two objects – shopping game</b> Next, bag, basket, add, remember, pack, holiday, shopping.	<b>Listening skills level 6 6A</b> <b>Listening to a story</b> Story language, first, next, then, finally,	<b>Listening skills level 6 6B</b> <b>Playing a memory game</b> Action words, before, after, preposition,	<b>Listening skills level 6 6C</b> <b>Variations on a shopping game</b> I saw, I got, some, bought, shop, went, bag	<b>Listening skills level 6 6D</b> <b>Guess what it is</b> Is it... Can it be... How do you know? It is...	<b>Listening skills level 6 6E</b> <b>Using visual supports to help children complete an activity</b> Next, before, after	<b>Assessment</b>

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<b>Physical (Fine motor)</b>	<p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Handwriting activities</p>	<p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Reinforcing and supporting correct formations.</p>	<p>Handle equipment and tools effectively, including pencils for writing.</p> <p>Cutting skills.</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Handwriting patterns, handwriting, scissor skills.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Independent sentence writing.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Developing independent writing.</p>	<p>Handle equipment and tools effectively, including pencils for writing.</p> <p>Developing independent writing.</p>
<b>Pen Disco</b>	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
<b>Physical (Gross motor)</b>  Key values: Curiosity Imagination	<p>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.</p> <p>Children will be taught how to use their bodies to: Sprint 30m</p> <p>Year 1 - Athletics Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and 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>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</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and 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>Year 1 – Athletics Continue to practise athletics skills. Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and 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>Year 1 – Athletics Continue to practise athletics skills. Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and 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 pass</p> <p>Year 1 – Athletics Continue to practise athletics skills. Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and 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 pass</p> <p>Year 1 – Athletics Continue to practise athletics skills. Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and 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: Run for longer distance</p> <p>Year 1 – Athletics Children to participate in a range of athletics activities.</p>
<b>My Personal Best Focus. Healthy me...</b>	<b>Honesty</b>	<b>Honesty</b>	<b>Honesty</b>	Courage	<b>Courage</b>	<b>Courage</b>	<b>Courage</b>
<b>Reading</b>	RWI Handa's Surprise Town Mouse and Country Mouse  Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge,	<b>PSC week</b>  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	RWI Handa's Surprise Town Mouse and Country Mouse  Anticipate (where appropriate) key events in stories.	RWI Handa's Surprise Town Mouse and Country Mouse Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	RWI Handa's Surprise Town Mouse and Country Mouse  Demonstrate understanding of what has been read to them by retelling stories and narratives using their	RWI Handa's Surprise Town Mouse and Country Mouse  Use and understand recently introduced vocabulary during discussions about stories, non- fiction,	RWI Handa's Surprise Town Mouse and Country Mouse Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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	including some common exception words.				own words and recently introduced vocabulary.	rhymes and poems and during role play.	
<b>Writing Year One</b>	<b>History non-chronological report</b>  <b>Complete History unit from Summer 1</b> Week 1 Summer 2: <b>6. Why was Florence Nightingale special?</b>  <u>Non-fiction:</u> History non-chronological report  I can appreciate that some famous people have helped our lives be better today.	Geography link Use capital letters for the names of people, places and days of the week.	Geography link Use capital letters for the names of people, places and days of the week.	Geography link Leaflet on London or Par Use capital letters for the names of people, places and days of the week.	Immersion My Gumpy's outing Children learn the story and create story mountain linked to the story.  -Spell words that use suffixes for plurals or 3 <sup>rd</sup> person.	Innovation/ Invention My Gumpy's outing  Children innovate and rewrite the story using their own ideas,	Recount WOW write  Use sequenced sentences in chronological order to recount an event/experience. (basic adverbials used eg. First, Then, Next, After that)
<b>Writing Reception</b>	Write facts linked to different superheroes.  Write simple phrases and sentences that can be read by others.	Children to draw a picture of a place they like to visit and write why.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write a list of things that we like about where we live.  Write recognisable letters, most of which are correctly formed.	Make a simple leaflet to advertise Par  Write simple phrases and sentences that can be read by others.	Story Mountain  Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Rewrite of story.  Write simple phrases and sentences that can be read by others.	Letter to new teacher  Recount WOW write  Write simple phrases and sentences that can be read by others.
<b>Story Vocabulary</b>	One day, boat, squabbled, children, along, tease, bleated trampled, kicked, flapped, climb						
<b>Rhyme of the Week</b>	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.	
<b>Mathematics Year One</b>	Geometry: position and direction Describe Turns Describe position left and right Forwards and backwards Above and below Ordinal numbers	Number: place value (within 100) The number line to 100 1 more, 1 less. Compare numbers with the same number of tens. Compare any two numbers.	Number: place value (within 100) Compare any two numbers.  Measurement: money Unitising Recognise coins Recognise notes Count coins	Measurement: money Unitising Recognise coins Recognise notes Count coins	Measurement: time Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour	Measurement: time Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour	Consolidation Consolidate maths learning with a range of problem solving activities linked to assessment.

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<b>Mathematics Reception</b>	Sharing and grouping <ul style="list-style-type: none"> <li>Exploring shape</li> <li>Sharing</li> <li>Explore grouping</li> </ul>	Sharing and grouping <ul style="list-style-type: none"> <li>Grouping</li> <li>Odd and even</li> <li>Play with and build doubles</li> </ul>	Visualise, build and map <ul style="list-style-type: none"> <li>Identify units of repeating patterns</li> <li>Create own pattern rules</li> <li>Explore own pattern rules</li> </ul>	Visualise, build and map <ul style="list-style-type: none"> <li>Replicate and build scenes and constructions</li> <li>Visualise from different positions</li> <li>Describe positions</li> <li>Give instructions to build</li> </ul>	Visualise, build and map <ul style="list-style-type: none"> <li>Explore mapping</li> <li>Represent maps with models</li> <li>Create own maps from familiar places</li> <li>Create own maps and plans</li> </ul>	Make connections <ul style="list-style-type: none"> <li>Deepen understanding</li> <li>Patterns and relationships</li> </ul> <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>
<b>Rhyme of the week</b>	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
<b>Understanding the World</b>	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, stories, non-fiction texts and maps.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Children will explore the natural world around them.	Children will explore the natural world around them.
<b>History/ Geography</b>	<b>6. Why was Florence Nightingale special?</b>  <u>Non-fiction:</u> History non-chronological report  I can appreciate that some famous people have helped our lives be better today.	Geography <ol style="list-style-type: none"> <li>What do we know about where we live? I can describe where I live</li> <li>What are the capital cities of the UK? I can name the 4 capital cities of the UK.</li> </ol> Name and locate countries and capital cities of UK and surrounding seas  Name, locate and identify characteristics of the four	<ol style="list-style-type: none"> <li>What is it like to live in a city? I can describe the key features of a city.</li> <li>What landmarks are there in London? I can compare a local landmark to a London landmark.</li> </ol> <u>Locality study</u> Study a contrasting environment in the UK and compare to our own locality	<ol style="list-style-type: none"> <li>How is London different to Cornwall? I can describe a contrasting location.</li> <li>Would you rather live in London or Cornwall? I can describe my favourite place using geographical vocabulary.</li> </ol>			

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		countries and capital cities of the UK and its surrounding seas. (English channel, Atlantic ocean, North Sea					
Science				<b>Why is it made like that?</b> Everyday materials Investigate the properties of materials to answers the enquiry: Carry out fair tests to explore a range of materials and compare. Make predictions, record findings and evaluate. Talk about the differences between materials. DT link- making boats.			
Design Technology				Design – Children will design their own boats, choosing materials for a purpose. Make- Children will make boats combining materials. Evaluate- Children will test their boats and evaluate how well they worked.			
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.	<b>DT</b> – materials - making boats  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.
Music	Travel  Year 1 – Music Enrichment	Travel  Year 1 – Music Enrichment	Travel  Year 1 – Music Enrichment	Travel  Year 1 – Music Enrichment	Travel  Year 1 – Music Enrichment	Travel  Year 1 – Music Enrichment	Travel  Year 1 – Music Enrichment performance to parents
Computing	ONLINE SAFETY	Boats Ahoy  Grouping data	Boats Ahoy  Grouping data	Boats Ahoy  Grouping data	Boats Ahoy  Grouping data	Boats Ahoy  Grouping data	ONLINE SAFETY
Online safety	Privacy and security  Copywrite and ownership						Privacy and security  Copywrite and ownership

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<b>PSHE/RSE</b> <b>SCARF</b> Healthy Me!	<b>Growing and Changing</b> -Healthy me	<b>Growing and Changing</b> -Then and now	<b>Growing and Changing</b> -Taking care of a baby	<b>Growing and Changing</b> -RSE Where do babies come from?/Who can help? Getting bigger/	<b>Growing and Changing</b> - Surprises and secrets	<b>Growing and Changing</b> - Surprises and secrets -Me and my body- girls and boys/-Keeping privates private.	<b>Transition preparation</b> Letters to new teachers
<b>Religious Education</b>	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism  Are Rosh Hashanah and Yom Kippur important to Jewish children? Engagement	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism  Are Rosh Hashanah and Yom Kippur important to Jewish children? Investigation (week 1)	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism  Are Rosh Hashanah and Yom Kippur important to Jewish children? Investigation (week 2)	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism  Are Rosh Hashanah and Yom Kippur important to Jewish children? Investigation (week 3)	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism  Are Rosh Hashanah and Yom Kippur important to Jewish children? Evaluation	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism  Are Rosh Hashanah and Yom Kippur important to Jewish children? Evaluation	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism  Are Rosh Hashanah and Yom Kippur important to Jewish children? Expression
<b>Outdoor Learning/Visits and Trips</b>							
<b>Diary dates</b>		15.6.25 Father's Day	19.6.25 PM Sports Day Prep	26.6.25 Sports Day		9.7.25 – New Reception teddy bears picnic	Wednesday 16 <sup>th</sup> – Whole school transition  EYFS graduation 17 <sup>th</sup> July  Drumming final showcase – Friday 18 <sup>th</sup>