

# HALF TERM CURRICULUM PLAN

<b>Term: Summer 1</b>		<b>Topic: Superheroes</b>			
<b>Super Starter (Wow moment): Superhero dress up day</b>		<b>Fabulous Finish:</b> Visit from a doctor/ nurse			
<b>Enquiry question: Why are heroes important?</b>					
<b>Key Text:</b>	<b>Week 1</b> <b>w/b: 22.4.25</b>	<b>Week 2</b> <b>w/b: 28.4.25</b>	<b>Week 3</b> <b>w/b: 6.5.25</b>	<b>Week 4</b> <b>w/b: 12.5.12</b>	<b>Week 5</b> <b>w/b: 19.5.25</b>
<b>Personal, Social and Emotional Development</b>	<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 and emotions and think about how we would feel in these situations.</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 signs of summer hunt to enable them to explore the school environment.</p>	<p>I am confident to speak in a small group.</p> <p>Circle time activities linked to history learning. Who is a hero? How do we spot a hero? What characteristics does a hero need?</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>
<b>Communication and Language</b>	<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>Story time discussions.</p> <p>Discussions around linked key text.</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>
<b>WellComm</b>	<p><b>9.9</b> <b>Making inferences using idioms</b> idioms, feelings, what is happening? How do you know?</p>	<p><b>9.10</b> <b>Talking about things that are going to happen</b> Future tense, happen, next, I will... Going to... I shall...</p>	<p><b>9A</b> <b>Supporting language understanding and use by using visual prompts</b> Story language, like, dislike, explain, tell,</p>	<p><b>9B</b> <b>Describing what might happen next</b> Next, what, explain, tell, how do you know.</p>	Assessment week
<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</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 handle equipment and tools effectively, including pencils for writing.</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>
<b>Pen Disco</b>	Waves	Circles – starting at a dot	Spirals -starting at a dot	Loops -lines across	Triangles
<b>Physical (Gross motor)</b>	<p>Striking and fielding</p> <p>Focus on technique on striking a ball with control when shown.</p>	Striking and Fielding	Focus on technique on fielding a ball using under and over arm throwing.	Focus on technique on fielding a ball using under and over arm throwing.	Able to play simple games in small groups, applying rules

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Key values: Curiosity Imagination	(cricket, rounders, , softball, kickball, golf)  <b>I can combine different movements with ease and fluency.</b>  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.	Focus on technique on striking a ball with control when shown.  (cricket, rounders, softball, kickball, golf)  <b>I can develop overall body strength</b>  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.  Focus on where the direction of where their body and arms show go when throwing a ball underarm or overarm.	(cricket, rounders, , softball, kickball, golf)  <b>I can combine different movements with ease and fluency.</b>  Focus on aiming at specific targets e.g. Stumps, buckets, hoops.  Identify what type of throw would be appropriate for different distances. E.g. The greater distance would need an over arm throw.	(cricket, rounders, , softball, kickball, golf)  <b>I can combine different movements with ease and fluency.</b>  Focus on striking a ball using different types of equipment. Striking a ball into a goal. Golf putters. Cricket bats. Rounders bats.  Look at striking the balls at certain targets and look at	and skills that have been taught.  (cricket, rounders, , softball, kickball, golf)  <b>I can develop overall body strength</b>  Focus on aiming at targets while striking a static or self-bowled ball.  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.
<b>My Personal Best Focus. Healthy me...</b>	Self-belief	Self-belief	Self-belief	Self-belief	Honesty
<b>Reading</b>	RWI phonics, comprehension and spelling teaches skills progressively across EYFS, Yr1 and Yr 2 (see additional reading progression document)	RWI phonics, comprehension and spelling teaches skills progressively across EYFS, Yr1 and Yr 2 (see additional reading progression document)	RWI phonics, comprehension and spelling teaches skills progressively across EYFS, Yr1 and Yr 2 (see additional reading progression document)	RWI phonics, comprehension and spelling teaches skills progressively across EYFS, Yr1 and Yr 2 (see additional reading progression document)	RWI phonics, comprehension and spelling teaches skills progressively across EYFS, Yr1 and Yr 2 (see additional reading progression document)
<b>Writing Year One</b>	<b>A superhero like you Immersion</b> -Begin to use other punctuation such as exclamation and question marks.	<b>A superhero like you Retell/ Rewrite</b> - Plan writing by saying what they are going to write about (build a sentence) - Use the suffixes -ing, -ed, -er, -est where no change is needed to the root word.	<b>A superhero like you Innovation</b> - Plan writing by saying what they are going to write about (build a sentence)	History Focus	History Focus
<b>Writing Reception A superhero like you</b>	<b>I can write recognisable letter, most of which are formed correctly.</b>  Children to write character descriptions of 2 characters from the story.	<b>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</b> Children to box up the story Beginning, middle and end.	<b>I can write simple phrases and sentences that can be read by others.</b> Children to write the story 'A superhero like you.'	<b>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</b>  Write some descriptions of Florence Nightingale.	<b>I can write simple phrases and sentences that can be read by others.</b> Children to look at what healthcare looks like now and compare from the past.
<b>Rhyme of the Week</b>	I'm a little Teapot	Peter Piper Pumpkin	London Bridge is Falling Down	Flippy, Floppy Scarecrow	She'll be coming round the mountain
<b>Mathematics Year One</b>	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

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<p><b>Mathematics Reception</b></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 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>
<p><b>Rhyme of the week</b></p>	<p>Sesame Street's Pinball Number Count</p>	<p>Catch, catch, catch a fish</p>	<p>10 Currant Buns</p>	<p>Here we go on a shape hunt</p>	<p>2D shape song</p>
<p><b>Understanding the World</b></p>	<p>I can explore the natural world around them, making observations and drawing pictures of animals and plants. Children will explore the natural world around them making link with current learning.</p>	<p>I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. Children to discuss different jobs, making links to current class story.</p>	<p>I can talk about members of their community (people who have links to our school historically) Comment on images of familiar situations in the past.</p>	<p>I can listen to and recall historical stories. I can talk about what life was like a long time ago I know some similarities and differences between things in the past and now. Children to learn about what life was like in the past linked to nurses and Florence Nightingale.</p>	<p>I can talk about my own experiences. I can understand the past through listening to stories in class. I can talk about the lives of people around me and their roles in society. Talk about own experiences of when they have visited a doctors, dentist or hospital.</p>
<p><b>History</b></p>				<p><b>History-</b> The life of Florence Nightingale. Learn about the life of the significant individual 'Florence Nightingale'. Find out about how hospitals have changed as a result of her work. Make comparisons.</p> <p><b>Enquiry question- Why are heroes important?</b> <b>1. Who was Florence Nightingale?</b> I can find out more about a famous person from the past and carry out some research on him or her. <b>2. What were hospitals like in the past?</b> I can explain the differences between past and present and from different times in history. <b>3. Where there any other famous nurses in history?</b></p>	<p><b>4. What is healthcare like today and why?</b> I can talk about what life is like today. <b>5. How did nurses from the past change the lives of people today?</b> I know that over time health care has changed because of people like Florence Nightingale. <b>6. Why was Florence Nightingale special?</b></p> <p><b>Non-fiction:</b> History non-chronological report</p> <p>I can appreciate that some famous people have helped our lives be better today.</p>

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				I can learn about significant people from the past. <b>Nurses and People who Help us.</b>	
<b>Art and Design</b>	<p><b>Art</b> - Transitional art – beach sculptures (Andy Goldsworthy)  <b>Famous Artist: Andy Goldsworthy</b>  <b>Outcome: Transient Art</b>            Children will learn what transient art is. c. They will look at the work of an artist (e.g. Andy Goldsworthy) children learn how to use their inquiry skills to find out more about transient art.            Children will look at other famous artists, artwork, describing what they can see and giving an opinion about the work of the focus artist.</p> <p>Children to explore spirals and look at thickness in lines and how these change the image.</p>	<p><b>Art</b> - Transitional art – beach sculptures (Andy Goldsworthy)  <b>Famous Artist: Andy Goldsworthy</b>  <b>Outcome: Transient Art</b>            Create their own transient art using a range of natural materials and objects exploring pattern and design</p>	<p><b>Art</b> - Transitional art – beach sculptures (Andy Goldsworthy)  <b>Famous Artist: Andy Goldsworthy</b>  <b>Outcome: Transient Art</b>            Children will create their own transient artwork using sand trays, in the style of artists that they have been learning about e.g. Andy Goldsworthy.            Combining taught creative skills, children will experiment with pattern and texture.</p>	<p><b>Art</b> - Transitional art – beach sculptures (Andy Goldsworthy)  <b>Famous Artist: Andy Goldsworthy</b>  <b>Outcome: Transient Art</b>            Children to draw their transient art designs, exploring line, texture and a variety of media including charcoals, pencil and crayons.</p>	<p><b>Art</b> - Transitional art – beach sculptures (Andy Goldsworthy)  <b>Famous Artist: Andy Goldsworthy</b>  <b>Outcome: Transient Art</b>            They will learn how to use pattern and create transitional art collages. They will ask questions about an artist's artwork.</p>
<b>Expressive arts and design</b>	<p><b>I can sing in a group or on their own, increasingly matching the pitch and following the melody.</b>  <b>I can create collaboratively sharing ideas, resources and skills.</b>            Children to sing songs in the outdoor area using instruments to support.            Children to give ideas within a group to create together.</p>	<p><b>I can invent, adapt and recount narratives and stories with peers and my teachers.</b>             Story telling opportunities linked to talk for writing.</p>	<p><b>I can share my creations, explaining the process they have used.</b>            Children to independently create and give reasons for their designs. Adults to challenge thinking through use of questioning.</p>	<p><b>I can perform songs, rhymes and stories with others and try to move in time to music.</b>            Have little performances on the stage for children to watch – provide crates as seating.</p>	<p><b>I can perform songs, rhymes and stories with others and try to move in time to music.</b>            Children to work in small groups to create dance routines or sing songs together.</p>
<b>Music</b>	<p><b>Year 1- Music enrichment with Anna.</b>            Sing in a group or on their own, increasingly matching the pitch and following the melody.            Create collaboratively sharing ideas, resources and skills.            Pattern</p>	<p><b>Year 1- Music enrichment with Anna.</b>            Sing in a group or on their own, increasingly matching the pitch and following the melody.            Create collaboratively sharing ideas, resources and skills.            Pattern</p>	<p><b>Year 1- Music enrichment with Anna.</b>            Sing in a group or on their own, increasingly matching the pitch and following the melody.            Create collaboratively sharing ideas, resources and skills.            Pattern</p>	<p><b>Year 1- Music enrichment with Anna.</b>            Sing in a group or on their own, increasingly matching the pitch and following the melody.            Create collaboratively sharing ideas, resources and skills.            Machines</p>	<p><b>Year 1- Performance.</b>            Sing in a group or on their own, increasingly matching the pitch and following the melody.            Create collaboratively sharing ideas, resources and skills.            Machines</p>
<b>Computing</b>	Online safety lesson	Summer Fun- Colour collections  Moving a Robot- Buttons	Moving a Robot- Directions	Summer fun- Seaside tangram Moving a Robot- Forwards and backwards	Online safety lesson
<b>Online safety</b>	Health, wellbeing and lifestyle				
<b>PSHE/RSE SCARF</b> Healthy Me!	<p><b>Being my Best</b>            -Taking care of something.</p>	<p>-Harold has a bad day.             EMHP workshop Tuesday – (anxiety)            Kingfishers 9.45-10.15            Puffins 10.15-10.45</p>	- Around and about the school.	<p>-Basic first aid.            EMHP workshop Tuesday – (friendships)            Kingfishers 9.45-10.15            Puffins 10.15-10.45</p>	-Harold's money.

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<b>Religious Education</b>	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Is Shabbat important to Jewish children?	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Is Shabbat important to Jewish children?	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Is Shabbat important to Jewish children?	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Is Shabbat important to Jewish children?	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Is Shabbat important to Jewish children?
<b>Outdoor Learning/Visits and Trips</b>	Superhero dress up day 22 <sup>nd</sup> April.	Explore our own environment looking for minibeasts and for creatures in our school outdoors.	Visit from school nurse/fire brigade/police	Visit from school nurse/fire brigade/ police	