

HALF TERM CURRICULUM PLAN

Term: Spring 1		Topic: Where in the world?				
Super Starter (Wow moment): Art morning and story telling		Fabulous Finish: Locality walks, Dance Extravaganza.				
Enquiry question: What would I like to change in my locality?						
Key Text:	Week 1 w/b: 6.1.25	Week 2 w/b: 13.1.25	Week 3 w/b: 20.1.25	Week 4 w/b: 27.1.25	Week 5 w/b: 3.2.25	Week 6 w/b: 10.2.25
Personal, Social and Emotional Development	I can manage my own needs. Reinforcing the rules after holidays.	I can think about the perspective of others. Speaking and listening games to support children to respond to what others are saying.	I can think about the perspective of others. Speaking to adults about their wants and talking in small groups and class situations.	I can see myself as a valuable individual. Children to talk about themselves and their homes. What type of home do you live in?	I can build constructive and respectful relationships. Children to engage in turn taking games.	I can build constructive and respectful relationships. Children to engage in turn taking games.
Communication and Language	I can use new vocabulary through the day.	I can ask questions to find out more and to check they understand.	I can use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	I can develop social phrases.	I can engage in non-fiction books.	I can engage in story times.
WellComm	8A Linked to seasons e.g. winter is cold	8B Story language	8C Descriptive language	Recap on section 8 See previous vocabulary	9.1 Days of the week 'befroe, after'	9.2 Action words. 'Batman is fed a banana by spiderman' items and actions, person. Assessments week
Physical (Fine motor)	I can hold a pencil correctly. Forming letters correctly	I can form lower case letters correctly. Work on letter formation.	I can form lower case letters correctly. Provide a range of opportunities to practise letter formation. Link to Pen Disco.	I can develop their small motor skills so that they can use a range of tools competently, safely and confidently. Scissor skills activities throughout the week.	I can develop their small motor skills so that they can use a range of tools competently, safely and confidently. Handwriting patterns to support FM development.	I can develop their small motor skills so that they can use a range of tools competently, safely and confidently. Threading activities to support fine motor development.
Pen Disco	Pattern: Mountains	Pattern: Circles	Pattern: Long line	Pattern: Short lines	Pattern: Zig zags	Pattern: Waves
Physical (Gross motor) Dance Key values: Curiosity Imagination	R- I can negotiate space when moving around the hall. Confidently and safely use a range of outdoor apparatus. Dance Dance – performing simple movement patterns Travel and change direction. Change size and shape.	R- I can imagine different ways of moving in PE – high, low, fast and slow. Develop overall body strength, balance, co-ordination and agility. Learn basic movements relating to feelings. Learn how to move their bodies in a variety of ways.	R- I can move freely and with pleasure and confidence in a range of ways in time to music. In time to music, children to move around to the speed of the music. Further develop the skills they need to manage the school day successfully. Perform basic dance actions. Learn what makes a good start and finish position in a sequence.	R- I can experiment with different ways of moving with music involving different body parts and equipment. Combine different movements with ease and fluency. Use their core strength to achieve a good posture when sitting at a table or sitting on the floor.	R- I can change speeds and body shapes with a smooth transition in time to music. Listening to music, in pairs can children think of their own ways to move to the music using their body and change when the tempo of the music changes.	R- I can complete small simple sequences with music. I can perform as small dance sequence to my peers with confidence. Dance performances to the rest of the school. Perform dance movements and simple sequences using simple movement patterns.

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	<p>Warm up - Calling out different shapes and sizes and moving in time to the music.</p> <p>When the music goes fast – Children move fast.</p> <p>When the music goes slow – Children move slow.</p> <p>Choose a song and let the children listen to it to gain ideas for their dance.</p>	<p>Be taught to remember and perform short dance routines to other children (1-8 steps)</p> <p>Warm up – counting in 4's children to move around the hall in time to the beat. Then move on to counting in 8's. Do this at different speeds.</p> <p>Move on to learning and coming up with their own ideas to the dance. Children to work in groups to come up with their own dance moves and share with the class to put into the dance.</p>	<p>Be taught to remember and perform short dance routines to other children (1-8 steps)</p> <p>Warm up – following music on the board. (500 miles) moving around the hall in time to the beat.</p> <p>Go back to their groups and practice their little dance moves in time to the beat. Counting in 4's or 8's.</p> <p>Come together as a class choose the best dance moves to put into the dance.</p>	<p>Respond to different music showing a range of emotions and stimulus.</p> <p>Be taught to remember and perform short dance routines to other children (1-8 steps)</p> <p>Warm up – Follow a guided dance on the board. Listen to the beats of 4 or 8.</p> <p>Freeze Frames – give the children different scenarios to come up with their own freeze frames – other groups to work out what the freeze frame is.</p> <ul style="list-style-type: none"> • At the beach • Digging a whole • Scoring a goal • At the park • eating an ice cream • at the zoo • opening you favourite present. <p>Practice the dance, focus on a chorus at a time.</p>	<p>Be taught to remember and perform short dance routines to other children (1-8 steps)</p> <p>Continue with the freeze frames. Working in groups to come up with their own freeze frames.</p> <p>Practicing the dance ready to perform to the whole school.</p>	
My Personal Best Focus. Healthy me...	<p>Gratitude</p> <p>Empathy</p> <p>Respect</p>					
Reading	<p>The Three Little Pigs story</p> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>Children to share CVC words with peers.</p>	<p>The Three Little Pigs story</p> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>Children to share CVC words with peers.</p>	<p>The Three Little Pigs story</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Sharing a Shell</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Sharing a Shell</p> <p>I can read a few common exception words.</p>	<p>Sharing a Shell</p> <p>I can read a few common exception words.</p>
Writing Year One	<p>Immersion :</p> <p>Retell, learn and sequence the story of The Three Little Pigs</p> <p>Hot seating, story maps.</p> <p>Story mountain- beginning, middle and end.</p>	<p>Rewrite the story:</p> <p>Children write sentence for the beginning, middle and end of the story.</p>	<p>Innovation:</p> <p>Plan and write a simple innovation using group ideas for the story The Three Little Pigs.</p>	<p>Non-fiction: Geographic locality description.</p>	<p>Non-fiction: Geographic locality description.</p>	<p>Non-fiction: Geographic locality description.</p>
Writing Reception	<p>I can form lower case letters correctly.</p> <p>Character descriptions.</p> <p>Retell a story with confidence.</p>	<p>I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Sequence a story.</p>	<p>I can write a simple story.</p> <p>WOW Story</p> <p>Write a simple story linked to The Three Little Pigs.</p>	<p>I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Follow a simple map.</p>	<p>Understand that some places are special to members of their community.</p> <p>Children will be able draw information from a simple map</p>	<p>Children will be able draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Explore the natural world around them.</p>

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				<p>Children to go on a local walk and discuss what they can see e.g. the sea.</p> <p>Locality description – Talk and write about our environment.</p> <p>Locality walk to look at types of housing. Draw information from a simple map. Describe what they see, hear and feel whilst outside.</p>		
Rhyme of the Week	Here we go round the Mulberry Bush	In and out the Dusty Bluebells	Hey Diddle, Diddle	Old MacDonald	5 Little Speckled Frogs	Hickory Dickory Dock
Mathematics Year One	Number: place value within 20.	Number: place value within 20.	Number: place value within 20.	Number: Addition and subtraction	Number day 7.2.25 Number: Addition and subtraction	Number: Addition and subtraction
Mathematics Reception	<p>I can subitise amounts. I can compare numbers.</p> <p>Alive in 5 Introduce zero Find 0-5 Subitise 0-5 Represent 0-5</p>	<p>I can understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Alive in 5 1 more 1 less Composition Conceptual subitising to 5</p>	<p>I can compare length, weight and capacity.</p> <p>Mass and Capacity</p> <p>Compare mass Find a balance Explore capacity Compare capacity</p>	<p>I can link the number symbol (numeral) with its cardinal number value.</p> <p>Growing 6, 7, 8</p> <p>Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8</p>	<p>I can link the number symbol (numeral) with its cardinal number value.</p> <p>Growing 6, 7, 8</p> <p>Double to 8 (find a double) Step 8 Double to 8 (make a double) combining two groups</p> <p>Number Day 7.2.24</p>	<p>I can explore composition of numbers to 10.</p> <p>Growing 6, 7, 8</p> <p>Combining 2 groups Conceptual subitising</p>
Rhyme of the week	Five Little Monkeys	5 little snowmen	There's a hole in my bucket	One potato, two potatoes	2 little dickie birds	1, 2 Buckle my shoe
Understanding the World	<p>I can explore the natural world around them.</p> <p>I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>I can recognise people have different beliefs and celebrate special times in different ways.</p> <p>I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>I can recognise people have different beliefs and celebrate special times in different ways.</p> <p>Circle time to discuss celebrations we have with our families – link to RE.</p>	<p>I can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Using our outdoor environment children to explore changes.</p>	<p>I can explore the natural world around me. Children to plant seeds and bulbs and discuss their changes.</p>	<p>I can explore the natural world around me. Children to maintain the planter and discuss what they find.</p> <p>Using magnifying glasses to explore the outdoor area and discuss findings – children to write/draw these.</p>
Geography				<p>What would I like to change in my locality? Draw simple maps – eg how to get to the school field, how to get to the park – locality walk. Locating Cornwall within England and surrounding seas</p> <p>Follow a simple map for a locality walk heading up the mount and then to the park. Learn about our houses and what they look like describing where they love. Create a glossary using geographical language.</p>	<p>Use geographical language to describe our locality using coast, sea, cliff, sky, beach and sand.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (English channel, Atlantic ocean.)</p>	<p>Draw maps of our route to school including landmarks Describe where we live making simple comparisons to London- write a list.</p> <p>Children to describe the locality and suggest what they would change.</p>

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	<p>Key Question: How do people celebrate? Religions: Hinduism</p> <p>Was it always easy for Jesus to show friendship? Christianity Engagement</p>	<p>Key Question: How do people celebrate? Religions: Hinduism</p> <p>Was it always easy for Jesus to show friendship? Christianity Investigation</p>	<p>Key Question: How do people celebrate? Religions: Hinduism</p> <p>Was it always easy for Jesus to show friendship? Christianity Investigation</p>	<p>Key Question: How do people celebrate? Religions: Hinduism</p> <p>Was it always easy for Jesus to show friendship? Christianity Investigation</p>	<p>Key Question: How do people celebrate? Religions: Hinduism</p> <p>Was it always easy for Jesus to show friendship? Christianity Evaluation</p>	<p>Key Question: How do people celebrate? Religions: Hinduism</p> <p>Was it always easy for Jesus to show friendship? Christianity Expression</p>
<p>Outdoor Learning/Visits and Trips</p>			<p>Maths Workshop for parents.</p>	<p>Locality walk (up the mount, back down to Lamellyn road, to the park and post office.) (Print off OS maps of area, afterwards ask children to trace the walk on the map.) -Link OS map to Google Earth maps.</p>		<p>Dance Extravaganza</p>