

# HALF TERM CURRICULUM PLAN

Term: Summer 1		Topic: Near and Far				
<b><u>Super Starter (Wow moment):</u></b> <b><u>Virtual flight to London- Week 4</u></b>		<b><u>Fabulous Finish: Par beach</u></b>				
<b><u>Reception: What was life like in the past?</u></b> <b><u>Year 1: Who is the King of the castle?</u></b>						
Key Text:	<b><u>Week 1</u></b> <b><u>w/b15/4/24</u></b>	<b><u>Week 2</u></b> <b><u>w/b 22/4/24</u></b>	<b><u>Week 3</u></b> <b><u>w/b 29/4/24</u></b>	<b><u>Week 4</u></b> <b><u>w/b 6/5/24</u></b> <b><u>Bank holiday</u></b>	<b><u>Week 5</u></b> <b><u>w/b 13/5/24</u></b>	<b><u>Week 6</u></b> <b><u>w/b 20/5/24</u></b>
Personal, Social and Emotional Development	<p>I can further develop the skills I need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- Meal times</li> <li>- Personal hygiene</li> </ul> <p>Reinforce the rules and routines of our school day</p>	<p>I can show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Children to think about how their actions affect others when playing in the areas in the classroom.</p>	<p>I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Link to the beach trip. Children to challenge themselves in their independent work.</p>	<p>I can work cooperatively and take turns with others,</p> <p>Children to work cooperatively with their peers and share resources appropriately.</p>	<p>I can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when needed.</p> <p>Can the children set challenges for themselves.</p>	<p>I can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when needed.</p> <p>Can the children set challenges for themselves.</p>
We Thinkers	<p><b>R- I can develop social phrases. I can use new vocabulary through the day.</b></p> <p>Introduce the new vocabulary. Read to page 8. Talking bubble. Discuss the difference between the thought bubble and a talking bubble. When we have a talk bubble words come out but when we have a thought bubble it's the words that are in our heads.</p>	<p><b>R- I can develop social phrases. I can use new vocabulary through the day</b></p> <p>Recap previous learning and read up to page 11. Facial expressions. Notice the facial expressions of all the characters. How can we tell how they are feeling happy? What clues do we see on their bodies and faces?</p>	<p><b>R- I can develop social phrases. I can use new vocabulary through the day</b></p> <p>Recap previous learning and read up to page 14. Who's not following the plan? Ask the children who is not following the plan. When a member of the group follows his/her own plan, it can make others have upset feelings.</p>	<p><b>R- I can develop social phrases. I can use new vocabulary through the day</b></p> <p>Recap previous learning and read up to page 15. How did Ellie make Evan feel happy? Recap facial expression how can we tell Evan is happy. Use the illustration to make a smart guess on how Ellie made Evan feel happy.</p>	<p><b>R- I can develop social phrases. I can use new vocabulary through the day</b></p> <p>Recap previous learning and read up to page 18. How are the Characters feeling? Prompt the children to look at the illustration and offer ideas on what they observe about the characters' facial expressions. Recap previous learning and read up to page 19. Changing the plan. How does everyone feel now Jesse has changed his plan. How can we tell from the characters facial expressions?</p>	<p><b>R- I can develop social phrases. I can use new vocabulary through the day</b></p> <p>Recap previous learning and read up to page 23. A smart guess. Ask the group questions that prompt them to look at the illustration and make a smart guess about how the characters are thinking and feeling.</p>
Communication and Language	<p><b>I can engage in story times.</b></p> <p>Link to Oliver Jeffers stories in literacy this week.</p>	<p><b>I can use new vocabulary through the day.</b></p> <p><b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being</b></p>	<p><b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b></p>	<p><b>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b></p>	<p><b>I can participate in small group, class and on-to-one to offering their own ideas, using recently introduced vocabulary.</b></p>	<p><b>I can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</b></p>

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		<p><b>read to and during whole class discussions and small group interactions.</b></p> <p>Use language and vocabulary linked to our story of 'lost and found'.</p>	<p>Link to their recount – class and small group discussions about what the children saw, heard, felt etc when at the beach.</p>	<p>Non-fiction texts linked to the beach and summer.</p>	<p>Children to use language linked to their own experiences.</p> <p>Link to poetry and rhyming words.</p>	<p><b>conjunctions, with modelling and support from their teacher.</b></p> <p>Talk about their likes and dislikes within school. Link to half term.</p>
<b>Physical (Fine motor)</b>	<p><b>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</b></p> <p>Focus on fine motor control and handwriting patterns.</p> <p>Move onto handwriting towards the end of the week.</p>	<p><b>Handle equipment and tools effectively, including pencils for writing.</b></p> <p>Focus on correct letter formation, ensuring children start their letters in the correct place.</p>	<p><b>I can use a range of small tools, including, scissors, paintbrushes and cutlery.</b></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>	<p><b>I can begin to show accuracy and care when drawing.</b></p> <p>Draw a picture linked to the beach. Create own summer pictures.</p>	<p><b>Handle equipment and tools effectively, including pencils for writing.</b></p> <p>Fine motor control and letter formation activities.</p>	<p><b>Handle equipment and tools effectively, including pencils for writing.</b></p> <p>Fine motor control and letter formation activities.</p>
<b>Physical (Gross motor)</b>	<p>Striking and Fielding</p> <p>Focus on technique on striking a ball with control when shown.</p> <p>(cricket, rounders, , softball, kickball, golf)</p> <p><b>I can combine different movements with ease and fluency.</b></p> <p>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.</p>	<p>Striking and Fielding</p> <p>Focus on technique on striking a ball with control when shown.</p> <p>(cricket, rounders, , softball, kickball, golf)</p> <p><b>I can develop overall body strength</b></p> <p>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.</p> <p>Focus on where the direction of where their body and arms show go when throwing a ball underarm or overarm.</p>	<p>Focus on technique on fielding a ball using under and over arm throwing.</p> <p>(cricket, rounders, , softball, kickball, golf)</p> <p>Focus on aiming at specific targets e.g. Stumps, buckets, hoops.</p> <p>Identify what type of throw would be appropriate for different distances. E.g. The greater distance would need an over arm throw.</p>	<p>Focus on technique on fielding a ball using under and over arm throwing.</p> <p>(cricket, rounders, , softball, kickball, golf)</p> <p><b>Focus on striking a ball using different types of equipment. Striking a ball into a goal. Golf putters. Cricket bats. Rounders bats.</b></p> <p><b>Look at striking the balls at certain targets and look at the ways the body should face.</b></p>	<p>Able to play simple games in small groups, applying rules and skills that have been taught.</p> <p>(cricket, rounders, , softball, kickball, golf)</p> <p><b>Focus on aiming at targets while striking a static or self-bowled ball.</b></p> <p><b>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></p>	<p>Able to play simple games in small groups, applying rules and skills that have been taught.</p> <p>(cricket, rounders, , softball, kickball, golf)</p> <p><b>Using the different skills the children have learnt, play small team games where striking and fielding is being used.</b></p> <p><b>Kwick cricket, Rounders, Kickball.</b></p>
<b>My Personal Best Focus. Healthy me...</b>	Self-belief	Self-belief	Self-belief	Self-Belief	Honesty	Honesty
<b>Reading</b>	<b>I can read words consistent with my phonic knowledge by sound-blending.</b>	<b>I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b>	<b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</b>	<b>Read words consistent with their phonic knowledge by sound-blending.</b>	<b>Read words consistent with their phonic knowledge by sound-blending.</b>	<b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b>
<b>Writing Year One</b>	<p>WOW children to discover a lost penguin up on the field. Lost and Found by Oliver Jeffers</p> <p>Talk for writing: Immersion</p> <p>Learn the story of Lost and Found.</p> <p>Complete a story mountain of the story.</p>	<p>Talk for Writing: Innovation</p> <p>Innovate the text using a plan to support with a toolkit.</p> <p>WOW write: Beach poem.</p>	<p>Talk for Writing: Invention</p> <p>For the hot task children to write their own version of the story.</p> <p>Children to write a recount of their visit to the beach. (WOW write)</p>	History and Geography focus.	History and Geography focus.	History and Geography focus.

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<b>Writing Reception</b>	<p><b>I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</b> 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 descriptions.</p>	<p><b>I can re-read what I have written to check it makes sense.</b> Boxing up the story  Talk about what happens in the beginning, middle and ending of the story. Draw pictures to match their talking. Scribe their talking.  Sequence the story in the correct order.  <b>Start story write</b></p>	<p><b>I can re-read what I have written to check it makes sense.</b> Write the story of the 'Lost and found'  LA – Initials sounds, forming letters  MA - CVC words/simple sentences  HA – Simple sentence/Innovation of the story.  <b>Start recount Thursday</b></p>	<p><b>I can write recognisable letters, most of which are correctly formed.</b>  Write a recount of our trip to the beach.  <b>WOW WRITE</b></p>	<p><b>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</b>  Look at beach poem and write simple poems.</p>	<p><b>I can write simple phrases and sentences that can be read by others.</b> Write sentences about what has changed around our school- e.g. uniform, swimming pool.</p>
<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	Number: fractions Geometry: position and direction
<b>Mathematics Reception</b>	<p><b>I can verbally count beyond 20, recognising the pattern of the counting system.</b>  Build numbers beyond 10 (10 - 13)  Continue patterns beyond 10 (10-13)</p>	<p><b>I can verbally count beyond 20, recognising the pattern of the counting system.</b>  Build numbers beyond 10 (14-20)  Continue patterns beyond 10 (14-20)  Verbal counting beyond 20  Verbal counting patterns</p>	<p><b>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.</b> <b>I can automatically to 5 and some bonds to 10.</b>  Add more  How many did I add?</p>	<p><b>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.</b> <b>I can automatically to 5 and some bonds to 10.</b>  Take away  How many did I take away?</p>	<p><b>I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.</b> <b>I can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</b>  Select shapes for a purpose  Rotate shapes  Manipulate shapes  Explain shape arrangements</p>	<p><b>I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.</b> <b>I can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</b>  Compose shapes  Decompose shapes  Copy 2-D shape pictures  Find 2-D shapes within 3-D shapes</p>
<b>Understanding the World</b>	<p><b>Explain some similarities and differences between life in this country and life in other countries.</b>  Introduce the key question: <u><b>What is it like in other countries?</b></u></p>	<p><b>I can understand the past through settings, characters and events encountered in books read in class and storytelling.</b>  Link to our story in literacy.</p>	<p><b>I will explore the natural world around them.</b>  Link to the beach trip. Talk about the things the children notice.</p>	<p><b>I 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.</b>  Link to stories during story time e.g. Handa's Suprise.</p>	<p><b>I 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.</b>  Link to stories during story time e.g. Handa's Suprise.</p>	<p><b>I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b>  Children to talk about their school environment linked to their literacy learning this week.</p>
<b>History</b>				Learn about landmarks linked to Geography.	Learn about London and begin to think about Buckingham Palace and who lives there. Look at the Queen's coronation	Continue to learn about the changes in recent history reflecting on last year's coronation. Learn about the Queen's funeral.

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					<p>and the more recent coronation of King Charles. Introduce the question- Who is King of the castle?</p> <p>Introduce vocabulary Monarch, Coronation, Jubilee, Banquet. Children to draw portraits of Queen Elizabeth II.</p> <p>Learn about Buckingham Palace and write 2 interesting facts.</p> <p>Look at family tree and write about photographs of the family using capital letters for proper nouns.</p> <p>Key questions: 1. Who was Queen Elizabeth II? 2. Where did she live? 3. Who were her family?</p>	<p>Write a fact file on the life of the Queen. Role play Coronation with a special Coronation Party.</p> <p>Complete a timeline of the Queen's life.</p> <p>Learn about King Charles III's Coronation.</p> <p>Write facts about King Charles including his work for the planet.</p> <p>Children to write a non-chronological report about King Charles.</p> <p>Key questions: 4. What happened when she died? 5. Who is the King now and how did we celebrate his Coronation? 6. How does King Charles III help to look after our planet?</p>
<b>Geography</b>			<p>On our visit to the beach children to: Use basic geographical vocabulary to refer to key physical and human features. Use Google Earth to locate and study Par and talk about the route of our walk. Children to draw a simple map of our journey to the beach to accompany their recount.</p>	<p>Virtual flight to London – children to look at and compare Cornwall to London- preparing a display. Use Google Earth to look at an ariel view of London – compare to Par, commenting on human and physical features.</p> <p>Recap previous learning about the UK. Name and locate countries and capital cities of UK and surrounding seas using world maps, atlases and globes to identify the UK and its countries.</p>		
<b>Art and Design/ Expressive arts and design</b>	<p><b>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.</b> Children to create their own penguins.</p>	<p><b>I can make use of props and materials when role playing characters in narratives and stories.</b> Children to use a range of props to re-tell familiar stories.</p> <p>Year 1: Use natural objects to create your own artwork either inside or out.</p>	<p><b>I can make use of props and materials when role playing characters in narratives and stories.</b> Children to use a range of props to re-tell familiar stories.</p> <p>Year 1: Learn about Andy Goldsworthy, look at some of</p>	<p><b>I can share my creations, explaining the process I have used.</b> Children to paint or draw a picture of their trip to the beach. Children to share their creation with the class.</p>	<p><b>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.</b> Children to create pictures from their learning and use a range of tools such as printing, cutting etc...</p>	<p><b>I can sing a range of well-known nursery rhymes and songs.</b> Children to use the stage area outside to sing songs and create a variety of movements to go with this.</p>

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	Year 1: Introduce Andy Goldsworthy fact file to the children.		his work and make a plan for your own artwork.	Year 1: Create transient art in the style of Andy Goldsworthy and beach sculptures.	Year 1: Children to make crowns and draw portraits of the King.	
<b>Music</b>	Reception: Music-Going Places (Pre 2021) - Noah Year 1: Music Express – Unit Seven - Our school	Reception: Music-Going Places (Pre 2021) - Jack in the box Year 1: Music Express – Unit Seven our school	Reception: Music-Going Places (Pre 2021) - The three bears Year 1: Music Express – Unit Seven our school	Reception: Music-Going Places (Pre 2021) - popcorn Year 1: Music Express – Unit Eleven- Travel	Reception: Music-Going Places (Pre 2021) - Rhyme time Year 1: Music Express – Unit Eleven- Travel	Reception: Music-Going Places (Pre 2021) - Mousie Brown Year 1: Music Express – Unit Eleven- Travel
<b>Computing</b>	Reception: People who help us-delivery day. Year 1: Digital writing + ongoing Digital Literacy. I can save and retrieve work that I have produced (includes auto-save) I can move a cursor with the trackpad and click on an icon	Year 1: Digital writing + ongoing Digital Literacy. I can save and retrieve work that I have produced (includes auto-save) I can move a cursor with the trackpad and click on an icon	Reception: People who help us- pattern patrol. Year 1: Digital writing + ongoing Digital Literacy. I can save and retrieve work that I have produced (includes auto-save) I can move a cursor with the trackpad and click on an icon	Year 1: Digital writing + ongoing Digital Literacy. I can save and retrieve work that I have produced (includes auto-save) I can move a cursor with the trackpad and click on an icon	Reception: People who help us-Firefighter fun. Year 1: Digital writing + ongoing Digital Literacy. I can save and retrieve work that I have produced (includes auto-save) I can move a cursor with the trackpad and click on an icon	Year 1: Digital writing + ongoing Digital Literacy. I can save and retrieve work that I have produced (includes auto-save) I can move a cursor with the trackpad and click on an icon
<b>PSHE/RSE SCARF</b>	Year 1: <a href="https://coramlifeeducation.org.uk">Taking care of something</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> ) Reception: <a href="https://coramlifeeducation.org.uk">Looking after my special people</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> )	Year 1: <a href="https://coramlifeeducation.org.uk">Harold has a bad day</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> ) Reception: <a href="https://coramlifeeducation.org.uk">Looking after my friends</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> )	Year 1: <a href="https://coramlifeeducation.org.uk">Around and about the school</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> ) Reception: <a href="https://coramlifeeducation.org.uk">Caring for our world</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> )	Year 1: <a href="https://coramlifeeducation.org.uk">Basic first aid</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> ) Reception: <a href="https://coramlifeeducation.org.uk">Being helpful at home and caring for our classroom</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> )	Year 1: <a href="https://coramlifeeducation.org.uk">Harold's money</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> ) Reception: <a href="https://coramlifeeducation.org.uk">Looking after money (1): recognising, spending, using</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> )	Year 1: <a href="https://coramlifeeducation.org.uk">How should we look after our money?</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> ) Reception: <a href="https://coramlifeeducation.org.uk">Looking after money (2): saving money and keeping it safe</a> ( <a href="https://coramlifeeducation.org.uk">coramlifeeducation.org.uk</a> )
<b>Religious Education</b>	Reception: Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Year 1: Key question: Is Shabbat important to Jewish children? Engagement week.	Reception: Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Year 1: Key question: Is Shabbat important to Jewish children? Investigation week.	Reception: Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Year 1: Key question: Is Shabbat important to Jewish children? Investigation week.	Reception: Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Year 1: Key question: Is Shabbat important to Jewish children? Evaluation week.	Reception: Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Year 1: Key question: Is Shabbat important to Jewish children? Expression week.	Reception: Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism
<b>Outdoor Learning/Visits and Trips</b>	WOW- finding a penguin in school followed by a storytelling morning with create activities linked to the story.		Par beach visit Transient Art; Par beach. Compare to Carlyon Bay beach. -Create transient images in our school environment. -Make boats from natural materials to create boats; float them down the stream at Par. Use sticks, natural twine/grasses.	Virtual Flight (WOW)		