

# HALF TERM CURRICULUM PLAN

<b>Term: Spring 2</b>		<b>Topic: Ready, steady, grow</b>				
<b>Super Starter (Wow moment): Planting</b>		<b>Fabulous Finish: Parent open afternoon</b>				
<b>Enquiry question: How do plants grow?</b>						
<b>Key Text:</b>	<b>Week 1</b> <b>w/b: 24.2.25</b>	<b>Week 2</b> <b>w/b: 3.3.25</b>	<b>Week 3</b> <b>w/b: 10.3.25</b>	<b>Week 4</b> <b>w/b: 17.3.25</b>	<b>Week 5</b> <b>w/b: 24.3.25</b>	<b>Week 6</b> <b>w/b: 31.3.25</b>
<b>Personal, Social and Emotional Development</b>	<p><b>R- I can express my feelings and consider the feelings of others.</b></p> <p>Children to talk about and discuss feelings. Talk about how children feel during different situations.</p> <p>Think about what makes them feel happy/sad/excited etc...</p>	<p><b>R- I can identify and moderate their own feelings socially and emotionally.</b></p> <p>Focus on emotions and how we feel during different areas and when playing with our friends. Talk about how we feel during different times of our day.</p>	<p><b>R- I can show resilience and perseverance in the face of challenge.</b> Link to friendships</p> <p><b>I can express my feelings and consider the feelings of others.</b> Playing together cooperatively and taking turns with others.</p>	<p><b>R- I can manage my own needs.</b> <b>I can identify and moderate their own feelings socially and emotionally.</b></p> <p>Children to look at effects of healthy sleep, healthy eating, toothbrushing, regular physical activity and screen time have on their bodies.</p>	<p><b>R- I can see myself as a valuable individual.</b> <b>I can build constructive and respectful relationships.</b></p> <p>Confident to try different activities and say why they like certain activities.</p>	<p><b>R- I can see myself as a valuable individual.</b> Confident to try different activities and say why they like certain activities.</p>
<b>Communication and Language</b>	<p><b>R- I can articulate my ideas and thoughts in well-formed sentences.</b> <b>I can engage in story time.</b></p> <p>Talk about seasons and how the weather changes during the seasons. What happens to the trees? Temperature? Etc...</p>	<p><b>R- I can connect one idea or action to another using a range of connectives.</b> <b>I can ask questions to find out more and to check they understand.</b></p> <p>Begin to learn our story and talk about the main characters in the story. Hot seating activity linked to the story.</p> <p>Pancake day – add books and pancake resources to the role play area.</p>	<p><b>R- I can retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</b></p>	<p><b>R- I can engage in non-fiction books.</b> <b>I can select non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b></p> <p>Add non-fiction texts to the reading area and share with the children.</p>	<p><b>R- I can use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen.</b></p> <p>Observe children listening to and following instructions.</p>	<p><b>R- I can use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen.</b> <b>I can understand what has been said to me.</b></p> <p>Activities linked to continuous provision. Talk about what we will be doing over the Easter holidays with our families.</p>
<b>WellComm</b>	<p><b>9.3 Identifying an increasing range of emotions and feelings in ourselves and others</b></p> <p>Facial expression, emotion, feelings, happy, sad, angry, bored, excited. Happiness, sadness.</p>	<p><b>9.4 Beginning to understand idioms</b></p> <p>Idioms e.g. raining cats and dogs.</p>	<p><b>9.5 Predicting what might happen next</b></p> <p>'next', after, what next.</p>	<p><b>9.6 Understanding periods of time</b></p> <p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Before, after. School, home days.</p>	<p><b>9.7 Remembering more and more information</b></p> <p>Next, more, what was before, what can you add?</p>	<p><b>9.8 Using category names and explaining the differences between things in the same category.</b></p> <p>Category, same, different, odd, being, together. Difference, similarities.</p> <p>Assessment week</p>
<b>Physical (Fine motor)</b>	<p><b>R- I can develop foundations of a handwriting style which is fast, accurate and efficient.</b></p>	<p><b>R- I can develop my small motor skills so I can use a range of tools</b></p> <p>Activities linked to fine motor control (tweezers, threading)</p>	<p><b>R- I can develop my small motor skills so I can use a range of tools</b></p> <p>Handle equipment and tools effectively, including pencils for writing.</p>	<p><b>R- I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</b></p>	<p><b>R- I can develop my small motor skills so I can use a range of tools</b></p>	<p><b>R- I can develop my small motor skills so I can use a range of tools</b></p>

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	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.	Letter formation work		Letter formation - sitting letters on the line.	Letter formation - sitting letters on the line	Letter formation - sitting letters on the line
<b>Pen Disco</b>	Pen Disco- mountains (left to right)	Pen Disco- circles	Pen Disco- long lines (top to bottom)	Pen Disco- short lines	Pen Disco- zig zags	Pen Disco- waves
<b>Physical (Gross motor)</b> Net and Wall Key values: Curiosity Imagination	<p><b>R- Net and Wall</b></p> <p><b>I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</b></p> <p>I can pass a ball: chest pass Kick a ball along the floor less than 10m with the correct technique.</p> <p>Year 1- Net and Wall</p> <p>Warm up recap actions without ball of overarm, underarm and chest pass. Play game recalling vocabulary and stopping to show action.</p> <p>focus on throwing a ball with control both over and underarm with prompts. Recap previous learning looking at different throws.</p>	<p><b>R- Net and Wall</b></p> <p><b>I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</b></p> <p>I can pass a ball: chest pass Kick a ball along the floor less than 10m with the correct technique</p> <p>I can further develop a range of ball skills.</p> <p>Year 1- Net and Wall</p> <p>Warm up- circle pass – develop focus and speed.</p> <p>Focus on catching a ball from shorter and longer distances, on their own and in groups.</p>	<p><b>R- Net and Wall</b></p> <p><b>I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</b></p> <p>I can catch a ball.</p> <p>Year 1- Net and Wall</p> <p>Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3.</p> <p>Practise passing a ball to others in a game- moving the ball as a group to a target- race against other teams focusing on speed and accuracy at the same time.</p>	<p><b>R- Net and Wall</b></p> <p><b>I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</b></p> <p><b>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</b></p> <p>Year 1- Net and Wall</p> <p>Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3.</p> <p>Practise passing a ball to others in a game- moving the ball as a group to a target- race against other teams focusing on speed and accuracy at the same time.</p>	<p><b>R- Net and Wall</b></p> <p><b>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball aiming</b></p> <p><b>I can dribble a ball at feet with control.</b></p> <p><b>I can develop overall body-strength, balance and coordination, when using a ball.</b></p> <p>Year 1- Net and Wall</p> <p>Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton)</p> <p>Play games such as balloon volleyball and balloon tennis- supporting children to develop their skill and control.</p>	<p><b>R- Net and Wall</b></p> <p><b>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</b></p> <p>I can dribble a ball at feet with control.</p> <p>Year 1- Net and Wall</p> <p>Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton)</p> <p>Play games such as balloon volleyball and balloon tennis- supporting children to develop their skill and control.</p>
<b>My Personal Best Focus. Healthy me...</b>	<b>Empathy</b>	<b>Empathy</b>	<b>Empathy</b>	<b>Respect</b>	<b>Respect</b>	<b>Respect</b>
<b>Reading</b>	<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>Children to engage in non-fiction texts linked to seasons.</p>	<p><b>I can re-read books to build up confidence with word reading, my fluency and my understanding and enjoyment.</b></p>	<p><b>RWI Assessments</b></p> <p><b>Reading fluency assessments</b></p>	<p><b>I can re-read books to build up confidence with word reading, my fluency and my understanding and enjoyment.</b></p>		
<b>Writing Year One</b>	<p><b>The Enormous Turnip Immersion</b></p> <p>-Begin to use other punctuation such as exclamation and question marks.</p> <p>Key vocabulary- Once upon a time, little, old, grew, Early one morning, soup, decided, pulled, budge, would, Finally, happily ever after.</p> <p>Poetry – linked to seasons (WOW)</p>	<p><b>The Enormous Turnip</b></p> <p>Retell/ Rewrite</p> <p>- Plan writing by saying what they are going to write about (build a sentence)</p> <p>- Use the suffixes –ing, -ed, -er, -est where no change is needed to the root word.</p> <p>Key vocabulary- Once upon a time, little, old, grew, Early one morning, soup, decided, pulled, budge, would, Finally, happily ever after.</p>	<p><b>The Enormous Turnip</b></p> <p>Innovation</p> <p>- Plan writing by saying what they are going to write about (build a sentence)</p> <p>Key vocabulary- Once upon a time, little, old, grew, Early one morning, soup, decided, pulled, budge, would, Finally, happily ever after.</p>	Science focus	Science focus	Science focus- Instruction text

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<b>Writing Reception</b>	<p><b>Outcome: I can write a simple poem about the seasons</b>  <b>Skill: I can use and apply phonics</b></p> <p>Write a simple poem about the seasons linked to Tree.</p>	<p><b>Outcome: I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>  <b>Skill: I can articulate my ideas and thoughts in well-formed sentences.</b></p> <p>Short character description. Roll on the wall, group photo for tapestry.</p> <p><b>Outcome: can describe events in some detail.</b>  <b>Skill: Write short sentences with words with known letter sound correspondences using capital letter and full stop.</b></p> <p>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.</p>	<p><b>Outcome: I can write a simple story</b>  <b>Skill: I can use and apply phonics</b></p> <p>Write the story of the 'The enormous turnip'          LA – Initials sounds, forming letters          MA - CVC words          HA – Simple sentence/Innovation of the story.</p> <p>The Enormous Turnip          Simple rewrite of the story. Focus on beginning, middle and end.</p>	<p><b>Outcome: I can label parts of a flower</b>  <b>Skill: I can form lower case and capital letters correctly.</b>          Science focus- label a plant.</p>	<p><b>Outcome: I can write a set of instructions</b>  <b>Skill: Write simple phrases and sentences that can be read by others.</b></p> <p>Write a set of instructions about how to grow cress.</p>	<p><b>Outcome: I can write a recipe.</b>  <b>Skill: Re-read what I have written to check that it makes sense.</b>          Using the cress that children have grown add to egg to make sandwiches. Write the recipe after they have made the sandwiches.</p>
<b>Rhyme of the Week</b>	London Bridge	Jack and Jill	One finger, one thumb	Incy Wincy Spider	If you happy and you know it	The wheels on the bus
<b>Mathematics Year One</b>	Place value within 50	Place value within 50	White Rose Assessments -end of term Length and Height	Length and Height	Mass and volume	Mass and volume
<b>Mathematics Reception</b>	<p><b>R- I can compare length, weight, height and capacity.</b>          Talk about time          Sequencing</p>	<p>White Rose Checkpoint Assessments  <b>R- I can compare numbers. I can subitise.</b>          I can link the number symbol (numeral) with its cardinal number value.</p> <p>Find 9 and 10</p> <p>Compare numbers to 10.          Represent 9 and 10          Conceptual subitising to 10</p>	<p><b>R- I can explore the composition of numbers to 10.</b>          I can understand the 'one more than/one less than' relationship between consecutive numbers.          Composition to 10</p> <p>One more          Ones less</p>	<p><b>R- I can automatically recall number bonds for numbers 0–10.</b>          Make arrangements of 10          Bonds to 10</p>	<p><b>R- I can explore and represent patterns in number up to 10.</b>          Doubles to 10          Odds and evens</p>	<p><b>R- I can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</b></p> <p><b>I can continue, copy and create repeating patterns.</b></p> <p>3D shape</p>
<b>Rhyme of the week</b>	Days of the week	10 currant buns	10 green bottles	10 little men in a flying saucer	Doubling rhyme	3D shape song
<b>Understanding the World</b>	<p><b>R- I can explore the natural world around them.</b>          Talk about the lives of the people around them and their roles in society.</p>	<p><b>I can describe what I feel, see and hear outside.</b>          Plant seeds in the planter and look after them throughout the half term.</p>	<p><b>I can describe what I feel, see and hear outside.</b>          Go on a walk and use your 5 senses, link to PSED.</p>	<p><b>I can explore the natural world around them</b>          Explore the natural world around them, making observations          Look at a range of plants- label a picture of plant – what parts can we see?</p>	<p><b>I can explore the natural world around them</b>          Explore the natural world around them drawing pictures of animals and plants. Draw the changes in the planter they have observed. Plant cress and talk about the changes over time and how to look after it- write simple instructions.</p>	<p><b>I can explore the natural world around them</b>          Children to continue to talk about the changes that they notice, looking at different flowers and plants. Children to write a recipe for their egg and cress sandwich.</p>
<b>Science</b>				<b>How do Plants Grow? Planting WOW</b>	Learn about each part of a flower and the parts of a tree	Look at the different parts of trees and plants and

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				Learn about the parts of a flower. Write instructions of how to plant a seed. Children to sort living and non-living things. Plants – identify and classify and investigate the properties of plants through dissections and fair tests. Talk about similarities and differences to answer the enquiry question.	and the jobs that each part does.  Look at and name a range of flowers and plants.  Focus on lifecycles of plants and trees and seasonal changes	how their parts are different.  Look at and name a range of trees.  Write instructions on how to grow a plant- How do Plants Grow?
<b>Art and Design</b>	<b>Plan</b> Children to plan their fruit kabab – Children to think about and learn about the ingredients needed in a fruit kabab. Children Look at and discuss colours they see. Can they name the colours? Talk about where to buy the fruit, where it comes from, how it is grown etc.	<b>Make</b> Children to make a fruit kabab. Children to talk about how to safely cut the fruit. Children to talk about the textures and smells of the fruit Children will know how to cut safely, focus on how to hold a knife  <b>Review</b> Children to talk about and discuss how their fruit salad tasted and what they like/dislike.		Looking at textures and patterns in nature. Introduce Georgia O'Keefe as a new artist.		
<b>Expressive arts and design</b>	<b>Plan</b> Children to plan their fruit kabab – Children to think about and learn about the ingredients needed in a fruit kabab. Children Look at and discuss colours they see. Can they name the colours? Talk about where to buy the fruit, where it comes from, how it is grown etc.	<b>Make</b> Children to make a fruit kabab. Children to talk about how to safely cut the fruit. Children to talk about the textures and smells of the fruit Children will know how to cut safely, focus on how to hold a knife  <b>Review</b> Children to talk about and discuss how their fruit salad tasted and what they like/dislike.	<b>R -I can sing in a group or on my own.</b>  Children to perform songs using the staging outside. Add music to the area.	<b>R- I can return to and build on my previous learning, refining ideas and developing their ability to represent them.</b> Looking at textures and patterns in nature. Introduce Georgia O'Keefe as a new artist.		
<b>Music</b>	Reception – music enrichment Year 1 -Seasons Weather	Reception – music enrichment Year 1 -Seasons Weather	Reception – music enrichment	Reception – music enrichment	Reception – music enrichment	Reception- performance
<b>Computing</b>		<b>Ready Steady grow</b> <b>Springtime Fun</b> Junk Scarecrows Rabbit run Seed Sequencing  Year 1 – Digital Painting + ongoing Digital Literacy  I can use an app or website to make graphical marks or pictures Lesson 1 – How can we paint using computers	<b>Ready Steady grow</b> <b>Springtime Fun</b> Junk Scarecrows Rabbit run Seed Sequencing  Year 1 – Lesson 3 – Making careful choices	<b>Ready Steady grow</b> <b>Springtime Fun</b> Junk Scarecrows Rabbit run Seed Sequencing  Year 1- Lesson 5- Painting all by myself	<b>Ready Steady grow</b> <b>Springtime Fun</b> Junk Scarecrows Rabbit run Seed Sequencing  Year 1- Lesson 6- Comparing computer art and painting.	
<b>Online safety</b>	Online safety:					Online safety:

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	<p>Managing online information:</p> <p>I can use, talk about or read different on-screen programs, pictures, stories or information</p> <p>I can identify devices I could use to access information on the internet.</p>					<p>Managing online information:</p> <p>I can use, talk about or read different on-screen programs, pictures, stories or information</p> <p>I can identify devices I could use to access information on the internet.</p>
<p><b>PSHE/RSE</b> <b>SCARF</b> Healthy Me!</p>	<u>I can eat a rainbow</u>	<u>Eat well</u>	<u>Catch it! Bin it! Kill it!</u>	<u>Harold learns to ride his bike</u>	<u>Pass on the praise!</u>	<u>Harold has a bad day</u>
<p><b>Religious Education</b></p>	<p>R - Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation</p> <p>Year 1- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Engagement</p>	<p>R - Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation</p> <p>Year 1- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Investigation 1 of 3.</p>	<p>R - Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation</p> <p>Year 1- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Investigation 2 of 3.</p>	<p>R - Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation</p> <p>Year 1- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Investigation 3 of 3.</p>	<p>R - Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation</p> <p>Year 1- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Evaluation</p>	<p>R - Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation</p> <p>Year 1- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Expression</p>
<p><b>Outdoor Learning/Visits and Trips</b></p>		<p>4<sup>th</sup> Shrove Tuesday 6<sup>th</sup> World Book Day 3<sup>rd</sup> Soup making</p>				<p>Easter Eggstravaganza</p>