

Holly Class Curriculum Overview (YEAR A) 2018-2019

YR - Explore Time (Play) activities are planned weekly to suit the interests of the children and to support the adult-led learning objectives in class

Topic	YR1	Maths	Literacy	Science	ICT	History	Geography	Art	DT	Music	PE	RE	PSHCE
	YR	N/SSM/LA/U/S	W/R/S/U/LA/U/BI/MH	TW/LA/U/S	T/LA	PC/TW/LA/U/S	PC/TW/LA/U/S	EMM/BI/LA/MH	EMM/BI/MH/HSC/LA	EMM/BI/LA	MH/HSC/LA	PC/TW/LA/U/S	MR/SCSA/MFB/S/LA/U
Term 1 and 2: All About Me	<p>YR + 1: Dice and dominoes patterns, Comparing numbers like 5 and 7 saying which is more, Predicting the result of adding or taking away 1, Understanding number symbols and what they mean ('the fiveness' of 5 etc.), Understanding that numbers are made up of other numbers and number combinations, Copy, continue, describe and create patterns, Language related to time, O'clock times - daily routine, Positional language, Length and height, Capacity, 2D shapes, Days of the Week, Months of the year and the seasons</p> <p>YR1: Estimating, Ordering, 1 more/less, Subitising, Number pairs 5,6,7,10, Missing numbers, Addition & subtraction, Basic line symmetry, Venn & Carroll diagrams, Place value, Ordinal numbers, difference between, + & - 1,2, 3, + 3 small numbers spotting pairs and doubles, Doubling</p>	<p>Daily Phonics – Phase differentiated to suit needs of children</p> <p>Letter formation</p> <p>Segmenting and Blending Skills</p> <p>Spelling, punctuation and grammar</p> <p>'Year 1 Literacy Objectives' (School Website – Holly Page) – Planned for Weekly</p> <p>I am a Top Talker – language of Description & Maths</p> <p>'Home' Role Play Area</p> <p>Fiction and Non-fiction books related to Topic</p> <p>Elicitation</p> <p>Reading and Writing: Posters, Bonfire Night Poetry, WOW words, cards, Sequencing, Recounts, Letters</p> <p>Focus Texts: Handa's Surprise, The Little Red Hen, After the Storm</p>	<p>Why things happen and how things work – My Body/senses, Making bread</p> <p>Know about similarities and differences in relation to living things - Pets</p> <p>Make observations of animals - Pets</p> <p>Care and concern for living things - Pets</p> <p>Similarities, differences, patterns and change – Seasons, My Body/senses, Pets, Baby to now</p> <p>Understanding of growth, decay and changes over time – Baby to now</p> <p>How to be healthy</p>	<p>Completes a simple program – logging on/ off</p> <p>Uses ICT hardware to interact with age-appropriate computer software – mouse and keyboard skills</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Select and use technology for particular purposes</p> <p>Coding (algorithms and debugging) – YR1</p> <p>Online safety</p> <p>Listening Centre + iPads</p> <p>Programs: Espresso Phonics, Espresso – Research topics, My World, 2simple Collection - painting, Revelation Natural Art, MathBase, Letters and Sounds- *Activities planned based on topic*</p>	<p>Knows some of the things that make them unique -</p> <p>Changes within living memory – from baby to now</p> <p>Toys – old and new</p> <p>Houses – old and new</p> <p>Who was Guy Fawkes?</p> <p>Remembrance Sunday – why do we wear poppies?</p>	<p>Similarities and differences in relation to places - Local walk of Seend – compare with where Handa lives from Handa's Surprise</p> <p>Understanding of growth, decay and changes over time - Observations of the environment / Seasonal change</p> <p>Features of their own immediate environment and how environments might vary from one another – Where do we live? Explore maps!</p>	<p>How colours can be changed</p> <p>Use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>Manipulates materials to achieve a planned effect</p> <p>Draws lines and circles using gross motor movements</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with scissors</p> <p>Uses simple tools to effect changes to materials</p> <p>Represent their own ideas, thoughts and feelings through art and design and technology</p> <p>Create simple representations of events, people and objects</p> <p>Context:: Self-portraits, Autumnal scenes, Leaf printing/rubbings Junk modelling, Collage – fruit and vegetables, Chalk – fireworks, Poppies, Christmas crafts, salt dough fruit and vegetables - Harvest</p>	<p>Sing songs, make music and dance, and experiment with ways of changing them</p> <p>Represent their own ideas, thoughts and feelings through music and dance</p> <p>Taught predominantly through singing with Mrs Schonfeld: Rhythm, speed, volume of voice, call and response, use of actions.</p> <p>Listening centre – music and stories to support our topic</p> <p>Nursery rhymes</p> <p>Explore instruments</p>	<p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways, safely negotiating space</p> <p>Handle equipment and tools effectively</p> <p>Know the importance for good health of physical exercise</p> <p>Develop fine motor skills i.e. threading</p> <p>Dressing up area and changing for PE – Manages own personal needs successfully, including dressing.</p> <p>Different ways of moving, Ball Skills, Team games</p>	<p>Similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Discovery R.E.:</p> <p>Term 1: Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Term 2: Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p>	<p>Jigsaw:</p> <p>Term 1: Being Me In My World</p> <p>Who me?</p> <p>How Am I Feeling Today?</p> <p>Being At School</p> <p>Gentle Hands</p> <p>Our Rights</p> <p>Our Responsibilities</p> <p>Term 2: Celebrating Difference</p> <p>What Am I Good At</p> <p>I'm Special, I'm Me!</p> <p>Families</p> <p>Houses and Homes</p> <p>Making Friends</p> <p>Standing Up For Yourself</p> <p>Golden rules, School values, Mindsets – How can I have a Growth Mindset? Who are Minda and Teeze?</p> <p>DOJOS – Class Reward System, Sun, Cloud & Lightning Cloud – Behaviour Management System, Bonfire Night Safety, Friendship Promise! Learning gems!</p>		

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Term 3: Under the Sea	<p>YR + 1: Dice and dominoes patterns, Comparing numbers like 5 and 7 saying which is more, Predicting the result of adding or taking away 1, Understanding number symbols and what they mean ('the fiveness' of 5 etc.), Understanding that numbers are made up of other numbers and number combinations, 3D shapes, Measuring, Estimating, Money – adding small amounts, Ordering numbers</p> <p>YR1: Counting in 2s, 5s & 10s, Odd and even numbers, Halves & Quarters, Pairs that make 20, Addition & subtraction, time</p>	<p>Daily Phonics – Phase differentiated to suit needs of children</p> <p>Letter formation</p> <p>Segmenting and Blending Skills</p> <p>Spelling, punctuation and grammar</p> <p>'Year 1 Literacy Objectives' (School Website – Holly Page) – Planned for Weekly</p> <p>I am a Top Talker – language of Retelling</p> <p>Letter formation</p> <p>'Under the Sea' Role Play Area</p> <p>Fiction and Non-fiction books related to Topic</p> <p>Elicitation</p> <p>Reading and Writing: Letters, Recounts, Sequencing, Posters – Save Our Oceans!, Learn & write facts, WOW words, Labelling, Diary entries</p> <p>Focus Texts: (Focus on rhyme/alliteration) Commotion in the Ocean, Tiddler, Fidgety Fish'</p>	<p>Know about similarities and differences in relation to materials and living things</p> <p>Make observations of animals and plants</p> <p>Care and concern for living things – Plants, Animals</p> <p>Similarities, differences, patterns and change – Plants, Seasons</p> <p>Understanding of growth, decay and changes over time – Seasons</p> <p align="center">*Bristol Aquarium School Trip*</p>	<p>Completes a simple program – logging on/ off</p> <p>Uses ICT hardware to interact with age-appropriate computer software – mouse and keyboard skills</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Select and use technology for particular purposes</p> <p>Coding (algorithms and debugging) – YR1</p> <p>Online safety</p> <p>Listening Centre + iPads</p> <p>Programs: Espresso Phonics, Espresso – Research topics, My World, 2simple Collection - painting, Revelation Natural Art, MathBase, Letters and Sounds- *Activities planned based on topic*</p>	<p>Similarities and differences in relation to objects - History of submarines!</p> <p>Similarities and differences between themselves and others, and among families, communities and traditions - Chinese Zodiac – The Great Race</p> <p>The Great Barrier Reef – How has it changed over the years?</p> <p>Know about similarities and differences in relation to living things + Make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Make observations of animals and plants</p> <p>They talk about the features of their own immediate environment and how environments may vary from one another</p> <p>Comments and asks questions about the natural world</p> <p>Oceans around the World - Locate and name some oceans</p> <p>Ocean habitat – What would you see underwater?</p> <p>Share photographs/vi deos taken underwater</p> <p>Trip – Bristol Aquarium – Look at a map of our journey – what will we see?</p>	<p>How colours can be changed</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>Manipulates materials to achieve a planned effect</p> <p>Draws lines and circles using gross motor movements</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with scissors</p> <p>Uses simple tools to effect changes to materials</p> <p>Represent their own ideas, thoughts and feelings through art and design and technology</p> <p>Create simple representations of events, people and objects</p> <p>Context:: Sea life sketches, Patterns on animals, Create resources for role play area, Stained glass fish, Observation drawing – shells, Sea scene painting, Artist – David Miller, Wyland</p>	<p>Sing songs, make music and dance, and experiment with ways of changing them</p> <p>Represent their own ideas, thoughts and feelings through music and dance</p> <p>Taught predominantly through singing with Mrs Schonfeld: Rhythm, speed, volume of voice, call and response, use of actions.</p> <p>Listening centre – music and stories to support our topic</p> <p>Ocean music – dolphin and whale sounds – use for stilling in worship</p> <p>Chinese New Year music</p> <p>Explore instruments</p>	<p>Balance using different body parts, Rocking and rolling, https://www.youtube.com/watch?v=FkuSy4yIhIY – Under the Sea – Dance</p> <p>Show good control and co-ordination in large and small movements using hands & feet</p> <p>Move confidently in a range of ways, safely negotiating space – apparatus</p> <p>Know the importance for good health of physical exercise</p> <p>Develop fine motor skills i.e. threading Dressing up area and changing for PE– Manages own personal needs successfully, including dressing.</p>	<p>Similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Discovery R.E.: Term 3:</p>	<p>Jigsaw: Term 3:</p> <p>Golden rules, School values, Growth Mindsets DOJOS – Class Reward System, Sun, Cloud & Lightning Cloud – Behaviour Management System, Learning gems, Rainbow Fish – Uniqueness, Dangers of the Ocean, Recycling!</p>
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Holly Class Curriculum Overview (YEAR A) 2018-2019

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<p align="center">Term 4: It's a Pirate's Life for me!</p>	<p>YR + 1: Dice and dominoes patterns, Comparing numbers like 5 and 7 saying which is more, Predicting the result of adding or taking away 1, Understanding number symbols and what they mean ('the fiveness' of 5 etc.), Understanding that numbers are made up of other numbers and number combinations, Time – o'clock & half past (analogue and digital), 3D shapes, Length, Height & Weight, Money , Addition & subtraction, Positional language</p> <p>YR1: 2 more/less, 2 digit numbers, Place value, Number bonds, Doubles, Missing number problems, Word problems, Halves, quarters and three quarters of shapes</p>	<p>Daily Phonics – Phase differentiated to suit needs of children</p> <p>Letter formation</p> <p>Segmenting and Blending Skills</p> <p>Spelling, punctuation and grammar</p> <p>'Year 1 Literacy Objectives' (School Website – Holly Page) – Planned for Weekly</p> <p>I am a Top Talker – language of Argument</p> <p>'Pirate Shack / ship' Role Play Area</p> <p>Fiction and Non-fiction books related to Topic</p> <p>Elicitation Reading and Writing: Poetry, Learn & write facts, WANTED posters, Character descriptions, Instructions, Pirate words / sayings, Alliteration, Message in a bottle, Cards, Focus Texts: (Focus on rhyme/alliteration) Yo Ho Ho! A-Pirating We'll Go, Port Side Pirates, Blackbeard the Pirate, Pirates Love Underpants</p>	<p>Talks about why things happen and how things work – floating and sinking experiment, Magnets</p> <p>Know about similarities and differences in relation to materials</p> <p>Understanding of growth, decay and changes over time – Seasons</p>	<p>Completes a simple program – logging on/off</p> <p>Uses ICT hardware to interact with age-appropriate computer software – mouse and keyboard skills</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Select and use technology for particular purposes</p> <p>Coding (algorithms and debugging) – YR1</p> <p>Online safety</p> <p>Listening Centre + iPads</p> <p>Beebots</p> <p>Programs: Espresso Phonics, Espresso – Research topics, My World, 2simple Collection - painting, Revelation Natural Art, MathBase, Letters and Sounds- *Activities planned based on topic*</p>	<p>Similarities and differences between themselves and others, and among families, communities and traditions</p> <p>Famous Pirates – Blackbeard!</p> <p align="center">*Pirate Visitor – WSLR*</p> <p align="center">↓</p> <p align="center">Be a Pirate for the day! Dress up day!</p>	<p>Create a treasure map! (Tea-stained)</p> <p>Map reading – Treasure hunt around Seend Know about similarities and differences in relation to places - Geographical features: Talk about the features of their own immediate environment</p> <p>Comments and asks questions about the natural world - Recap on some of the oceans</p> <p>Can talk about some of the things they have observed such as plants, natural and found objects</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>Manipulates materials to achieve a planned effect</p> <p>Draws lines and circles using gross motor movements</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with scissors</p> <p>Uses simple tools to effect changes to materials</p> <p>Represent their own ideas, thoughts and feelings through art and design and technology</p> <p>Create simple representations of events, people and objects</p> <p>Context: Sketches of Blackbeard, Junk modelling - large pirate ships – lever for the plank! Masks, Pirate hats, Pirate flags, Clay eggs, Easter crafts</p>	<p>Sing songs, make music and dance, and experiment with ways of changing them</p> <p>Represent their own ideas, thoughts and feelings through music and dance</p> <p>Taught predominantly through singing with Mrs Schonfeld: Rhythm, speed, volume of voice, call and response, use of actions.</p> <p>Listening centre – music and stories to support our topic</p> <p>Pirate themed songs</p> <p>Explore instruments</p>	<p>Show good control and co-ordination in large and small movements – ball skills and team games</p> <p>Move confidently in a range of ways, safely negotiating space – 'On the Pirate Ship' actions</p> <p>Know the importance for good health of physical exercise</p> <p>Develop fine motor skills i.e. threading</p> <p>Dressing up area and changing for PE– Manages own personal needs successfully, including dressing.</p> <p>Manage own basic hygiene – Easter nest cakes</p>	<p>Similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Discovery R.E.: Term 4: Persian New Year + Holi Theme: Easter Key Question: What is Easter? Religion: Christianity Christian Concept: Salvation *Create an Easter Garden for the Easter Service*</p>	<p>Jigsaw: Term 4: Making friends Standing Up For Yourself Challenge Never Giving Up Setting a Goal Obstacles and Support</p> <p>Golden rules, School values, Growth Mindsets DOJOS – Class Reward System, Sun, Cloud & Lightning Cloud – Behaviour Management System, Learning gems, Is it right to steal? Rules for living on a ship – friendship / teamwork</p>
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<p align="center">Term 5: Animal Kingdom</p>	<p>YR + 1: Dice and dominoes patterns, Comparing numbers like 5 and 7 saying which is more, Predicting the result of adding or taking away 1, Understanding number symbols and what they mean ('the fiveness' of 5 etc.), Understanding that numbers are made up of other numbers and number combinations, money, ordering numbers, Addition and subtraction, Position and direction, time, Number pairs, Count to 100, Formation, Teen numbers, Place value, Shapes concluded, Doubling & Halving</p> <p>YR1: Word problems, 2 digit numbers, Adding and subtracting 1 digit numbers from 2 digit numbers, Place value, 10 more/less, add 3 small numbers spotting number bonds and doubles</p>	<p>Daily Phonics – Phase differentiated to suit needs of children</p> <p>Letter formation</p> <p>Segmenting and Blending Skills</p> <p>Spelling, punctuation and grammar</p> <p>'Year 1 Literacy Objectives' (School Website – Holly Page) – Planned for Weekly</p> <p>I am a Top Talker – language of Comparison</p> <p>Story telling with puppets</p> <p>'Zoo' Role Play Area + Small world animals, farm & minibests. Animal sounds + actions</p> <p>Fiction and Non-fiction books related to Topic</p> <p>Elicitation</p> <p>Reading and Writing: WOW words i.e. fierce, Animal descriptions, Lists, Facts, Story writing, Labelling, Leaflets, Story map Focus Texts (Rhyme): The Tiger Who Came to Tea, The Animal Boogie, Rumble in the Jungle, Giraffes Can't Dance</p>	<p>Know about similarities and differences in relation to living things</p> <p>Make observations of animals and plants</p> <p>Care and concern for living things – Plants, Animals</p> <p>Similarities, differences, patterns and change – Plants, Seasons</p> <p>Identification – use outdoor learning boards + fans (Flowers & Trees)</p> <p>What is a food chain?</p> <p>What is a life cycle? Grow your own butterflies</p> <p>Understanding of growth - Plant potatoes</p>	<p>Completes a simple program – logging on/off</p> <p>Uses ICT hardware to interact with age-appropriate computer software – mouse and keyboard skills</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Select and use technology for particular purposes</p> <p>Coding (algorithms and debugging) – YR1</p> <p>Online safety</p> <p>Listening Centre + iPads</p> <p>Programs: Espresso Phonics, Espresso – Research topics, My World, 2simple Collection - painting, Revelation Natural Art, MathBase, Letters and Sounds- *Activities planned based on topic*</p>	<p>Similarities and differences: Zoos – how have these changed over the years?</p> <p>Comments and asks questions about the natural world: Extinction: What animals used to live on our planet?</p>	<p>Can talk about some of the things they have observed such as animals: Where in the world would you find a ...?</p> <p>Similarities and differences: Comparisons – UK animals and African animals</p> <p>Looks closely at similarities and differences: Physical features of different habitats</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>Manipulates materials to achieve a planned effect</p> <p>Draws lines and circles using gross motor movements</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with scissors</p> <p>Uses simple tools to effect changes to materials</p> <p>Represent their own ideas, thoughts and feelings through art and design and technology</p> <p>Create simple representations of events, people and objects</p> <p>Context: Animal patterns, Elmer – stained glass windows, Paper plate snakes, Large and small scale drawing, Clay models, Painting animals, Collage</p>	<p>Sing songs, make music and dance, and experiment with ways of changing them</p> <p>Represent their own ideas, thoughts and feelings through music and dance</p> <p>Taught predominantly through singing with Mrs Schonfeld: Rhythm, speed, volume of voice, call and response, use of actions.</p> <p>Listening centre – music and stories to support our topic</p> <p>'Jungle Book', 'The Lion King' songs</p> <p>KS1 Work in Progress preparation</p> <p>Explore instruments</p>	<p>Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space – Games, ball skills, team games, simple scoring of games, dodging, using bats, dribbling and bouncing</p> <p>Know the importance for good health of physical exercise</p> <p>Develop fine motor skills i.e. threading</p> <p>Dressing up area and changing for PE– Manages own personal needs successfully, including dressing.</p>	<p>Similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Discovery R.E.: Term 5: Theme: Story time Key Question: What can we learn from stories? Religion: Christianity, Islam, Hinduism, Sikhism</p>	<p>Jigsaw: Term 5: Everybody's Body We like to Move it Move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger</p> <p>Golden rules, School values, Growth Mindsets DOJOS – Class Reward System, Sun, Cloud & Lightening Cloud – Behaviour Management System, Learning gems, Endangered animals – what can we do to help? Caring for animals that we come into contact with – should we be gentle and caring?</p>
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Term 6: Dinosaurs!	<p>YR + 1: Dice and dominoes patterns, Comparing numbers like 5 and 7 saying which is more, Predicting the result of adding or taking away 1, Understanding number symbols and what they mean ('the fiveness' of 5 etc.), Understanding that numbers are made up of other numbers and number combinations, Doubling & halving, Count in 2s, 5s and 10s, Odd and even numbers, Measure time, O'clock and half past, Money, Measuring, Number bonds, Data Handling</p> <p>YR1: + and - 10, Weight, Capacity, Halving, Odd and even numbers, Number bonds, Doubles, Place value, Money, Place value additions, Multiplication (2, 5 and 10), Time - half and quarter hour</p>	<p>Daily Phonics – Phase differentiated to suit needs of children</p> <p>Letter formation</p> <p>Segmenting and Blending Skills</p> <p>Spelling, punctuation and grammar</p> <p>'Year 1 Literacy Objectives' (School Website – Holly Page) – Planned for Weekly</p> <p>I am a Top Talker – language of Prediction</p> <p>'Palaeontologist' Role Play Area</p> <p>Fiction and Non-fiction books related to Topic</p> <p>Elicitation</p> <p>Reading and Writing: Labelling, Facts, Story writing, Dinosaur descriptions, Poetry, WOW words, Riddles, Menus</p> <p>Focus Texts: Trouble at the Dinosaur Café, Dinosaurs Love Underpants, Dinosaur Roar, First Big Book of Dinosaurs</p>	<p>Talks about why things and how things work – Dinosaur shadows</p> <p>Looks closely at similarities and differences - Grouping / classifying dinosaurs</p> <p>Comments and asks questions about - Habitats & Diets</p> <p>Looks closely at similarities and differences - Physical features of dinosaurs</p> <p>Make observations of plants</p> <p>Care and concern for living things – Plants</p> <p>Looks closely at change - Dig up potatoes! What has changed since planting?</p> <p>Developing an understanding of changes over time - Liquid – solid – freeze dinosaurs</p> <p>Similarities, differences, patterns and change – Plants, Seasons</p> <p>Identification – use outdoor learning boards + fans (Flowers & Trees)</p>	<p>Completes a simple program – logging on/off</p> <p>Uses ICT hardware to interact with age-appropriate computer software – mouse and keyboard skills</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Select and use technology for particular purposes</p> <p>Coding (algorithms and debugging) – YR1</p> <p>Online safety</p> <p>Listening Centre + iPads</p> <p>Programs: Espresso Phonics, Espresso – Research topics, My World, 2simple Collection - painting, Revelation Natural Art, MathBase, Letters and Sounds- *Activities planned based on topic*</p>	<p>Developing an understanding of changes over time -</p> <p>What has been discovered?</p> <p>Extinction - fossils</p>	<p>Use an atlas or globe to locate where dinosaur fossils have been found</p> <p>Discuss changes caused by time. What do you think the earth looked like when dinosaurs roamed? How is it different now?</p> <p>They talk about the features of their own immediate environment – Design a map to lead a lost dinosaur from school back to where it lives – What natural and human features will it pass on the way?</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>Manipulates materials to achieve a planned effect</p> <p>Draws lines and circles using gross motor movements</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with scissors</p> <p>Uses simple tools to effect changes to materials</p> <p>Represent their own ideas, thoughts and feelings through art and design and technology</p> <p>Create simple representations of events, people and objects</p> <p>Context: Dinosaur skeletons, Modroc dinosaur eggs, Large scale drawing, Sewing, Dinosaur swamp – malleable play include natural materials</p>	<p>Sing songs, make music and dance, and experiment with ways of changing them</p> <p>Represent their own ideas, thoughts and feelings through music and dance</p> <p>Taught predominantly through singing with Mrs Schonfeld: Rhythm, speed, volume of voice, call and response, use of actions.</p> <p>Listening centre – music and stories to support our topic</p> <p>Dinosaur sounds</p> <p>Compose music in response to a scene</p> <p>KS1 Work in Progress Concert</p> <p>Explore instruments</p>	<p>Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space – Athletics – Sports' Day preparation, Parachute games, Team games</p> <p>'Walk Like a Dinosaur' - Dance</p> <p>Know the importance for good health of physical exercise</p> <p>Develop fine motor skills i.e. threading</p> <p>Dressing up area and changing for PE– Manages own personal needs successfully, including dressing.</p>	<p>Similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Discovery R.E.:</p> <p>Theme 6: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>	<p>Jigsaw:</p> <p>Term 6: My Body Respecting My Body Growing Up Growth and Change Fun and Fears Celebration</p> <p>Golden rules, School values, Growth Mindsets DOJOS – Class Reward System, Sun, Cloud & Lightning Cloud – Behaviour Management System, Learning gems, Attributes to make a good palaeontologist i.e. patience – link to Mindsets</p>
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KEY

ELG = Early Learning Goal

MR = Making Relationships, **SCSA** = Self-Confidence and Self-Awareness, **MFB** = Managing Feelings and Behaviour, **LA** = Listening and Attention,

U = Understanding, **S** = Speaking, **MH** = Moving and Handling, **HSC** = Health and Self-Care, **R** = Reading, **W** = Writing, **N** = Number,

SSM = Shape, Space and Measure, **PC** = People and Communities, **TW** = The World, **T** = Technology, **EUMM** = Exploring and Using Media and Materials,

BI = Being Imaginative