

Holly Class Curriculum Overview (YEAR B) 2019-2020

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/L A/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/M H/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</p> <p>'Home' + changeable (occupations i.e. Vets) 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, We're Going on a Bear Hunt, Elmer</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>C are and concern for living things – Pets – People to bring in their 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 - Changes within living memory – from baby to now, Family</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>*Explore Different Ways of moving*</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 Who me? How Am I Feeling Today? Being At School Gentle Hands Our Rights Our Responsibilities</p> <p>Term 2: Celebrating Difference What Am I Good At I'm Special, I'm Me! Families Houses and Homes Making Friends Standing Up For Yourself Golden rules, School values, Mindsets – How can I have a Growth Mindset? Who are Mindi and Teezle? 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: Winter	<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</p> <p>'Igloo' Role Play Area (puppets / dressing up for story telling/drama)</p> <p>Fiction and Non-fiction books related to Topic</p> <p>Elicitation</p> <p>Reading and Writing: Letters (to FC), Sequencing, Magic Spells, Poems, Lists, Story Maps, Labelling, Descriptions / Facts</p> <p>Focus Texts: Lost and Found, Winnie in Winter</p>	<p>Know about similarities and differences in relation to living things (Polar animals – How do they stay warm?)</p> <p>Make observations of animals / birds</p> <p>Care and concern for living things – Animals/ Birds</p> <p>Similarities, differences, patterns and change – Seasons, Animals, Birds</p> <p>Understanding of growth, decay and changes over time – Seasons</p> <p>Freezing Experiment</p> <p align="center">*Zoolab*</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 – Houses - Igloos</p> <p>Similarities and differences between themselves and others, and among families, communities and traditions - Chinese Zodiac – The Great Race</p> <p>Previous Experiences of snow/ice</p> <p>Inuit Community</p>	<p>Make observations of animals / environments (Seed - winter welly walk + Polar regions)</p> <p>They talk about the features of their own immediate environment and how environments may vary from one another – Arctic/Antarctic</p> <p>Comments and asks questions about the natural world</p> <p>Locate Polar Regions on a map + China</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:: Ice Art, Winter Scenes – paint, Instant Snow, Snowflakes, Polar Animal Paintings, Snow Globes, Modroc Penguins, Resources for Igloo i.e. fish</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>Chinese New Year music / Dragon Dance</p> <p>Explore instruments</p>	<p>Balance using different body parts, Rocking and rolling</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, Animal Movements</p> <p>Know the importance for good health of physical exercise – welly walk</p> <p>Understands need for variety in food – Chinese Food</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 3: Celebrations Key Question: How Do People Celebrate? Religions: Hinduism</p>	<p>Jigsaw: Term 3: Dreams and Goals Challenge Never Giving Up Setting a Goal Obstacles and Support Flight to the Future</p> <p>Golden rules, School values, Growth Mindsets DOJOS – Class Reward System, Sun, Cloud & Lightning Cloud – Behaviour Management System, Learning gems, How to stay warm, How to stay safe in snow and ice, Endangered animals – polar bears</p>
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Term 4: All Around the World	<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</p> <p>'Travel Agents' Role Play Area</p> <p>Fiction and Non-fiction books related to Topic</p> <p>Elicitation Reading and Writing: Lists (what I need to pack for a holiday), Postcards, Where I would like to visit and why, Research / Fact file, Rhyme Focus Texts: The Three Sisters Who Fell into the Mountain, The Crown and Sceptre, The Magic Paintbrush, Jamal's Journey, My Granny Went to Market (rhyme), Illustrated Stories from Around the World'</p>	<p>Talks about why things happen and how things work – Paper aeroplanes, Bottle rockets, parachutes, different types of travel</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>YouTube – different forms of travel</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 Landmarks</p> <p>Past experiences of holidays/trips</p>	<p>Maps – locate different countries on a world map / globe</p> <p>Geographical features: Talk about the features of their own immediate environment and compare to others</p> <p>Comments and asks questions about the natural world</p> <p>Flags</p> <p>Can talk about some of the things they have observed</p> <p>Different languages</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: Make Japanese folded paper fans, Weaving, Rangoli patterns from India, Clay pots, Indian Henna patterns, Australian indigenous Art – Aboriginal Dot Painting, African Masks</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>Explore instruments – African Drumming</p> <p>Listen to and learn songs from other countries i.e. Frere Jacques</p>	<p>*See above – continue with gymnastics / use of apparatus*</p> <p>*Forward rolls*</p> <p>Move confidently in a range of ways, safely negotiating space – sample different dances from around the world</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 and understands need for variety in food – tasting different food from all around the world</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 Concept: Salvation *Create an Easter Garden for the Easter Service*</p> <p>Visitors in to talk about different cultures / countries</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, we are all different but we are all unique and special, importance of water</p>
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<p align="center">Term 5: Traditional Tales</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</p> <p>'Theatre / stage/ story telling' Role Play Area (puppets / dressing up for story telling/drama)</p> <p>Fiction and Non-fiction books related to Topic</p> <p>Elicitation</p> <p>Story teller visitor - WSLR</p> <p>Reading and Writing: Favourite parts (re-writing parts), Write own stories, Story Maps, Drawing and Labelling, Character Descriptions, WANTED posters, Hot Seating, Sequencing, Letters (Apology letters, Notes / messages, Questions, Recipe</p> <p>Focus Texts: The Three Little Pigs, The Gingerbread Man, Jack and the Beanstalk, The Three Billy Goats Gruff and Goldilocks and the Three Bears</p>	<p>Know about similarities and differences in relation to living things (plants/trees/ flowers)</p> <p>Make observations of plants/trees/flowers</p> <p>Care and concern for living things – plants/trees/flowers</p> <p>Similarities, differences, patterns and change – plants/trees/flowers Seasons</p> <p>Identification – use outdoor learning boards + fans (Flowers & Trees)</p> <p>Understanding of growth - Plant potatoes, Beanstalks!</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>*Photograph Beanstalk growth*</p> <p>*Film drama*</p>	<p>Similarities and differences: Famous bridges around the world , Castles</p> <p>Comments and asks questions – Royal Family</p> <p>Similarities and differences between themselves and others, and among families, communities and traditions – Royal Family</p>	<p>Can talk about some of the things they have observed – Where do you live? What do you see on your walk to school?</p> <p>Looks closely at similarities and differences: Maps – locate where we live</p> <p>Draw a map of 'The Jolly Postman's' journey</p> <p>Geographical features: Talk about the features of their own immediate environment – Look in stories (manmade and natural) i.e. a wood</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: Design and draw castles, Magic Beans – Modroc, Create a magic beanstalk, Crowns, Paint scenes from our focus fiction texts, Ginger scented play dough – create your own Gingerbread Man – will he come to life? Observational drawing – different flowers and plants, Dressing up day! Painting a picture of a troll (The Three Billy Goats Gruff), Sketch the Big Bad Wolf!</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>KS1 Work in Progress preparation</p> <p>Explore instruments</p> <p>Listen to songs from Traditional Tales i.e. Beauty and the Beast</p>	<p>Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space – Games, team 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>Manage own basic hygiene and understands need for variety in food – Make Gingerbread Men</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, Character feelings, Moral of stories, How could we welcome a giant? Honesty – The Boy That Cried Wolf, Stanger Danger!</p>
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Term 6: Minibeasts	<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</p> <p>'Minibeast Explorer' Role Play Area (puppets / dressing up for story telling/drama)</p> <p>Fiction and Non-fiction books related to Topic</p> <p>Elicitation</p> <p>Reading and Writing: Labelling, Facts, Story Planning (Story Maps) + writing (Magic Key), Sequencing, Minibeast descriptions, Poetry, WOW words, Riddles, Reflections / Memories (past year at school), Rhyme</p> <p>Focus Texts: The Very Hungry Caterpillar, The Snail and the Whale, The Bad-Tempered Ladybird & Superworm</p>	<p>Talks about why things happen and how things work – Potato Growth</p> <p>Looks closely at similarities and differences – Life Cycle of a Butterfly, Physical features of Minibeasts (minibeast hunts!)</p> <p>Comments and asks questions</p> <p>Make observations</p> <p>Care and concern for living things – Minibeasts</p> <p>Looks closely at change - Potatoes</p> <p>Developing an understanding of changes over time – Growing Potatoes, Life Cycle of a Butterfly</p> <p>Similarities, differences, patterns and change – Minibeasts, Growing Potatoes</p> <p>Identification – use outdoor learning boards + fans (Minibeasts)</p> <p>* Westonbirt Arboretum Trip – 'Marvellous Minibeasts'</p> <p>*Butterfly World?*</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>*Take photographs of minibeasts found*</p> <p>*Record Growth of our Butterflies*</p>	<p>Developing an understanding of changes over time – Life Cycle of a Butterfly / potato</p> <p>Share past experiences of minibeasts</p>	<p>Make observations of habitats</p> <p>Looks closely at similarities and differences – Minibeasts from UK and other countries</p> <p>Use a map of the school grounds – draw where you found the different minibeasts</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: Flower show entries, Spider webs, Observational drawing, Clay Minibeasts, Butterfly symmetry, Spider pom poms,</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>Minibeast songs ▼ 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>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 and understands need for variety in food – Make a Potato Salad</p>	<p>Similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Discovery R.E.: Term 6: Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p>	<p>Jigsaw: 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, Show care and concern for living things, Release butterflies into the world</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