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| A blue and white logo with two people and a church  Description automatically generated  **Maple Class** Spring 2 2025  Key Questions - How do seeds and bulbs grow into healthy plants?  How have explorers changed our view of the world? | | | | | | | |
| **Book Spine**   |  |  |  | | --- | --- | --- | | **Nursery Rhymes**  1, 2, 3, 4, 5 Once I Caught a Fish Alive  Baa, Baa, Black Sheep  Hey, Diddle, Diddle  Humpty Dumpty  Jack and Jill  Miss Molly Had a Dolly | **EYFS**  Whatever Next  Mr Gumpy’s Outing  Lost and Found  Beegu  Papa Penguin  The Boy Who Sailed the World | **KS1**  The Way Back Home  Tuesday  The Train Ride  Dear Earth | | | | | | | | |
|  |  | **24th Feb** | **3rd Mar** | **10th Mar** | **17th Mar** | **24th Mar** | **31st Mar** |
| English | Key dates |  | 3rd Parents evening / safer internet info for parents.  School trip to HfC  5th – St Piran’s day  6th World book day  7th Parliament visit | ASSESSMENT WEEK | ASSESSMENT WEEK | Moderation week | 3rd – Easter Service |
| Phonics | N- Foundations for phonics  Y1 -spring 1, wk 4  Y2 – LW Spelling | N- Foundations for phonics  Y1 -spring 1, wk 5  Y2 – LW Spelling | N- Foundations for phonics  Y1 – Y1 -spring 2, wk 1  Y2 – LW Spelling | N- Foundations for phonics  Y1 – Y1 -spring 2, wk 2  Y2 – LW Spelling | N- Foundations for phonics  Y1 – – Y1 -spring 2, wk 3  Y2 – LW Spelling | N- Foundations for phonics  Y1 – – Y1 -spring 2, wk 4  Y2 – LW Spelling |

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|  | Writing  SPAG | Yr 1 Unit Guide -  **Instructions- How to grow a plant (Yr 1 unit guide)**  [Y1 Unit Guide – Instructions – How to grow a plant - Grammarsaurus](https://grammarsaurus.co.uk/portal/2024/04/y1-unit-guide-instructions-how-to-grow-a-plant/) | | | | | Yr 2 Unit Guide -  **Recount – Diary: Charles Darwin’s journey (Yr 2 unit guide)** | | | | |
| Maths | N | Consolidation :  Counting 1-5 consolidation  Numerals 1-5consolidation  Subitising 1-5 consolidation | | Number 6  Rhyme: Sing a song of sixpence  Counting 6  Recognising 6 | Height and length  Song: I’m a little bean  Tall and short  Long and short  Length and height | | Mass  Rhyme: 5 little monkeys swinging from a tree  Balance scales  Balance with numicon | Capacity  Rhyme: when Goldilocks went to the house of the bears  Full and empty  Nearly full  More/ less | | Consolidation  Mass  Capacity  Length and height | |
| YR | **Alive in 5**  Step 1 Introduce zero  Step 2 Find 0 to 5  Step 3 Subitise 0 to 5  Step 4 Represent 0 to 5 | | **Alive in 5**  Step 5 1 more  Step 6 1 less  Step 7 Composition  Step 8 Conceptual subitising to 5 | **Mass and capacity**  Step 1 Compare mass  Step 2 Find a balance  Step 3 Explore capacity  Step 4 Compare capacity | | **Growing 6, 7, 8** | **Growing 6, 7, 8** | | **Growing 6, 7, 8** | |
| Y1 / Y2 | **Multiplication and division**  Step 6 make arrays  Step 7 multiplication sentences  Step 8 commutivity  Step 9 make equal groups- grouping  Step 10- make equal groups- sharing | | Step 11 The 2 times-table  Step 12 Divide by 2  Step 13 Doubling and halving  Step 14 Odd and even  Step 15 The 10 times-table | Step 16 Divide by 10  Step 17 The 5 times-table  Step 18 Divide by 5  Step 19 The 5 and 10 times-tables  End of block assessment | | **Spring term Assessment week**  **Length and height** – pre block assessment  Step 1 Measure length using objects | **Length and height**  Step 2 Measure length in centimetres  Step 3 Measure length in metres  Step 4 Compare lengths and heights  Step 5 Order lengths and heights  Step 6 Four operations with lengths and heights | | **Statistics**  Step 1 Tally charts  Step 2 Tables  Step 3 Block diagrams  Step 4 Draw pictograms  Step 5 Interpret pictograms  **End of Block assessment** | |
| Spirituality: | |  | | | | | | | | | |
| RE | N / R:  Easter | Look for signs of spring in the environment | | Share the Twinkl easter bunny story | Easter paper craft | | Easter cards | Make easter nests | | Paint easter egg rocks | |
| YR 1+2  1.5 Salvation Why does Easter matter to Christians? | WALT: I can notice signs of spring.  Look for signs of spring in the environment- go on a spring walk | | WALT: Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)  Tell the story of Easter through an Easter trail. | Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible  Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)  Design and tell the story of easter through the easter cross activity,. | | WALT: Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)•  Talk about the emotions of Jesus’ followers during the week. Match the emotions to different characters at different times (e.g. being angry, sad, excited, worried, scared, surprised, happy, puzzled, overjoyed, etc.) Note the big change from Friday (sad) to Sunday (puzzled and overjoyed).- use emotions cards to match the emotions to the crosss children made last week. | WALT: Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter  • Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating crosses in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations.  MAKE EASTER NESTS to celebrate Easter | | WALT:Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.  WALT: Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible  Ask pupils why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad  Connect the idea of eggs, new life and the belief in Jesus’ resurrection. Look at decorated Easter eggs – make some model eggs and decorate with scenes from Easter Sunday. Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of ‘salvation’ – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a place without pain or suffering – a place of joy.  **PAINT EASTER EGG ROCKS with designs of the easter story.** | |
| Topic | History / Geog: | **How have explorers changed our view of the world?**  Key knowledge: 1)Humans have explored many places on Earth and beyond.  2) The main reasons why humans explore: to learn, curiosity, to be the first person to discover a new place, to make a difference.  3)About some key explorers from the past: Ibn Battuta: Moroccan explorer of many continents, Charles Darwin: nature explorer , Roald Amundsen: Polar explorer  .Edmund Hillary: mountaineer  Neil Armstrong: | | | | | | | | | |
| 1.How can we find out about the past? | | 2.Why do people explore? | 3.Who are the important explorers from the past? | | 4.What are the famous explorations of the past? | 5.Can we compare different explorations? | | 6.How have explorations changed over time? | |
| Science | **How do seeds and bulbs grow into healthy plants?** | | | | | | | | | |
| **WALT:** I can name which types of plants can be eaten.  **Success criteria:** By the end of this lesson, children will be able to identify plants that can be eaten i.e. fruit, veg & herbs.  Update floorbook on seasons: spring- take photos of the trees from winter, any other signs of spring | | WALT: I can observe and describe how seeds grow into mature plants  ***Success crite*ria:** By the end of this lesson, children will be able to describe differences and similarities in different plant seeds | WALT: I can say what conditions a plant needs to grow.  **Success criteria:** By the end of this lesson, children will be able to say plants need to grow and stay healthy. | | WALT: I know what plants need to grow and stay healthy  ***Success criteria:***By the end of this lesson, children will be able to plan an investigation to find where the best place is to grow cress seeds. | I can explain the life cycle of plants.  **Success criteria*:***By the end of this lesson, children will be able to explain how plants grow and change throughout their life cycle. | | **Trip to the garden centre to learn about different plants.** | |
| Art / DT | **Mechanisms**  - Wheels and axles    *How do we make a trolley to take our tools to the garden?*    Science: how do seeds and bulbs grow into healthy plants?  Text: Grandpa’s Garden | | | | | | | | | |
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|  | Music |  |  | | |  |  | |  | |  |
| PSED | SCARF: Being my best | * Bouncing back when things go wrong (R) | | * Yes I can (R) | * I can eat a rainbow (Y1) | | * Eat well (Y1) | * You can do it! (Y2) | | Harold’s postcard – helping us to keep clean and healthy (Y2) | |
| PE | DT Coaching | | | | | | | | | | |

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| **Breage EYFS Curriculum Overview** | | |
| **CoEL** | | Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store  of information and experiences to draw on which positively supports their learning  Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop  into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous  experiences which help them to solve problems and reach conclusions. |
| **Over Arching**  **Principles** | | Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.  Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.  PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. |
| **Prime areas** | **PSED** | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.  Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. |
| **Physical**  **development** | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.  **This half term:**  Fine motor - Threading, cutting,  weaving, playdough, Fine Motor activities.  Develop muscle tone to put pencil pressure on paper  Use tools to effect changes to materials  Show preference for dominant hand  Engage children in structured activities: guide them in what to draw, write or copy.  Gross motor - Ball skills- throwing and catching.  Crates play-climbing.  Skipping ropes in outside area  Dance related activities  Dance/moving to music |
| **Communication and**  **language** | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.  **This half term**: Develop vocabulary, Tell me a story – retelling stories  Story Listening and responding to stories  Following instructions  Taking part in discussion  Understand how to listen carefully and why listening is important.  Use new vocabulary through the day.  Choose books that will develop their vocabulary |
| **Specific Areas** | **Literacy** | **3-4 yrs -** • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately |
| **Mathematics** | • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| **Understanding of**  **the world/ RE** | **3-4yrs -** • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  **Reception -** • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. |
| **Expressive arts**  **and design** | **3-4 yrs -** • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs  **ELGs**• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.  • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |