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| A blue and white logo with two people and a church  Description automatically generated  **Maple Class** Spring 1 2025  Key Question -  How are we connected to the sea? | | | | | | | |
| **Book Spine**   |  |  |  | | --- | --- | --- | | **Nursery Rhymes**  Mary, Mary Quite Contrary  One, Two, Buckle My Shoe  Ring-a-ring-a-roses  Row, Row, Row Your Boat  The Wheels on the Bus  Wind the Bobbin Up | **EYFS**  Look what I found at the Seaside (Moira Butterfield)  At the beach (Roland Harvey) | **KS1**  Lutey and the Mermaid  The Mermaid Boy  The Mermaid of Zennor | | | | | | | | |
|  |  | **6th Jan** | **13th Jan** | **20th Jan** | **27th Jan** | **3rd Feb** | **10th Feb** |
| English | Key dates | 7th – Monitoring visit  9th – Cross country at St Keverne |  | 20th – 22nd – Young Voices trip to London |  | 3rd – Internet safety presentation to parents  4th – Will Keating Music workshop | 14th – INSET day |
| Phonics | N- Foundations for phonics  Y1 -Aut 2, wk 3  Y2 – LW Spelling | N- Foundations for phonics  Y1 – Y1 -Aut 2, wk 4  Y2 – LW Spelling | N- Foundations for phonics  Y1 – Y1 -Aut 2, wk 5  Y2 – LW Spelling | N- Foundations for phonics  Y1 – Y1 -spring 1, wk 1  Y2 – LW Spelling | N- Foundations for phonics  Y1 – – Y1 -spring 1, wk 2  Y2 – LW Spelling | N- Foundations for phonics  Y1 – – Y1 -spring 1, wk 3  Y2 – LW Spelling |

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|  | Writing  SPAG | Complete PVPG  Review | | | | | Yr 1 Unit Guide | | | | |
| Maths | N | Number 3  Subitising | | Number 3  3 Little pigs  1:1 counting Numerals/Triangles | Number 4  1:1 counting  Numerals  Squares/rectangles | | Number 4  Composition of 4 | Number 5  1:1 counting  Numerals  Pentagon | | Number 5  Composition of 5 | |
| YR | Baseline Assessments | |  |  | |  |  | |  | |
| Y1 / Y2 | **Addition and subtraction**  Pre-block assessment  Step 1 Related facts  Step 2 Add and subtract 1s  Step 3 Add to the next 10 Step 4 Add from a 10 | | Step 5 Add across a 10  Step 6 Subtract to a 10  Step 7 Subtract from a 10  Step 8 Subtract across a 10 | Step 9 Add 10s  Step 10 Subtract 10s  Step 11 Add two 2-digit numbers (not across a 10)  Step 12 Add two 2-digit numbers (across a 10) | | Step 13 Subtract two 2-digit numbers (not across a 10)  Step 14 Subtract two 2-digit numbers (across a 10)  Step 15 Mixed addition and subtraction  Step 16 Compare number sentences | Step 17 Missing number problems  End of block assessment  **Multiplication and division**  Pre-block assessment | | **Multiplication and division**  Step 1 Count in 2s, 5s and 10s  Step 2 Count in 3s  Step 3 Recognise equal groups  Step 4 Make equal groups | |
| Spirituality: | | **Dignity, forgiveness** | | | | | | | | | |
| RE | N / R:  Caring for others  Caring for our environment | How can we look after each other?  Group discussion- explore children’s ideas. | | Share the Rainbow fish story... discuss friendship... ask children how they are a good friend | Share a story about caring- ask children how they show care | | Share the Christian story of the good Samaritan and link it with treating others how you would want to be treated. | How can we care for our classroom? | | Why do we say thank you? | |
| YR 1+2  1.9 How should we care for others and the world and why does it matter? | **WALT: I can identify a story or text that says something about each person being unique and valuable**  **I can Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)**  Introduce the idea that each person is unique and important; use teachings to explain why Christians and Jews believe that God values everyone, such as for Christians: Matthew 6:26; Jesus blesses the children, for Jews and Christians: teachings such as Psalm 8 (David praises God’s creation and how each person is special in it). Use the Golden Rule to illustrate a non-religious view of the value of all people. | | **WALT: I can identify a story or text that says something about each person being unique and valuable**  I can **g**ive an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories    Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus’ special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), ‘The Good Samaritan’ (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4).  Ask pupils to describe their friend’s special skills, leading to the idea that we all have special skills we can use to benefit others. | **WALT: Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories**  Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. zakah (almsgiving) in Islam; tzedaka (charity) in Judaism. • Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica, the Catholic aid agency CAFOD, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Also find out about religious and non-religious people known in the local area. | | **WALT: Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world**  Look carefully at some texts from different religious scriptures about the ‘Golden Rule’ and see if the pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the Golden Rule can make life better for everyone. | **WALT: Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world**  **Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.**  Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Talk about ways in which Jews and Christians might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God’s representatives on God’s creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden).  Investigate ways that people can look after the world and think of good reasons they this is important for everyone, not just religious believers. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B’shevat (new year for trees). | | **WALT: Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories**  Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a ‘Thank you’ tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fundraising event and donate the money to a local charity. | |
| Topic | History / Geog: | **How are we connected to the sea?** | | | | | | | | | |
| Lesson 1 - Where is the sea closest to us?  Walk to coast – use arial maps to mark out route and navigate (NSEW) | | Lesson 2 - Are all the Seas surrounding UK the same? | Lesson 3 - What is the difference between the ocean and the sea? | | Lesson 4 - What are the different oceans and where are they? | Lesson 5 -Why does the sea matter to us?  (trip with natural England / national trust rock pooling & caring for the oceans / surfers against sewage / Finisterre talk (Emma) | | Lesson 6 – How are we connected to the sea? Human geography – industry connected to the sea? (fishing  tourism)  talk from local business people (lizard adventure / fisherman / cadgwith camping / café owners / trip / Finisterre (Emma) ) | |
| Science | Use of everyday Materials (Y2)  ***Which material is best for a boat?*** | | | | | | | | | |
| What are materials? | | What are things made from? | How can we change materials? | | What is the best material for a boat? | Lizard Lifeboat Station trip. | |  | |
| Art / DT | Ocean collages. - Key Artist Link: Henri Matisse | | | | | | | | | |
| Finding out about the artist | Children to create information page about the artist – to include key information about artist, an image of the artist, images of their work, drawings created by the children of the artist’s work, their thoughts about the work, likes/dislikes etc. | | | Exploration of media and tools that they will choose from for their final piece of artist related work. | Arist inspired work – main piece of art. | | Extend project into other medium and practise skills e.g. sewing, clay, print etc.  Children to plan a piece of work inspired by artist in new medium. | | Create 2nd piece of main of art in new medium. |
|  | Music | EYFS – Charanga (Everyone!)  KS1 - Inventing a Musical Story |  | | |  |  | |  | |  |
| PSED | SCARF: Valuing differences | I’m special, you’re special (R) | | Same and different (R) | Same OR different? (Y1) | | Unkind, tease or bully? (Y1) | What makes us who we are? (Y2) | | How do we make others feel? (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. |

