

Spring 1 – Curriculum Overview (6 weeks)

‘Me and My World’



Topic Overview

During this topic, the children will be learning about the world they live in. This will include the places they live and visit, the wider world and their responsibilities.

Personal, Social and Emotional Development intent	Personal, Social and Emotional Development implementation	
<ul style="list-style-type: none"> • Takes steps to resolve conflicts with other children, e.g. finding a compromise • Play co-operatively, taking turns with others. • Confident to speak to others about own needs, wants, interests and opinions • Children are confident to try new activities, and say why they like some activities more than others • Aware of the boundaries set, and of behavioural expectations in the setting • Understands that own actions affect other people 	Adult-Initiated: <ul style="list-style-type: none"> • Jigsaw PSHE Curriculum - Dreams and Goals <ul style="list-style-type: none"> ○ Challenge ○ Never Giving Up ○ Setting a Goal ○ Obstacles and Support ○ Flight to the Future ○ Award Ceremony 	Adult-Framed: <ul style="list-style-type: none"> • Puzzles • Team games (tennis, ball games) • Role Play (home corner with different activities every week)
Communication and Language intent	Communication and Language implementation	
<ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or action. • Able to follow a story without pictures or props • Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events • Introduces a storyline or narrative into their play 	Adult-Initiated: <ul style="list-style-type: none"> • Which house would you rather live in? From ‘You Choose’ • Retelling the story of ‘We’re Going on a Bear Hunt’ 	Adult-Framed: <ul style="list-style-type: none"> • Pictures of the local area and popular attractions. Have you been here? Can you tell me where it is? • Retelling and acting out the stories with small world props
Physical Development intent	Physical Development implementation	
<ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control • Begins to form recognisable letters. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks • Shows understanding of how to transport and store equipment safely 	PE Week 1 – PE Week 2 – PE Week 3 – PE Week 4 – PE Week 5 – PE Week 6 –	Adult-Framed: <ul style="list-style-type: none"> • Scissor practise • Pencil control • Letter formation • Playdough • Name writing • Sensory bear hunt – counting bears inside a tray of cornflour and water mixture •

English intent	English implementation	
<ul style="list-style-type: none"> • Enjoys an increasing range of books • Knows that information can be retrieved from books and computers • Begins to read words and simple sentences • Links sounds to letters, naming and sounding the letters of the alphabet • Writes own name and other things such as labels, captions • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence 	<p>Adult-Initiated:</p> <ul style="list-style-type: none"> • Writing a letter to Goldilocks (or another character from the Jolly Postman) • Labelling a house • Describing a scene from We're Going on a Bear Hunt • A story map for The Snail and the Whale • Shared reading sessions <ul style="list-style-type: none"> ○ The Big Carrot ○ The Big Bad Bug ○ Tiger's Family 	<p>Adult-Framed:</p> <ul style="list-style-type: none"> • Reading opportunities: atlases, maps, books about Portsmouth, information posters about local events • Name writing practice <ul style="list-style-type: none"> ○ Big chalk ○ Paint ○ Water • Secret cave writing – clipboards, special pens • Continuous letter writing to Bob the alien
Maths intent	Maths implementation	
<p>Weeks 1-3:</p> <ul style="list-style-type: none"> • Recognise numerals 1 to 10 • Counts out up to 10 objects from a larger group • Count actions or objects which cannot be moved • Selects the correct numeral to represent 1 to 10 objects • Counts objects to 10 • Counts an irregular arrangement of up to 10 objects <p>Weeks 4-6:</p> <ul style="list-style-type: none"> • Orders two or three items by length or height • Orders two items by weight or capacity 	<p>Adult-Initiated:</p> <ul style="list-style-type: none"> • Ten frame game – on your turn, roll the dice. Count out the number of counters that is displayed by the dice. The first person to fill their ten frame wins. Use different coloured counters for each turn to discuss number bonds. • Make a tower of 5 bricks and a tower of 9 bricks. Can you create a town that will be smaller than one of these towers but taller than the other? Build towers and order them all. 	<p>Adult-Framed:</p> <ul style="list-style-type: none"> • Door numbers comparison activity <ul style="list-style-type: none"> ○ Putting the doors in order ○ Which is the biggest number? ○ Which is the smallest number? • Bear soup – kitchen items and bears, children write their recipes down as they wish to record it • Chalking a whale on the playground. How many children would fit on the whale for a journey around the world? Investigation with estimations on the big whiteboard. • Comparing different water containers – which will fit the most ____ inside. (water beads, water, cornflour) •

Understanding the World intent	Understanding the World implementation	
<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions • Know about similarities and differences in relation to places, objects, materials and living things. • Recognise that a range of technology is used in places such as homes and schools 	<p>Adult-Initiated:</p> <ul style="list-style-type: none"> • Going on a bear hunt around the school 	<p>Adult-Framed:</p> <ul style="list-style-type: none"> • Designing a house – which rooms would you have in your house? • Making maps to start and finish in different places around the school. Test them out, do they work? – Extend with a trip to College Park with a map made by a child. • Bee bots going on a journey underwater. Use mats to create scenes. • We're going on a bear hunt recipes, children to follow instructions in the mud kitchen • Education City programmes – interacting with and understanding how to use independently • Pictures of technology at home and technology at school – sorting activity. Where would you find a washing machine? Replace school with another place in local area
Expressive Art and Design intent	Expressive Art and Design implementation	
<ul style="list-style-type: none"> • Construct with a purpose in mind, using a variety of resources • Use simple tools and techniques competently and appropriately • Introduces a storyline or narrative into their play • Play co-operatively as part of a group to develop and act out a narrative 	<p>Music Week 1 -</p> <p>Music Week 2 -</p> <p>Music Week 3 -</p> <p>Music Week 4 -</p> <p>Music Week 5 -</p> <p>Music Week 6 -</p>	<p>Adult-Framed:</p> <ul style="list-style-type: none"> • Make a representation of a house (drawing, painting, junk modelling) • Role play: bear cave and home corner • Making designs for construction materials – children give to a friend to recreate their design. Competition? Who had the best instructions to follow? • Making bear caves using big construction materials: fabric, stands, bricks, tyres • Decorating a shell • Shell printing • Snail trail pattern making – painting water on sugar paper • Painting or drawing recreations of local landmarks and attractions

<p><u>Book Focus:</u></p> <ul style="list-style-type: none"> • The Jolly Postman by Janet and Allan Ahlberg • You Choose by Nick Sharratt and Pippa Goodhart • We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury • The Snail and the Whale by Julia Donaldson 		<p><u>Opportunities to show Super Learning powers</u></p> <ul style="list-style-type: none"> • Resilience: New challenges and trying new things • Ready: Children to show that they are ready to learn • Respectful: What does it mean? What does it look like?
<p><u>Topic-Specific Vocabulary</u></p> <p>Flat, cottage, maisonette, house, bungalow, castle, semi-detached, detached, terraced, living room, dining room, garden, kitchen, bathroom, bedroom, stairs, floor, roof, window, door, attic</p> <p>Grass, river, mud, forest, snowstorm, cave</p> <p>Long, wavy, deep, cold, thick, oozy, big, dark, swirling, whirling, narrow, gloomy</p>		<p><u>Prep/homework related tasks</u></p> <p>Show us your favourite place in Portsmouth</p>
<p><u>SMSC and British Values</u></p> <ul style="list-style-type: none"> • Learning about opportunities to help others • Restorative questions • Sharing ideas and listening to the ideas of others • Golden rules • Star of the week • Special helpers • Classroom routines 	<p><u>Calendar:</u></p> <ul style="list-style-type: none"> • MOLIMA Fortnight – WB 13/01/20 and WB 20/01/20 • Sports for School – 21/01/20 • Chinese New Year – 25/01/20 • Family Learning Week – WB 03/02/20 • Valentine's Day – 14/02/20 • RE Day – 14/02/20 • Building Site Visit – 14/02/20 	<p><u>Trips/Hooks</u></p> <p>Visits to places in the local area</p> <ul style="list-style-type: none"> • Take children on a street exploration with tablets and clipboards to observe and take note of windows, doors, buildings etc. • Using maps from other children to follow in the local area – does the map work? • College Park visit to find clues from Bob <p>'Bob' the alien visiting different places in the local area</p>