

## **Spring 2 – Curriculum Overview (6 weeks)**

### **‘All creatures great and small’**



### **Topic Overview**

**During this topic, the children will be learning about a variety of real-life creatures and any that come to their imagination. We will be exploring this using our indoor and outdoor classrooms and in our local environment.**

<b>Personal, Social and Emotional Development intent</b>	<b>Personal, Social and Emotional Development implementation</b>	
<ul style="list-style-type: none"> <li>Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)</li> <li>Takes steps to resolve conflicts with other children e.g. finding a compromise. (40-60)</li> <li>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. (ELG)</li> <li>They work as part of a group or class and understand and follow the rules. (ELG)</li> </ul>	<b>Adult-Initiated:</b> <ul style="list-style-type: none"> <li>Jigsaw PSHE Curriculum - Healthy Me <ul style="list-style-type: none"> <li>Everybody's Body</li> <li>We like to move it, move it!</li> <li>Food, Glorious Food</li> <li>Sweet Dreams</li> <li>Keeping Clean</li> <li>Stranger Danger</li> </ul> </li> </ul>	<b>Adult-Framed:</b> <ul style="list-style-type: none"> <li>Write something you like about a friend and post it in a special box</li> </ul>
<b>Communication and Language intent</b>	<b>Communication and Language implementation</b>	
<ul style="list-style-type: none"> <li>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or action. (ELG)</li> <li>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG)</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> </ul>	<b>Adult-Initiated:</b> <ul style="list-style-type: none"> <li>Retelling the stories with Pi Corbett method</li> <li>Helicopter stories</li> </ul>	<b>Adult-Framed:</b> <ul style="list-style-type: none"> <li>Little red hen tory map to retell the story</li> <li>The Very Hungry Caterpillar story sequencing</li> </ul>
<b>Physical Development intent</b>	<b>Physical Development implementation</b>	
<ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food. (40-60)</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (40-60)</li> <li>Practices some appropriate safety measures without direct supervision. (40-60)</li> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. (ELG)</li> </ul>	PE Week 1 –  PE Week 2 –  PE Week 3 –  PE Week 4 –  PE Week 5 –  PE Week 6 –	<b>Adult-Framed:</b> <ul style="list-style-type: none"> <li>Trying different foods like the Very Hungry Caterpillar – looking into healthy foods.</li> <li>Throw the food into the caterpillar's mouth game, will it make it through the hole?</li> <li>Paper chains to look like a caterpillar</li> <li>Making spider's webs with paper plates hole punched, threaded with wool</li> <li>Masking tape spider web over a builder's tray. Can you get the objects out?</li> </ul>

<ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>Making pancakes</li> </ul>	<ul style="list-style-type: none"> <li>Making a spider's assault course using string – can you move your body through without touching the string?</li> <li>Create your own minibeasts – playdough and googly eyes</li> <li>Using vegetables to write, draw and make marks</li> <li>Sorting food (healthy/not healthy)</li> <li>Brushing teeth (teeth pack)</li> </ul>
<b>English intent</b>	<b>English implementation</b>	
<ul style="list-style-type: none"> <li>Enjoys an increasing range of books (R:40-60)</li> <li>Knows that information can be retrieved from books and computers (R:40-60)</li> <li>Begins to read words and simple sentences (R:40-60)</li> <li>They use phonic knowledge to decode regular words and read them aloud accurately. (R: ELG)</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet (W:40-60)</li> <li>Writes own name and other things such as labels, captions (W:40-60)</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (W 40-60)</li> <li>Attempts to write short sentences in meaningful contexts.( W 40-60)</li> <li>Children use their phonic knowledge to write words in ways which match their spoken sounds. (W: ELG)</li> </ul>	<p>Adult-Initiated:</p> <ul style="list-style-type: none"> <li>Recipe writing for making chocolate nests</li> <li>Shopping lists for chocolate nest ingredients</li> </ul>	<p>Adult-Framed:</p> <ul style="list-style-type: none"> <li>What are the chicks saying to each other? A chick conversation picture to fill in.</li> <li>Animal diaries – writing a daily entry to what the creature is doing.</li> <li>Use our senses to explore the different foods that the Very Hungry Caterpillar ate and write about it.</li> <li>Little Red Hen rhyming, e.g. cat on sugar paper – children to write</li> <li>Peg up your super writing on Stu the Spider</li> <li>A creature in a feely bag - 'I think it is a....' children to write their guess on a piece of paper. Prize for correct guesses.</li> <li>What are the insects saying? Pictures of insects with speech bubbles next to them.</li> <li>Voting on the board with a question a day – e.g. Will the cup float or sink?</li> <li>Feather writing</li> </ul>
<b>Maths intent</b>	<b>Maths implementation</b>	
<p>Weeks 1-3:</p> <ul style="list-style-type: none"> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects</li> <li>Finds the total number of items in two groups by counting all of them</li> <li>Says the number that is one more than a given number</li> </ul>	<p>Adult-Initiated:</p> <ul style="list-style-type: none"> <li>Ladybird spots – adding and taking away</li> <li>Painting of a butterfly – put dots on one side of the butterfly and halving it to make double.</li> </ul>	<p>Adult-Framed:</p> <ul style="list-style-type: none"> <li>Make a class caterpillar using paper plates. Each child to have a different amount of food to stick onto the plate. Can we put the quantities in the right order.</li> <li>Incy Wincy Spider game</li> </ul>

<ul style="list-style-type: none"> <li>• Finds one more or one less from a group of up to 10 objects</li> <li>• In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting</li> <li>• Estimates how many objects they can see and checks by counting them</li> </ul> <p>Weeks 4-5:</p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes</li> <li>• Selects a particular named shape</li> <li>• Use familiar objects and common shapes to create and recreate patterns and build models</li> </ul> <p>Week 6:</p> <ul style="list-style-type: none"> <li>• Uses everyday language related to time</li> <li>• Orders and sequences familiar events</li> <li>• Measures short periods of time in simple ways</li> </ul>	<ul style="list-style-type: none"> <li>• 3D shape walk – what can you find?</li> <li>• Easter egg hunt – can you find all of the numbers?</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week – what did the caterpillar do on each day?</li> <li>• What do you do on each day of the week?</li> <li>• What is your daily routine? (Cut and stick)</li> <li>• Shape models using 3D shapes and wooden blocks</li> <li>• 3D junk modelling – what shapes have you used?</li> </ul>
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<b>Understanding the World intent</b>	<b>Understanding the World implementation</b>	
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<ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)</li> <li>• Looks closely at similarities, differences, patterns and change. (40-60)</li> <li>• They make observations of animals and plants and explain why some things occur and talk about changes. (ELG)</li> <li>• Children know about similarities and differences in relation to places, objects, materials and living things. (ELG)</li> </ul>	<p>Adult-Initiated:</p> <ul style="list-style-type: none"> <li>• Making chocolate nests for chicks – can we write a recipe? What instructions do I need to follow?</li> <li>• Easter story – Why do people celebrate Easter?</li> <li>• Potato project</li> </ul>	<p>Adult-Framed:</p> <ul style="list-style-type: none"> <li>• Lifecycle of a butterfly – writing a butterfly diary</li> <li>• Lifecycle of a chick – writing a chick diary</li> <li>• Seasons – how are they different? What would you wear when?</li> <li>• How do you celebrate Easter?</li> <li>• Looking after the potatoes</li> </ul>
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Expressive Art and Design intent	Expressive Art and Design implementation	
<ul style="list-style-type: none"> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (MM: ELG)</li> <li>• Manipulates materials to achieve a planned effect. (MM: 40-60)</li> <li>• Constructs with a purpose in mind, using a variety of resources. (MM: 40-60)</li> <li>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (BI: ELG)</li> <li>• Chooses colours to use for a purpose. (BI: 40-60)</li> <li>• Create simple representations of events, people and objects. (BI: 40-60)</li> </ul>	<p>Adult-Initiated:</p> <ul style="list-style-type: none"> <li>• ‘Being a Spider’ song</li> <li>• ‘Chick chick chicken’ song</li> <li>• ‘Spring chicken’ song</li> <li>• Easter card</li> <li>• Easter basket</li> <li>• Mother’s Day card</li> </ul>	<p>Adult-Framed:</p> <ul style="list-style-type: none"> <li>• Making a collage butterfly with tissue paper in the style of the Very Hungry Caterpillar</li> <li>• Caterpillar headbands</li> <li>• Making caterpillars with finger painting</li> <li>• Painting daffodils</li> <li>• Making tissue paper flowers</li> </ul>
<p><b><u>Book Focus:</u></b></p> <ul style="list-style-type: none"> <li>• The Very Hungry Caterpillar by Eric Carle</li> <li>• The Little Red Hen</li> <li>• What the Ladybird Heard by Julia Donaldson</li> <li>• Oi Frog saga Kes Gray</li> <li>• Sam’s Sandwich by David Pelham</li> <li>• Spinderella by Julia Donaldson</li> <li>• Hairy Maclary by Lynley Dodd</li> <li>• The Very Lonely Firefly by Eric Carle</li> <li>• Monkey Puzzle by Julia Donaldson</li> <li>• The Cautious Caterpillar by Twinkl</li> <li>• Giraffes Can’t Dance by Giles Andreae</li> <li>• The Bumblebear by Nadia Shireen</li> <li>• Superworm by Julia Donaldson</li> <li>• Rosie’s Walk by Pat Hutchins</li> <li>• Brenda’s Boring Egg by Twinkl</li> </ul>	<p><b><u>Opportunities to show Super Learning powers</u></b></p> <ul style="list-style-type: none"> <li>• Resilience: New challenges and trying new things</li> <li>• Ready: Children to show that they are ready to learn</li> <li>• Respectful: What does it mean? What does it look like?</li> <li>• Responsible: What choices should I make to be responsible?</li> </ul>	
<p><b><u>Topic-Specific Vocabulary</u></b> Egg, metamorphosis, hatching, growing, insect, animal, changes, lifecycle, pupa, chrysalis, incubator, explore, discover, investigate</p>	<p><b><u>Prep/homework related tasks</u></b> Make your own real or imaginary creature and write to tell us something about it. For example: what does it eat? Where does it live?</p>	

<p><b><u>SMSC and British Values</u></b></p> <ul style="list-style-type: none"><li>• Learning about opportunities to help others</li><li>• Restorative questions</li><li>• Sharing ideas and listening to the ideas of others</li><li>• Golden rules</li><li>• Star of the week</li><li>• Special helpers</li><li>• Classroom routines</li></ul>	<p><b><u>Calendar:</u></b></p> <ul style="list-style-type: none"><li>• Mother's Day – 22<sup>nd</sup> March</li><li>• Pancake Day – 25<sup>th</sup> February</li></ul>	<p><b><u>Trips/Hooks</u></b></p> <p>Hatching chicks in the classroom Growing butterflies in the classroom Visit animals in College Park</p>
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