

# Curlews - Half Termly Overview – Summer 1 2024 – The Great Outdoors



## CORE SUBJECTS

	Maths Red Rose Maths	English The Great Outdoors	RE Ascension and Pentecost - What happened at Ascension and Pentecost?	SCIENCE Plants
15.04.24	Number and Place Value Statistics	Stories with familiar settings Goat and Donkey in The Great Outdoors Creating Interest Reading Response	To reflect on own experiences of saying goodbye and the feelings associated with it.	To identify and describe the basic structure of a variety of common flowering plants, including trees.
22.04.24	Addition and Subtraction Number sequences Rounding	Stories with familiar settings Goat and Donkey in The Great Outdoors Reading and Analysing Gathering Content	To know that Christians believe that 40 days after the resurrection, Jesus ascended into heaven.	To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To describe and compare plants, seeds and bulbs.
29.04.24	Volume and Capacity Read scales to measure the volume of liquid including pictures.	Stories with familiar settings Goat and Donkey in The Great Outdoors Structured and Independent Story Writing	To talk about my ideas of heaven. To retell the story of the Ascension.	To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
06.05.24	Fractions Find different fractions of shapes, objects, quantities and lengths	Non-Chronological Reports/Information Booklets Creating Interest Reading and Responding Reading and analysing	To know that Christians believe that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.	To identify and name some common trees. To observe closely, using simple equipment Identifying and classifying.
13.05.24	Position and Direction Time Compare different units of time, converting between units where appropriate e.g. half an hour is 30 minutes Order units of time	Non-Chronological Reports/Information Booklets Gathering Content Structured and Independent Writing	To describe the symbols of the Holy Spirit. To connect the gifts of the spirit with the school's Christian values.	To name, sort and compare some common fruit and vegetable plants.
20.05.24	Geometry 2-D and 3-D Shape Sort and reason about shapes using the properties learned including identifying similarities and differences between shapes.	Traditional Rhymes Writing a simple rhyme based on a traditional playground rhyme.	To know that Christians believe that God is three in one – Father, Son and Holy Spirit.	To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Using their observations and ideas to suggest answers to questions.

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## FOUNDATION SUBJECTS

	Creative Curriculum		Other curriculum subjects			
	History/Geography The Great Fire of London	Art/DT Painting and Collage Sunflowers – Van Gogh	Computing Lego Builders	PE Kicking It Elmer FMS	Music Having fun with Improvisation	PSHE Being My Best
Week 1	To ask and answer questions about the past through observing, handling and using a range of sources such as pictures.	To explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	To emphasise the importance of following instructions.	To explore different ways of kicking objects. To make a range of shapes on small body parts. To travel in a range of ways and negotiate space successfully.	To perform the song with my class, without any help from the teacher.	Recognise the importance of sleep and talk about their own bedtime routine.
Week 2	To compare past and present London.	To use a variety of tools and techniques including different brush sizes and types. To mix and match colours to artefacts and objects.	To emphasise the importance of following instructions.	To explore different ways of kicking objects with increasing accuracy and control. That being active is good for them and fun. To throw with increasing accuracy underarm. To overarm throw for distance.	To explain why we chose the song/s to perform.	Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions.
Week 3	To explain how people live now is different to how people lived in 1666.	To create images from a variety of media. To sort and group materials for different purposes e.g. colour texture. To fold, crumple, tear and overlap papers.	To follow and create simple instructions on the computer.	To kick objects with increased accuracy. To receive a kick with control. To perform a range of gymnastic rolls. To move freely and with confidence when rolling.	To perform the song confidently with musicality.	Learn and use strategies or skills in approaching challenges.
Week 4	To order the events of the Great Fire of London  To explain how the fire started and why it spread.	To identify primary and secondary colours by name. To mix primary/secondary shades and tones.	To follow and create simple instructions on the computer.	To kick objects with increased accuracy. To receive a kick with control.  To intercept a ball To perform a range of gymnastic jumps. To balance on one leg. To balance on a range of small body parts.	To perform the song from memory.  To follow the leader or conductor.	Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.
Week 5	To find out why the fire spread so quickly and stayed alight for so long. To retell the story of the Great Fire of London.	To use natural materials for collage effects. To create images from a variety of media.	To consider how the order of instructions affects the result.	To explore kicking with a variety of equipment. To choose skills effectively for a game. To climb with confidence under, over and through climbing equipment.	To collectively plan a performance, including activities appropriate for an audience.	Recognise the importance of fruit and vegetables in their daily diet
Week 6	To understand key features of events, choosing and using parts of stories and asking and answering questions.	To create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.	To consider how the order of instructions affects the result.	To explore kicking with a variety of equipment. To choose skills effectively for a game.  To revise fundamental movement skills covered in the unit	To explain the Musical Spotlight and how music and songs have a Social Theme, ie how music brings us together.	Explain the importance of good dental hygiene. Describe simple dental hygiene routines.