

Curlews - Half Termly Overview – Summer 1 2025 – Here, There and Everywhere

	CORE SUBJECTS			
	Maths Red Rose Maths	English The Place Where I Live	RE Special Places – What makes a place holy?	SCIENCE Seasonal Changes
23.04.25	Number and Place Value Compare and order three numbers up to 50 Find 10 more and less than a given number using base 10 equipment Find numbers on 100 square – identify 10 more/less than	Stories with Familiar Settings To identify what they can see and hear and make predictions about the text to be read.	To talk about special places.	Observe changes across the four seasons. Identifying and classifying. To describe what happens in summer and how to stay safe in the sun
28.04.25	Addition and Subtraction Use concrete materials to solve missing number problems e.g. $? + 3 = 7$, $3 = ? - 4$ Partitioning to add: $12 + 4$ Partitioning to add: $8 + 6$ Partitioning to subtract $14 - 6 = 14 - 4 - 2$	Stories with Familiar Settings To say, write and punctuate sentences using joining words and, To identify characters, settings and plots. To secure the use of full stops, capital letters, exclamation marks and question marks.	To talk about special places in the children's own experiences indoors and outdoors.	Observe and describe weather associated with the season and how day length varies. Observing closely, using simple equipment. Gathering and recording data to help in answering questions. To observe and describe the weather.
05.05.25	Volume and Capacity Measure and record capacity and volume using manageable standard units (litres and ml)	Stories with Familiar Settings To re-tell a story orally. To develop and demonstrate their understanding of characters and events through role-play and drama, drawing on language from the text. To know and understand the features of a simple narrative text.	To know that people consider places to be special for different reasons.	Observe and describe weather associated with the seasons and how day length varies. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. To use data to suggest answers about how daylight hours vary.
12.05.25	Fractions Recognise and name a half as one of two equal parts of an odd quantity Recognise, name and find a quarter as one of four equal parts of a quantity (which is a multiple of 4)	Stories with Familiar Settings To select, generate and effectively use nouns. To create own story maps/plans with events in order. To orally re-tell their story.	To talk about places of worship as special/holy places.	Observe and describe weather associated with the seasons. Identifying and classifying. Using their observations and ideas to suggest answers to questions. To compare the four seasons.
19.05.25	Position and Direction and Time Describe turning movements for quarter turns including using left and right Solve practical problems for time e.g. describe a task that would take you about 1 minute to complete Measure and record time using hours (identify durations of events e.g. lunch time, time at school time sleeping at night)	Stories with Familiar Settings To construct their own short narrative, based on a model, which include:-sentences using the joining words and, but-nouns.	To know that <ul style="list-style-type: none"> Christians worship in a church. Muslims worship in a mosque. Hindus worship in a temple/mandir. 	To compare the four seasons. Observe changes across the four seasons - Assessment

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	FOUNDATION SUBJECTS					
	Creative Curriculum		Other curriculum subjects			
	History/Geography	Art/DT	Computing	PE	Music	PSHE
23.04.25	To identify features of a seaside holiday.	To know that art can be made in different ways.	To explore how a story can be presented in different ways.	To jump and land appropriately. To link movements to show different character of a variety of different toys.	Find and try to keep a steady beat. Sing and recognise high and low sounds.	Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions.
28.04.25	To ask and answer questions about the past through observing, handling and using a range of sources such as ... pictures, To use sources to find out about seaside holidays in the past. I can make predictions and find out about the past from pictures of artefacts.	To choose, measure, arrange and fix materials.	To make a quiz about a story or class topic.	To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. To convey the different emotions within a relationship.	Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low.	Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. .
05.05.25	To explore what a Victorian Seaside holiday was like.	To explore plaiting, threading and knotting techniques.	To make a fact file on a non-fiction topic.	To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. To link travel, turn and stillness within a sequence depicting a different mood.	To play and perform an instrumental part by ear or from standard notation.	Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) Understand and explain the simple bodily processes associated with them
12.05.25	To explore seaside holidays within living memory.	To learn how to weave.	To make a presentation to the class.	To climb under over and through climbing equipment. To travel from one space to another using different pathways and levels.	Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world	Describe how food, water and air get into the body and blood.
19.05.25	To compare seaside holidays in the past with seaside holidays now.	To combine techniques in a woven artwork.	To make a presentation to the class.	To experiment with different ways of travelling on hands and feet. To work in a group to create a sequence.	To rehearse a song and then perform it to an audience, explaining why the song was chosen.	Explain how germs can be spread. Describe simple hygiene routines such as hand washing. Understand that vaccinations can help to prevent certain illnesses