

Curlews - Half Termly Overview – Summer 2 2025 – Here, There and Everywhere

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)				
	Maths Red Rose Maths	English	RE Baptism – Why is Baptism special?	SCIENCE Uses of Everyday Materials
03.06.25	Geometry Recognise and name common 2-D and 3D shapes. Recognise and create a repeating pattern using more than three shapes Describe position using the terms before, after and the ordinal numbers	Non-chronological report To identify the information presented via different media and develop key vocabulary. To generate questions in response to the topic. To read and match relevant information to organisational features.	To recognise baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church.	To sort the objects into natural and man-made and observe any similarities and differences between the two groups.
09.06.25	Time Telling the time. Solve practical problems involving time. Mixed addition and subtraction, select the operation and the strategy.	Non-chronological report To identify where information should be placed within a non chronological structure. To construct their own non-chronological report which includes: -simple and compound sentences using the joining words and, or.	To understand that water is a symbol of baptism. To know that Jesus was baptised in the river Jordan by John the Baptist.	To identify and group the uses of everyday materials. To gather and record data to help in answering questions, by exploring the purposes of different objects.
16.06.25	Multiplication and Division Solve problems involving multiplication Make/draw groups of equal size. Solve problems involving division by sharing or grouping.	Poems on a theme To understand what a poem is about and join in with saying a poem. To identify and generate nouns, adjectives and noun phrases for their poem. To make vocabulary choices to gather content for a new poem. To create their own poem using careful vocabulary.	To know that people can be baptised at any age, in the font at church, in a pool, a river or the sea. To use religious vocabulary such as vicar, priest, font, baptism church and prayer.	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects.
23.06.25	Statistics and Calculations Present and interpret data in block diagrams using concrete materials.	Stories with familiar settings To select, generate and effectively using adjectives. To compose questions orally and in writing. To identify statements, questions, commands and exclamations and, following modelling, compose their own.	To talk about what belonging means to them.	To explain how the shapes of objects made from some materials can be changed – recycling.
30.06.25	Measurement Solve mixed measurement problems	Stories with familiar settings To develop and demonstrate their understanding of characters and events through role-play and drama. To know and understand the features of a narrative text with a familiar setting.	To tell you about what happens when a baby is baptised.	To find out about people who have developed new materials, by learning about John McAdam.
07.07.25	Sorting and Sequencing Sorting numbers using their own criterion.	Stories with familiar settings To create their own story map, mountain or chunked plot with an opening, problem, ending and resolution. To write their own story which includes: -effective use of adjectives,-past tense-a clear opening, problem, resolution and ending.	To know that the words of the call to prayer are whispered in the ear of newborn Muslim babies. To know that giving babies a meaningful name is important to people of faith.	To find out about people who have developed new materials, by learning about Charles Macintosh.

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	FOUNDATION SUBJECTS					
	Creative Curriculum		Other curriculum subjects			
	History/Geography	Art/DT	Computing	PE	Music	PSHE
Week 1	To understand where I live in the local area.	To join fabrics together using different methods. I can remember that different techniques may be used to join fabrics for different purposes	To understand what an algorithm is.	To show a hopping skill with rhythm. To demonstrate rolling a ball with some accuracy. To perform the basic skill of jumping.	Find and try to keep a steady beat. Sing and recognise high and low sounds.	To understand that babies are made by a man and a woman.
Week 2	To understand what our classroom looks like. To use plan perspectives to recognise human/ physical features. To look at aerial photographs.	To join fabrics together using different methods I can join fabric by pinning, stapling or glueing.	To create a program using a given design.	To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy. To travel over, under and through balance and climbing equipment.	Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low.	To talk about how they have changed as they have grown. To explain the differences between babies, children, and adults. To understand that we are all unique.
Week 3	To locate our school in our local area.	To use a template to create my design. I can design a puppet using a template. I can use a template to cut out my puppet.	To understand that algorithms follow a sequence.	To perform a variety of gymnastic rolls. To balance on a range of body parts.	To play and perform an instrumental part by ear or from standard notation.	To identify things they could do as a baby, a toddler and can do now. To identify the people who help/helped them at those different stages
Week 4	To observe the school environment. To devise a simple map and use basic symbols in a key. To draw a simple map.	To join two fabrics together accurately. I can join fabrics together. I can align two pieces of fabric. I can use a template.	To understand that different objects have different attributes (properties).	To demonstrate jumping as far as possible and landing safely with control. To throw under arm.	Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world	To recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Week 5	To understand the route I take to school.	To embellish my design using joining methods.	To create a program using a given design.	To show good posture when running fast. To demonstrate rolling a ball with some accuracy and control. To roll in a variety of ways	To rehearse a song and then perform it to an audience, explaining why the song was chosen.	To explain what privacy means. To know that you are not allowed to touch someone's private belongings without their permission.
Week 6	To follow compass directions. To recognise a range of map symbols and understand their use.	To evaluate a textile puppet. I can test my puppet I can make my design better.	To know what debugging means. To understand the need to test and debug a program repeatedly.	To complete a running and jumping course. To revise fundamental movement skills covered in the unit.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	To demonstrate simple ways of giving positive feedback to others.