

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.

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

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

<ul style="list-style-type: none"> • Finds one more or one less from a group of up to 10 objects • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting • Estimates how many objects they can see and checks by counting them <p>Weeks 4-5:</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes • Selects a particular named shape • Use familiar objects and common shapes to create and recreate patterns and build models <p>Week 6:</p> <ul style="list-style-type: none"> • Uses everyday language related to time • Orders and sequences familiar events • Measures short periods of time in simple ways 	<ul style="list-style-type: none"> • 3D shape walk – what can you find? • Easter egg hunt – can you find all of the numbers? 	<ul style="list-style-type: none"> • Days of the week – what did the caterpillar do on each day? • What do you do on each day of the week? • What is your daily routine? (Cut and stick) • Shape models using 3D shapes and wooden blocks • 3D junk modelling – what shapes have you used?
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Understanding the World intent	Understanding the World implementation
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<ul style="list-style-type: none"> • They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG) • Looks closely at similarities, differences, patterns and change. (40-60) • They make observations of animals and plants and explain why some things occur and talk about changes. (ELG) • Children know about similarities and differences in relation to places, objects, materials and living things. (ELG) 	<p>Adult-Initiated:</p> <ul style="list-style-type: none"> • Making chocolate nests for chicks – can we write a recipe? What instructions do I need to follow? • Easter story – Why do people celebrate Easter? • Potato project 	<p>Adult-Framed:</p> <ul style="list-style-type: none"> • Lifecycle of a butterfly – writing a butterfly diary • Lifecycle of a chick – writing a chick diary • Seasons – how are they different? What would you wear when? • How do you celebrate Easter? • Looking after the potatoes
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Expressive Art and Design intent	Expressive Art and Design implementation	
<ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (MM: ELG) • Manipulates materials to achieve a planned effect. (MM: 40-60) • Constructs with a purpose in mind, using a variety of resources. (MM: 40-60) • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (BI: ELG) • Chooses colours to use for a purpose. (BI: 40-60) • Create simple representations of events, people and objects. (BI: 40-60) 	<p>Adult-Initiated:</p> <ul style="list-style-type: none"> • ‘Being a Spider’ song • ‘Chick chick chicken’ song • ‘Spring chicken’ song • Easter card • Easter basket • Mother’s Day card 	<p>Adult-Framed:</p> <ul style="list-style-type: none"> • Making a collage butterfly with tissue paper in the style of the Very Hungry Caterpillar • Caterpillar headbands • Making caterpillars with finger painting • Painting daffodils • Making tissue paper flowers
<p><u>Book Focus:</u></p> <ul style="list-style-type: none"> • The Very Hungry Caterpillar by Eric Carle • The Little Red Hen • What the Ladybird Heard by Julia Donaldson • Oi Frog saga Kes Gray • Sam’s Sandwich by David Pelham • Spinderella by Julia Donaldson • Hairy Maclary by Lynley Dodd • The Very Lonely Firefly by Eric Carle • Monkey Puzzle by Julia Donaldson • The Cautious Caterpillar by Twinkl • Giraffes Can’t Dance by Giles Andreae • The Bumblebear by Nadia Shireen • Superworm by Julia Donaldson • Rosie’s Walk by Pat Hutchins • Brenda’s Boring Egg by Twinkl 	<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? • Responsible: What choices should I make to be responsible? 	
<p><u>Topic-Specific Vocabulary</u> Egg, metamorphosis, hatching, growing, insect, animal, changes, lifecycle, pupa, chrysalis, incubator, explore, discover, investigate</p>	<p><u>Prep/homework related tasks</u> 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><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">• Mother's Day – 22nd March• Pancake Day – 25th February	<p><u>Trips/Hooks</u></p> <p>Hatching chicks in the classroom Growing butterflies in the classroom Visit animals in College Park</p>
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