

ORTON WISTOW PRIMARY SCHOOL

CURRICULUM PLAN

Academic Year: 2023/2024

Term: Summer

Year Group: FS

Topic Title: Lifecycles

Minibeasts

Occupations/People who help us

Subject	Learning
<p>Communication & Language (Literacy) Reading</p>	<p>CL: We are continuing to develop our speaking and listening skills during all classroom activities. We will recap the use of 'stand up, hand up, pair up' and 'rally robin' to help us to be effective listeners and to speak clearly. We revisit new vocabulary daily as part of our topic work. We also use 'quizzing' as part of embedding language into our long term memory. We have a quiz at the start of a new topic as well as during Friday celebration times to recap previously used vocabulary.</p> <p>Reading: During our daily story time we will share a range of texts. Reading forms part of our phonic lessons as well as during our topic work where we will also explore non-fiction books. We will listen to fiction to develop comprehension skills, eg; "what will happen next?" "why is ___ feeling sad?". A range of reading activities are also available during our free flow play times. We will continue to visit the Library to take part in reading activities and change our books. We use the Little Wandle scheme for our daily phonic lessons and we continue to read in a group with an adult three times a week. These books are then uploaded onto the portal for parents to read with their child at home.</p> <p>Fiction and Non-Fiction: Our book corner will include a range of different texts including non-fiction to reflect our topic. Stories such as The Hungry Caterpillar will help with this as well as being a teaching point to explain the differences between fiction and non-fiction. Learning about mini-beasts in the second half of the term will enable us to recap on non-fiction texts before moving onto learning about different occupations. We will ensure our delivery challenges stereotypes and provides the opportunity for discussion about the fact that we can be whatever we want to be! We choose our texts carefully to ensure we reflect the lives of our children along with enabling them to experience stories that show people of all race, colour and lifestyles. This may be different to their own.</p> <p>Power of Reading: We will read a range of 'Power of Reading' texts such as 'Tad' Stanley's Stick, Naughty Bus and Sudden Hill. We immerse ourselves in these stories and they provide a great stimulus for writing. When we plan texts to use with the children we look for opportunities to make links to different cultures, to provide children with greater knowledge of the wider world.</p> <p>Poetry: In the foundation stage we love rhymes and poems. These help us to develop an awareness of rhythm and rhyme through daily singing activities. During this term we will share a range of poems about lifecycles, mini-beasts and occupations.</p>

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<p>Communication & Language (Literacy) Writing</p>	<p>CL: In the foundation stage we use 'talk for writing' to aid our sentence structure. This ensures we speak clearly in a sentence as a pre-cursor to independent writing. During some writing activities, we will orally construct a sentence with the children, in the summer term, we encourage children to think of their own sentence and support children to do this independently.</p> <p>Writing: During our daily phonics lessons we practise writing by segmenting the sounds we can hear to spell. Our weekly writing sessions then help to embed new sounds and build on word knowledge. As part of our non-fiction work we will be writing captions to match pictures, encouraging independence.</p> <p>Handwriting: We have daily opportunities to practice our handwriting. Letter formation is reinforced during phonic lessons and we use sound mats and formation sheets for children to use as an aid. Children develop muscles for writing through a range of physical activities, including accessing our 'funky fingers' table, here they use fine motor skills by threading and twisting, strengthening finger muscles. A range of writing frames and prompts are available during free flow play times to encourage writing for a purpose.</p>
<p>Communication & Language (Literacy) Phonics</p>	<p>CL: Phase 1 phonic skills are re-inforced during daily singing activities where we make up poems and songs, using alliteration and rhyme.</p> <p>Phonics: We will build on phase 2 and phase 3 skills this term, together with introducing phase 4 reading strategies, learning how to read words with adjacent consonants. We have regular phonic assessments, which provide us with the opportunity to identify the gaps in children's learning. From this we carry out intervention activities where children can relearn graphemes and embed blending to read. Where we identify a whole class need, we cover this through our additional 'mini phonic' lessons in the afternoon.</p>
<p>Numbers (Mathematics)</p>	<p>Number: We continue to use White Rose and have exciting and engaging maths lessons to consolidate numeral recognition and number order. Through a range of fun practical activities we learn to add and subtract numbers within 20. We develop mathematical language, such as 'more' 'less' and 'fewer' when discussing numbers and learn to solve number problems as part of the play based curriculum. Maths, during free flow play is supported by adults to make sure we embed these new skills learned during adult led sessions. This term we will continue to build on learning number bonds to 5 and 10 in the Spring term by learning these by heart. We will also look at patterns in numbers by using a number line and 100 square. We use the 'part part whole' and 'tens frame' models to combine sets and embed their concept of number.</p>
<p>Understanding the World (Science)</p>	<p>During our initial topic we investigate growth and change, we will learn the names of animals and their young and learn about lifecycles. We will find out about how these animals grow and change. During our minibeast topic we will study the changes from caterpillar to butterfly. Our drawings will be labelled with newly learned language.</p>
<p>(Computing)</p>	<p>We have daily opportunity to access the iPads and chrome books in the classroom. iPads are used to play phonic and maths games. Children are limited by time during free flow play to ensure they are only playing for a few minutes. iPads are also used as a camera for children to take photographs of their model or design they have made which they can then talk about. Chrome books are also used for educational games, moving onto learning how to log on independently ready for Year One.</p>
<p>Understanding the World (History)</p>	<p>Our topic about occupations will help us find out about the range of occupations based around 'people who help us.' We will talk about how these have changed since long ago and continue to challenge perceptions, eg; how men and women can be doctors, nurses, train drivers, engineers. We encourage children to talk about people in their lives that may work in these professions.</p>

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Understanding the World (Geography)	This term we will be finding out about where we see animals as part of life cycle work and mini beast topic. We will also be taking part in a whole school writing task where we will label a map of our local area following on from learning about where we live earlier in the year.
Expressive Arts and Design (Art & Design / DT)	In art we will be using printing techniques to make pictures during our lifecycle topic. We will draw pictures of mini-beasts learning how to use pencils effectively to enhance our drawings. Alongside this we will continue to celebrate creativity at our 'Creation Station'. This will provide lots of free flow opportunities to make, design and explore materials. We will embed our printing techniques as part of the OWN trust art project by decorating the OWPS train.
Expressive Arts and Design (Music)	In music we will continue to explore beats and rhythm using the puppets 'Oscar and his friends'. Using these we learn to clap to a beat and produce our very own scores. As with all areas of the curriculum there will be opportunities for the children to explore sound and music in their free flow play.
Physical Development (PE)	We will continue with our weekly PE lessons. Children have been taught why we have PE lessons, what happens to our body during exercise and how it keeps us healthy. Children are encouraged to persevere during their time on the Wistow mile, trying to run all the way around the course. PE lessons start with a dance unit, moving onto ball skills ready for Sports day later on in the Summer term where the children can showcase their newly learned skills.
Personal, Social and Emotional Development (PSHE/RE)	We start the new term by recapping friendships, how to be a kind friend and what to do when we feel sad or angry. We discuss how to solve difficulties and talk about our feelings. We have various points during the term where we continue to discuss a healthy lifestyle, focussing on oral health and making sure we limit our sugar intake to keep our teeth and heart healthy. We will spend time thinking about moving into Year One, what we will miss and what we are looking forward to. We will share any worries with our teachers and in July spend some time in our new classes.
Learning Outside the Classroom	In our outside area we will continue to have a huge range of opportunities to play and develop our learning. We are able to include all areas of our curriculum outside and we have a weekly outside focus activity, often using our outdoor passport activities. We use the natural area to hunt for mini-beasts, using clipboards to make a tally of what we see and We will be busy looking at the changing of the seasons and will take time to walk around the school grounds identifying summer time changes. We have a range of toys in the garden which we will use to balance, build and create structures, helping to increase our physical development.