

ORTON WISTOW PRIMARY SCHOOL

CURRICULUM PLAN

Academic Year: 2024/2025

Term: Spring

Year Group: FS

1st half: Frosty and Frozen
Topic Title: 2nd half: Traditional Tales

Subject	Learning
Communication, Language and Literacy (English) Reading	<p>CL: We continue to develop our speaking and listening activities. We will be going into whole school assembly where we will listen to the adult taking the assembly and answer questions. During classroom activities we will extend 'hand up, stand up, pair up' by using 'think, pair, share' when we come to the front of the class to share ideas with the group.</p> <p>Reading: During our daily story time we share a range of texts. Reading forms part of our phonic lessons as well as during our topic work where we will enjoy the story of 'Iris and Isaac' as the precursor to our topic learning about the Arctic. There are a wealth of opportunities to develop our story language and reading when sharing traditional tale stories. We will continue to recap previously taught words during our memory quiz at the end of the week. After our Autumn term phonic assessments we will recap some learning from the Autumn term before moving onto the next stage. During phonic lessons we blend to read words using digraphs (2 letters that make 1 sound) and trigraphs (3 letters making 1 sound).</p> <p>We continue to visit the library to take part in reading activities. As part of the Little Wandle phonics scheme we have reading for pleasure books and now have group reading lessons in class. Depending upon reading ability we either share a wordless book or phase 2 book. These books are read at least twice in school before an e-book being allocated for home use.</p> <p>Non-Fiction: As part of 'Frosty and Frozen' we will find out about polar animals and places around the world. We will also link our Traditional Tale stories to Non-Fiction, for example, learning how beans grow as part of Jack and the Beanstalk.</p> <p>Power of Reading: We read a range of 'Power of reading' texts to link to our topics, these allow us to learn new vocabulary and delve deeper into the comprehension. For example, we enjoy 'No Dinner' where we learn about traditional tales from a range of cultures.</p> <p>Fiction: We will enjoy the story of Iris and Isaac and welcome our cuddly polar bears into the classroom. We will also enjoy a range of stories as part of Traditional Tales and learn repeat refrains to help us to remember the story.</p> <p>Poetry: We enjoy a range of styles of poetry, both as part of formal reading lessons and when sharing a range of texts during free flow play in the classroom.</p>

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Communication, Language and Literacy (English) Writing	<p>CL: As the children develop their speaking and listening skills in the Spring term, we use 'Talk for Writing'. to aid our sentence structure. Before we put pen to paper, we always say what we want to write, we clap/tap the words we need in our sentence before writing.</p> <p>Writing: During our daily phonics lessons we practice writing to segment sounds to spell. Writing sessions then help to embed new sounds and build on word knowledge. We use 'I Do, You Do, We Do, to model how to write a simple sentence. As part of our non-fiction work we will be writing captions to match pictures of Arctic animals. As part of Traditional Tales, the children will be encouraged to write simple sentences independently about the stories they hear. Free flow play times are a great opportunity for writing practice, in the classroom or outside.</p> <p>Handwriting: We begin our handwriting activities by developing our fine motor skills. The children all have name cards which they can use to practice the letter formation in their name, although many now can write without a model. In phonics we learn how to form letters correctly using the Little Wandle handwriting patter. We practise forming these letters in different ways in the classroom, whether during free flow play times or targetted support.</p>
Communication, Language and Literacy (English) Reading Phonics	<p>CL: As part of learning about the Arctic, then moving onto Traditional Tales, we will expose the children to a wealth of vocabulary that we will embed during free flow play times. For example, using language during role play and whole class learning times</p> <p>Phonics: We continue to learn digraphs as part 'Little Wandle' moving onto vowel digraphs ai, ee, etc.,. The children are encouraged to read these as one sound during phonic lessons. During learning times, the children will be reading words and captions including new sounds. Their written work will be linked to the newly learned sounds. We continue to learn tricky words that can not be sounded out using the phonemes (sounds). E-books for home reading are matched to the children's reading ability. Children who are at the early stages of reading have additional blending practice, at school and at home to help them to learn to blend sounds to read.</p>
Number / Shape, Space & Measure (Mathematics)	<p>Number: Our whole class learning lessons now include opportunities for children to show what they have learned, we use the 'part part whole' model to combine sets and '5's frames' to develop composition of number. We use White Rose for the majority of our teaching and we supplement this with daily 'Mini Maths' lessons to reinforce prior learning. Our maths corner is always popular during free flow play times where children can play with a range of mathematical equipment. Adults support in this area to extend, support and consolidate learning.</p>
Understanding the World The World (Science)	<p>As part of our Frosty and Frozen topic, we investigate ice and explore what happens when it melts. In hands on activities we trial different resources to see what freezes and how quickly. At free flow play times we make ice hangings using natural objects. This gives us the stimulus to talk about changes in the natural environment. Moving onto our Traditional Tales topic, we will learn some simple cooking techniques to notice how things change once heated.</p>
Understanding the World Technology (Computing)	<p>We have regular opportunities to access the iPads to learn skills, such as using a map programme when learning about the Arctic We have Bee Bot toys that can be programmed to move forward, backwards, right and left. The children are encouraged to programme the toys to move them from one place to another, for example from a picture of Red Riding Hood's house to the forest.</p>
Understanding the World People and Communities (History)	<p>When learning about the Arctic and Traditional Tales, we will listen to stories about famous people linked to topic. For example, hearing about Arctic explorers or finding out about how stories were told in the past.</p>
Understanding the World The World (Geography)	<p>As part of 'Frosty and Frozen' we will learn a little about the Arctic and Antarctica. We will use globes and atlases and find out about these places and what can be found there. We like learning about what animals live where and how they survive in the cold.</p>

Subject	Learning
Expressive Arts and Design Media and Materials (Art & Design / DT)	<p>In music we will explore beat and rhythm using the puppets 'Oscar and friends.' We will learn how to clap to a bat and produce our own scores. We will explore classical pieces of music such as Vivaldi's Four Seasons and learn ways to move in response to the music.</p> <p>During our Traditional Tales topic we will paint pictures and use collage techniques to make houses for the Gingerbread Man and a beanstalk for Jack!</p>
Expressive Arts and Design Being Imaginative (Music)	<p>Singing is part of our daily activities, beginning with our morning days of the week song, lunchtime singing with a focus on rhyme and then finishing at home time with our Clever Clogs song. We will develop these times by adding musical instruments and using our imagination in response to a song. For example, choosing which instrument will be best to represent Goldilocks running away from the bears. As with all areas of the curriculum there are daily opportunities to explore sound and music in free flow play.</p>
Physical Development Moving and Handling Health & Self-care (PE)	<p>We will start our formal PE lessons this term. We learn different ways to move and balance. We talk about the importance of keeping our bodies healthy and how we keep our heart strong. We continue to have lots of opportunities to develop our physical skills during our time in the garden. We have three free flow play sessions during the day that are outside, children are encouraged to go outside to enjoy the wealth of activities available in the natural world.</p>
Personal, Social and Emotional Development (PSHE/RE)	<p>We build on learning the Pride code and learning toolkit from the Autumn term and have weekly quiz sessions where we remind ourselves of the terminology and how we can show these traits in our daily life at school. We continue to explore our emotions and will be using the story of 'Iris and Isaac' as a starting point to talk about our feelings.</p>
Learning Outside the Classroom	<p>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. We will be busy looking at the changing of the seasons and will take time to walk around the school grounds identifying Winter changes. We have a range of toys in the garden which we will use to balance, build and create, helping to increase our physical development.</p>