

ORTON WISTOW PRIMARY SCHOOL

CURRICULUM PLAN

Academic Year: 2019/20

Term: Spring

Year Group: FS

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

Subject	Learning
Communication, Language and Literacy (English) Reading	<p>CL: We are developing our speaking and listening skills during all classroom activities. We use 'stand up, hand up pair up' and 'rally robin' to encourage us to listen to others and speak clearly during paired work at carpet times.</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 enjoy the story of 'Isaac and Iris'. We have weekly guided or individual reading sessions. At these times we will be developing our prediction skills and deduction skills, eg; "what will happen next?" "why is _ feeling sad?". A range of reading activities are also available during our free flow play times. Our exciting library visits this term will include activities with our Librarian Mrs Campling and also provide time to change our books (now fortnightly).</p> <p>Fiction: We start our Frosty and Frozen topic with sharing the story of 'Iris and Isaac' and will enjoy a range of other fiction books from our story boxes and the library. We will also listen to a range of traditional tales when we move onto this during the second half of the term.</p> <p>Power of Reading: We will read a range of 'Power of reading' texts such as Stanley's Stick, No Dinner, Naughty Bus and Sudden Hill. We immerse ourselves in these stories and they provide a great stimulus for writing.</p> <p>Non-Fiction: This terms topics provide a great opportunity to share a range of non-fiction books. We will use atlases to research the Arctic and Antarctic and also look at a range of different environments. As part of our topic work around transport we will look at non-fiction books about how things move.</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 hot and cold, traditional tales, transport.</p>

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<p>Communication, Language and Literacy (English) 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. We will continue to practise segmenting sounds orally to spell. This term we have some exciting role play activities which will inspire us to develop vocabulary as a link to writing.</p> <p>Writing: During our daily phonics lessons we practise writing using our 'robot arms' to segment sounds 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 of different modes of transport. Whether in our role-play area or in the Literacy shack we will also have the opportunity to write inside and outside of the classroom to 'mark make' and encourage a purpose to write.</p> <p>Handwriting: We have daily opportunities to practice our handwriting. During our phonics and guided activities we have targeted support to practise pre-cursive script. Exciting and stimulating resources available during free flow play times help us and encourage us to write.</p>
<p>Communication, Language and Literacy (English) Phonics</p>	<p>CL: We will continue to build on phase 1 phonics taught through singing and speaking and listening activities in the autumn term. We will use language as a tool to promote effective phonics learning including correct enunciation of sounds during daily phonic lessons.</p> <p>Phonics: This term we will continue with our phonic lessons. We follow the 'Letters and Sounds' programme, enhanced by other programmes such as 'jolly phonics', 'read, write, inc'. During these sessions we will revisit and revise phase 2 phonics, phase 3 phonics taught in autumn term and learn many more new sounds. These sessions follow the 'revisit/revise, teach, practice, apply' model to ensure we develop phonic knowledge through a systematic synthetic approach.</p>
<p>Number / Shape, Space & Measure (Mathematics)</p>	<p>Number: We have exciting and engaging daily 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.</p>
<p>Understanding the World The World (Science)</p>	<p>During our initial 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 will explore ice and make ice hangings using natural objects. This gives us the stimulus to talk about change in the natural environment.</p> <p>When learning about transport we will be looking at the movement of objects. We will discuss why things happen and how they work. This gives a range of STEM opportunities to explore.</p>
<p>Understanding the World Technology (Computing)</p>	<p>We have daily opportunity to access the iPads. On the iPad children are able to play a range of educational games such as 'Daisy the Dino' which is a simple coding game, the 'Bee-Bot' app which children can use to move the Bee-Bot around the garden, letter tracing games to aid their formation skills and the 'Numbers' app which allows children to identify numbers. We will use the 'Animals North' app to play matching and sound games linked to the Arctic animals.</p> <p>When learning about transport we will also be playing with the Bee-Bots on the carpet, programming them and using the Bee-Bot mat to get the toy from A to B using the up, down, left, right buttons.</p> <p>The children will be using a combination of free flow play and small group sessions to work on these skills.</p>

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Understanding the World People and Communities (History)	Our topic about transport will give us the opportunity to compare modes of transport throughout history. We will look at bikes of today and compare these to the penny farthing.
Understanding the World The World (Geography)	<p>This term we will be exploring the 'Frosty and Frozen' Arctic and Antarctic. We will use atlases to look at where the Arctic and Antarctic are on the map and explore the animals that live in these parts of the world.</p> <p>Later in the term we will be looking at the 'Power of Reading' text 'No Dinner' which explores the cultural tale about an old lady who tricks a bad wolf. We will learn about the story and where the country it is set in. We will take this opportunity to compare our environments and how they vary from one another.</p> <p>Our role play area will be turned into a dark forest to give us the opportunity to take on the characters in our free flow play.</p>
Expressive Arts and Design Media and Materials (Art & Design / DT)	<p>In art we will be looking at different colours and how they make us feel. We will use the 'cold' colours to create icy pictures and gives the children the chance to see what happens when colours are mixed.</p> <p>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 use recyclable materials to make different modes of transport and will encourage children to cut, join and create using their imagination.</p>
Expressive Arts and Design Being Imaginative (Music)	<p>In music we will continue to explore beats and rhythm using the puppets 'Oscar and friends'. Using these we learn to clap to a beat and produce our very own scores.</p> <p>During the term we will take part in the BBC's '10 pieces' where we will be exploring the classic piece of music by Saint Sens called 'Carnival of the animals the aquarium'. We will watch and listen to a full orchestra playing this piece of music and express ourselves through movement as we learn about the composer and the meaning behind the piece.</p> <p>As with all areas of the curriculum there will be opportunities for the children to explore sound and music in their free flow play.</p>
Physical Development Moving and Handling (PE)	<p>We are excited to start our PE lesson this term and are lucky enough to have a PE coach working with the teachers. We will start with a dance unit of work where we will explore and express ourselves through movement. Later in the term we will go onto a gym based unit in which we will learn how exercise increases our heart rate through a range of activities including strength and balance.</p> <p>The Physical development area of our curriculum also allows us the opportunity to practise climbing, balancing and moving in a variety of ways. Fine motor skills activities such as 'funky fingers' and mark making activities also helps us to develop our hand muscles for writing.</p>
Personal, Social and Emotional Development (PSHE/RE)	During this term we will continue to explore our emotions and will be using the story of 'Iris and Isaac' as a starting point. We will explore a range of feelings including feeling lonely and left out. We will talk about how we can recognise these feelings along with thinking about others and being a good friend.
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 begin this making a 'arctic hide' with blocks and construction materials. We will be tracking footprints and seeing which Arctic animal has made them, finding tricky words and new graphemes on our 'Phonic Hunts' and also explore elements of maths through counting in the natural environment.</p> <p>We will be busy looking at the changing of the seasons and will take time to walk around the school grounds identifying spring time 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>