

Emergency —Curriculum Driver

Dragonflies summer term

Topic Question: Who can you ask for help?

RE Question: How can we help each other?

Linked people of study: themselves, their friends and families. **Public people who help us:** emergency services. **Jesus.**

Linked texts: Lady with the Alligator Purse, Smartest Giant in Town, Miss Polly had a Dolly, Humpty Dumpty, What the Ladybird Heard, Goldilocks has Chicken Pox, Chicken Lickin, Three Little Pigs, Nursery Rhymes linked to Emergency – Five Little Monkeys

Linked Music: – Vivaldi – Summer, The Firebird – Stravinsky, The Wiseman and The Foolish Man song linked to parable. Linked Nursery Rhymes and songs

Trips/Visitors: Visit Church for leavers service, visits from Emergency services.

Topic Composite/Finale: Sand castle competition at the beach.

Linked Prior Learning: Link back to all prior traditional tales and rhymes previously learnt.

Year R Future Learning Link: Reception – Marvellous Mystery Tour topic – Summer Term. Year 1 – build on into real-life superheroes. (Emergency services)



Understanding the World

Intent:

- * To learn about people who help us.
- * Learn about emergency services of Police, Ambulance and Fire Services.

Skills, and Knowledge

Components Focus

Shows an interest in different occupations (nurse, doctor, police, fire etc).

Sequence family members by size and name (baby, child, adult).

Comments on fictional characters in stories.

Shares likes and dislikes.

Comments on historical figures or objects in non-fiction texts.

Comments on recent pictures of experiences in their own life. "This was me at the farm".

Knows what a map is used for.

Knows where they live (house, flat, bungalow).

Talk about what they see in their own environment (school/home) using a wide vocabulary.

Explore collections of materials.

Uses senses in hands on exploration.

Explores how things work.

Understands that the weather changes and that in different countries you have different weather.

Understands the difference between plants and animals.

Plants seeds and cares for growing plants with support.

Mark make on paint software on the Interactive Whiteboard.

Can play simple games on the Interactive Whiteboard by pressing buttons.

Children can switch a camera on and off.

Expressive Arts and Design

Intent:

- * To develop creative construction ideas and put them into practice.

Skills, and Knowledge

Components Focus

Use pre-made paints and are able to name colours.

Mix primary colours to appropriate consistency.

Can hold a paintbrush in the palm of their hand.

Enjoys using hands, feet and fingers to paint.

Can use thick brushes.

Print with large blocks and larger sponges.

Print with small blocks, small sponges, fruit, shapes and other resources.

Makes marks. Draws circles and lines.

Draw faces with features and draws enclosed spaces, giving meaning.

Draws potato people (no neck or body).

Builds towers by stacking objects.

Builds walls to create enclosed spaces.

Makes marks in clay.

Manipulates clay (rolls, cuts, squashes, pinches, twists etc).

Use glue spatulas with support.

Adds other materials to develop models (tissue paper, glitter etc)

Additional textures – children describe as smooth or bumpy.

Beginning to weave (gross motor).

Enjoys listening to music.

Responds to music.

Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle etc).

Mathematics

Intent:

- * To introduce the language more, less and the same.
- * To introduce children to recording numbers and quantities.

Skills, and Knowledge

Components Focus

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1, 2, 3, 4, 5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

- * compare quantities.
- * Children have developed the mathematical skills to show numbers on their fingers or on paper.

Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.

R.E/PSED

Intent:

- * To be introduced to parables.

Skills, and Knowledge

Components Focus

- * Knows that there are differences between what people believe.
- * Comments on recent pictures of experiences in their own life.

Memory Facts/Transferable concepts:

Children aware that Jesus is a storyteller.

Key Vocabulary: Jesus, bible, storyteller, celebration.

Subject Composite:

- * How to look after others (Doctors for the Good Samaritan).
- * Make a boat to celebrate the Dragon Boat festival—decorate a dragon head for the front.
- * How to take care of someone who is lost (on the beach).
- * Dragon boat races in the water tray, exploring floating and sinking.

Impact:

- * Children have been introduced to the parables of the Lost Sheep and The Good Samaritan.
- * Children will be able to talk about a range of parables from the bible.
- * Children will explore the Dragon Boat Festival.

Literacy/CL

Intent:

- * To give meaning to marks.
- * To begin to write some sounds accurately and simple CVC words.
- * To engage in extended conversations about stories, learning new vocabulary.
- * Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- * Use longer sentences of four to six words.
- * Recognise words with the same initial sound, such as money and mother

Skills, and Knowledge

Components Focus

Understand the five key concepts about print:

- Print has meaning
- Print can have different purposes
- We read English text from left to right and top to bottom.
- The names of the different parts of a book
- Page sequencing

Develop their phonological awareness, so that they can:

- Spot and suggest rhymes.
- Count or clap syllables in a word.
- Recognise words with the same initial sound, such as money and mother.

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write all or some of their name.

Write some letters accurately.

PD

Intent: To learn basic fundamental movements to enhance physical literacy.

Skills, and Knowledge

Components Focus:

Take off own coat. Pull down pants to use toilet.

Pull zips down but may need help to manipulate shank.

Begin to throw ball overhand.

Catch a ball by chasing. Does not necessarily respond to an aerial ball.

Use foot to tap static ball a short distance.

Kick ball with one foot whilst swinging opposite arm.

Stand on tip toes.

Stand on one foot for 2 seconds.

Jump off a low object with both feet off the ground.

Jump over small stationary object.

Pour from one container to another.

Explore a range of tools e.g spoons, spades, paintbrushes etc.

Use one handed tools – for example scissors to make snips in paper, hole punch etc.

Use a spoon to pick up food and put in mouth.

Stab food using fork.

Spoon cereal from container to dish, keeping spilling to a minimum.

Cuts straight line (with ½ inch from the drawn line, improving accuracy).

Cuts curved line (a ¼ inch curved line, within ¼ inch from the line drawn).

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Understanding the World

Memory Facts/Transferable

concepts:

- * Know that they can phone 999 in an emergency.
- * Knows the role of the emergency services: police, ambulance and fire service.

Key Vocabulary: paramedic, fireman, police officer, doctor, vet, coastguard, lifeguard, dentist, teacher.

Subject Composite:

- * To take on the role of emergency services through role-play and small play, using a camera (iPad) to take photos of emergency scenarios, using photo maps of the environment.
- * Children will enjoy a visit from an emergency vehicle and people who help us with reception.
- * Share a non-fiction text about emergency vehicles in the past.
- * Look at emergency services around the world and how weather can cause emergencies.

Impact:

- * Children have an understanding of people who help us.
- * Children are aware of how to keep safe.

Future Learning: The children will learn about lifeguards and how they help us to keep safe at the beach in Reception.

Expressive Arts and design

Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle etc).

Moves to music.

Copies basic actions.

Beginning to watch performances for short periods of time.

Knows some words when singing.

Memory Facts/Transferable concepts:

Recognises and says key features of buildings.

Key Vocabulary: house, bricks, straw, sticks, strong, window, door, roof, walls, floor.

Subject Composite: Child to:

- * Investigate a crime scene in relation to the three little pigs.
- * Build houses using various materials in relation to the three little pigs.
- * Cutting the spiral dragon for our boat race.
- * Making their own clay pig.
- * Learn 'who's afraid of the big bad wolf'
- * Play instruments to mimic a feeling.

Impact:

- * Children are able to use various construction materials.
- * Children are able to recognise and match the pitch of a song sung by an adult.
- * Children can enjoy and respond to music.

Future Learning: The children will develop their skills required to make gingerbread houses in reception.

Mathematics

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...

Memory Facts/Transferable concepts:

- * Begins to show numbers on their fingers or using objects.
- * Can compare quantities.
- * Begin to make marks to record numbers or quantities.
- * To describe 2D shapes by their properties.
- * To understand and follow a positional construction activity.

Key Vocabulary:

1, 2, 3, 4, 5. More, less, the same, numerals, heavy, light, empty, full, sides, corners, positional language

Subject Composite:

- * Use a map to find our lost sheep in the adventure playground.
- * Records numbers or quantities on paper in response to an activity.
- * Counting steps as they play games, such as snakes and ladders and 'what's the time Mr Wolf'.
- * See Maths long term plan for further

Impact:

- * Children will become familiar with and use the language more, less or the same to compare quantities.
- * Children have developed the mathematical skills to show numbers on their fingers or on paper.
- * Children will have a deep understanding of numbers to 5.
- * Children will develop spatial awareness through shape, measure and positional understanding.

Future Learning: Children will continue to develop and deepen their understanding of numbers to 10.

R.E/PSED

Future Learning

The children will revisit the bible stories again, through collective worship and through the use of Godly Play.

Literacy/CL

Memory Facts/Transferable concepts:

- * Children recognise some phonemes.
- * Children know that print carries meaning.

Key Vocabulary:

Three little pigs, huff, puff, once upon a time,

Subject Composite:

Children can photograph or draw a scene from the three little pigs. Some children will have a go at labelling their picture, or have an adult scribe their ideas.

See RWI Yearly plan for progression in writing.

Impact:

- * Children will associate letters and words with meaning.
- * Children will begin to make meaningful marks and write some letters.
- * Children will become familiar with the Talk4Writing sequence.

Future Learning: They will continue to progress through Read, Write, Inc, developing their knowledge of phonemes and graphemes. Children will begin to develop fluency when reading. Children will continue to develop their fine motor skills to help with their writing and pencil control. They will continue to develop an understanding of the Talk4Writing approach and sequence..

PD

Memory Facts/Transferable

concepts:

How to safely and confidently execute a range of movements and skills.

Key Vocabulary: Balance, run, walk, hop, skip, jump, kick, throw, march, fast, slow, up, down, side-to-side.

Subject Composite: For children to be confident to move in a range of ways safely, and develop skills to manipulate objects.

Children to confidently complete some activities through the Healthy Movers scheme.

Children will take part in a Sports Day, show casing their skills to move in a range of ways.

Impact:

To be confident and secure to perform basic fundamental movements to enhance physical literacy skills, ready to build on specific skills.

Future Learning:

Children will further develop their physical literacy skills through multi-skill lessons with an outside sports coach.