

# Crayke Church of England Primary School

## Curriculum Learning Tree

Apple Class Summer 1 Term 2023

**Theme:** Ready, Steady, Grow

**Enquiry Question:** How do things grow?

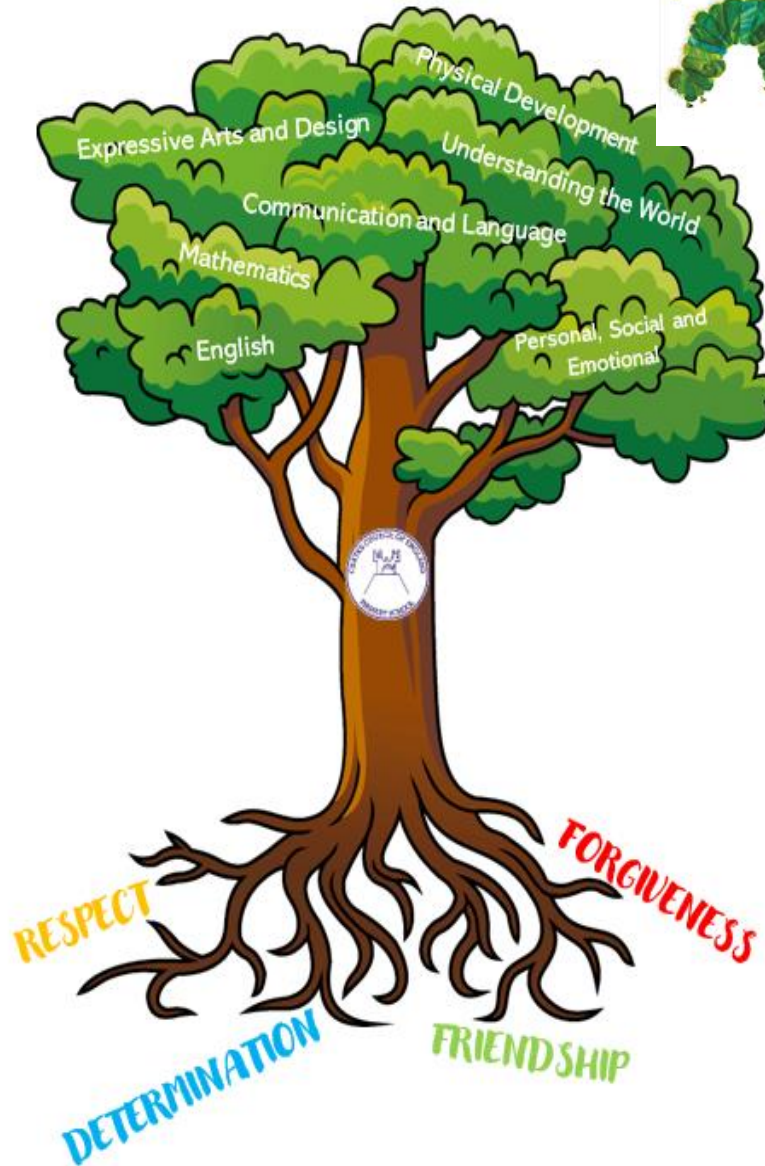


### Key Text Bookshelf

#### Maths

- Subitising
- Counting
- Composition
- Sorting
- Sunflower Challenge
- Matching
- Comparing
- Ordering
- Adding more
- Taking away
- Counting patterns beyond 10
- Spatial Reasoning
- Number bonds 10-20
- These will all be taught through fun, interactive activities.

**Vocabulary:** count, on, forwards, backwards, number, number names, order, move, on, along, track, land, start, end, before, next, after, enough, more, correct, amount, less, missing, in between, tap, clap, count, build, similar, pattern, represents, find, record, share, fair, different, explore, most, least, compare, make, number bond, number sentence, tens frame, fill, hoop, bean bag, pinecone, sort, timer, many, space, total, left, find, match, object, turn, line, tower, complete, fit, mistake, wrong, group, rule, altogether, takeaway, subtract, subtraction



#### English

**Phonics** – Little Wandle – short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC longer words, compound words, root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est. Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.

**Handwriting** – Letter formation – Penpals, Little Wandle sessions.

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Daily Dough Disco

Daily Squiggle while you wiggle

**Reading** – 3 times a week in groups

Reading for Pleasure books available for parents to change daily

Daily story time

Small group story time

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### Expressive Arts and Design

- Create collaboratively sharing ideas, resources and skills. – making junk model sunflowers,
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function – forest school, junk model flowers, sewing
- Make use of props and materials when role playing characters in narratives and stories Jack and the beanstalk, Titch
- Develop storylines in their pretend play – small world, roleplay and outdoor play
- Explore and engage in music making and dance, performing solo or in groups – Big Bear Funk
- Charanga Music units – Big Bear Funk

\*Listen and appraise Funk music

\* Embed foundations of the interrelated dimensions of music using voices and instruments

\* Learn to sing Big Bear Funk and revisit other nursery rhymes and action songs

\* Play instruments within the song

\* Improvisation using voices and instruments

\* Riff based composition

**Vocabulary** – sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, musician, orchestra, conductor, verse, chorus, echo, listen, slow, rest, repeat, compose, respond, long, short, pitch, play, tune, notes, pattern, solo, duet, tap, bang, volume, percussion, shake, performed, needle, thread, wool, stitch, saw, peeler, safety stance

### Physical Development

- Develop the foundations of a handwriting style which is fast, accurate and efficient – Penpals, daily writing within phonics sessions, daily name writing, squiggle.
- Develop their overall body strength co-ordination, balance and agility needed to engage successfully with future physical education sessions – Go Noodle, Go Danny GO, daily 10 min run, Dough disco, Lucy, Zumba
- Know and talk about different factors that support their overall health and wellbeing (Toothbrushing) Aqua fresh Shine bright, Hydration station, daily discussions re healthy body healthy mind, 10-minute daily run, breathing techniques, Zumba and cosmic yoga sessions
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor– writing part of the phonics session to be moved to sit at the table. Focus on how to sit at the lunch table. Children will be encouraged to sit using a good posture at all times, our daily hr of teacher led physical activity as well as forest schools, outdoor provision, will help develop strength
- Begin to show accuracy and care when drawing – draw a person, flowers
- Use a range of small tools, including scissors, paintbrushes and cutlery – painting flowers, cutting dandelions for playdough, different tools in the playdough. Saws and peelers during forest school
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming - VX
- **Vocabulary:** Stix, target, aim, ball, respect, integrity, honesty, team, bib, scissors, cut, snip, handle

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#### Communication & Language

- Describe events in some detail – story related or during news time/carpet sessions
- Engage in story time – Answering questions, telling us which part they enjoyed, talking about the characters – story time takes place in the afternoon when they eat snack.
- Listen to and talk about stories to build familiarity and understanding
- Learn new vocabulary – Life cycle related
- Ask questions to find out more and to check they understand what has been said to them
- Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate- throughout the day
- Hold conversation when engaged in back and forth exchanges with their teacher and peers - throughout the day
- Articulate their ideas and thoughts in well-formed sentences
- Listen carefully to rhymes and songs, paying attention to how they sound

#### Personal Social and Emotional

- **See themselves as a valuable individual** – during carpet sessions and during the day knowing that their contributions are valued. Daily affirmations, we discuss what they mean
- **Show resilience and perseverance in the face of challenge** - being encouraged to do their very best and not to give up. Learnt within the school day and through school values.
- **Manage their own needs** – Children are encouraged to put their own jumpers and coats on. Manage their own personal hygiene; Blowing their nose, washing hands before snack and lunch. Flushing the toilet, washing hands and putting paper towels in the bin. Looking after our own belongings; coats, jumpers, bookbags, water bottles, PE kits and forest school kits
- **Consider the feelings of others** – Kind words, daily kindness activities (kindness calendar)
- **Health and wellbeing** – sensible amounts of screen time, breathing techniques and yoga
- **Being a safe pedestrian** – talk about it but also go on a walk around the village talking about safety
- **Vocabulary** – fair, unfair, share, care, similar, different, same, consequences, helpful, rules, kind, gentle, responsibility, decision, view, opinion, compromise, discuss, compliment, emotion, positive, proud, challenge, successful, friend, point of view, healthy, unhealthy, resilient

#### Understanding the World

- Talk about the lives of the people around them and their roles in society – school family tree, family tree
- Understand the effect of changing seasons on the natural world around them – Forest school sessions on Spring. Observing weather on a daily basis before our 10-minute run.
- Describe what they see, hear and feel whilst outside – VIP free flow, daily weather observations, forest school sessions.
- Explore the Natural World around them - Children have opportunities throughout the day to explore the natural world as well as during Forest school sessions. Make observations and begin to identify stages of the life cycle: human, animal and plant.
- Understand the importance of caring for animals- looking after our environment: looking after the snails, tortoises, flowers and vegetable. School grounds litter pick.
- Explore the natural world around them, making observations and drawing pictures of animals and plants – VIP time, using different media.
- **Vocabulary** - Growing, soil, water, sun, vegetable, fruit, flower, plant, green, brown, petal, shoots, roots, pollen, grass, baby, toddler, teenager, adult. Born, birth, die, small, little, medium, big, tall, taller, shorter
- **RE** – Where do we belong? **Vocabulary** – respect, love, care, feelings, special, Christianity, religion, beliefs, God, Jewish, Jesus, faith, baptism, Hinduism, brother, sister, rakhi, gold, red, threads