

Crayke Church of England Primary School

Curriculum Learning Tree

Apple Class Spring 2 Term 2024

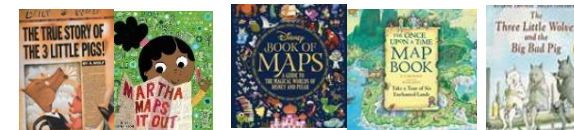
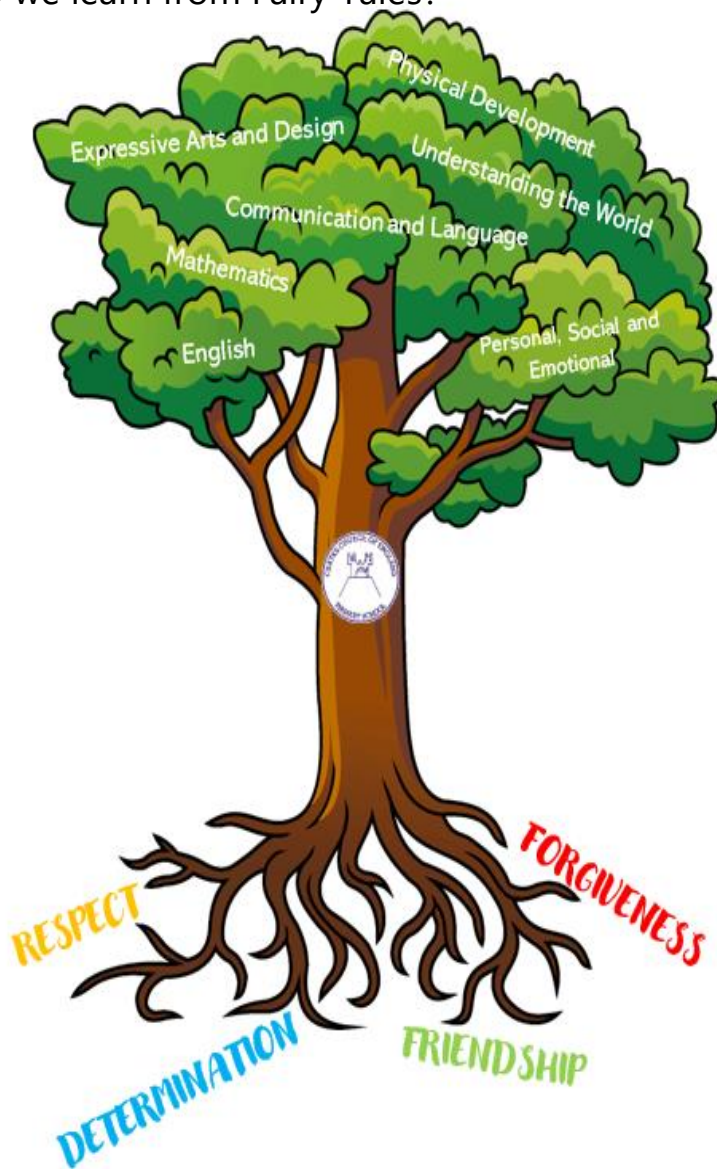
Theme: Once Upon a Time

Enquiry Question: What important lessons do we learn from Fairy Tales?

Maths

- Explore/Compare length
- Explore/Compare Height
- Talk about time
- Order and sequence time
- Find 9 and 10
- Compare numbers to 10
- Represent 9 and 10
- Conceptual subitising to 10
- 1 more
- 1 less
- Compositions to 10
- Bonds to 10
- Make arrangements to 10
- Bonds to 10
- Doubles to 10
- Explore odd and even
- These will all be taught through fun activities: feeding the cookie monster cookies with different numbers of cookies on, missing number game, feely bag shapes, fill large shapes with smaller shapes, balance scales

Vocabulary: number, long, longer, longest, short, shortest, shorter, small, big, length, measure, how, many, bigger, biggest, smaller, smallest, size, order, 8 'o' clock, Middy, 3 'o'clock, 7 'o' clock, time, hands, timer, clock, score, minutes, hours, 'o'clock, Days of the week, sequence, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow, yesterday, 10 frame, many, number names, numeral, altogether, total, represents, more, less, how many, total, missing, number sentence, same, different, one more, add, forwards, less,



Key Text Bookshelf

English

Phonics – Little Wandle – ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters, longer words. Words with two or more digraphs. Longer words ending in -ing, compound words. Words with s in the middle, words ending in -s, words with -es at the end.

Review all tricky words

Handwriting – Daily Letter formation sessions– Penpals, Little Wandle sessions

Writing simple words

Daily Dough Disco

Reading – 3 times a week in groups
Reading for Pleasure books available for parents to change daily
Daily story time
Small group story time

Crayke Church of England Primary School

Curriculum Learning Tree

Apple Class Spring 2 Term 2024

Expressive Arts and Design

- Create collaboratively sharing ideas, resources and skills. – Fairy tale maps, make 3 little pigs houses, fairy tale collage, plaiting Rapunzel's hair, making a giant beanstalk
- Listen attentively, move to and talk about music, expressing their feelings and responses. – dancing sessions, singing hands
- Make use of props and materials when role playing characters in narratives and stories -role play and puppet theatre
- Invent, adapt and recount narratives and stories with peers and their teacher. – carpet sessions, VIP, outdoor VIP
- Develop storylines in their pretend play. – Outdoor VIP
- Explore and engage in music making and dance, performing solo or in groups – Singing sessions, using child made microphones, inflatable microphones and wireless microphone, musical instruments
- Sing in a group or on their own, increasingly matching the pitch and following the melody – Singing sessions
- Explore, use and refine a variety of artistic effects to express their ideas and feelings – colour mixing, using the coloured bottles to colour mix

Vocabulary: colours, colour mixing, character, story, storyline, gingerbread man, goldilocks, 3 bears, little red riding hood, wolf, granny, cottage, forest

Physical Development

- Develop the foundations of a handwriting style which is fast, accurate and efficient – Penpals, daily writing within phonics sessions, daily name writing (For those able to write 1st name, introduce surname), daily 1:1 handwriting sessions,
- Develop their overall body strength co-ordination, balance and agility needed to engage successfully with future physical education sessions – Go Noodle, Danny GO, daily 10 min run, Dough disco, outdoor VIP,
- Know and talk about different factors that support their overall health and wellbeing (Toothbrushing) Hydration station, daily discussions re healthy body healthy mind, 10-minute daily run, breathing techniques. Discussions re brushing teeth, visiting dentist.
- Progress towards a more fluent style of moving, with developing control and grace – Gymnastics, daily 10min run, dancing
- Revise and refine the fundamental movement skills they have already acquired, rolling, crawling, walking, jumping High, low, over, under – Gymnastics
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor – children will be encouraged to sit using a good posture at all times but our daily hr of teacher led physical activity as well as forest schools, outdoor provision, will help develop strength

Vocabulary: Gymnastics, fingers, toes, shape, body, balance, high, curiosity, empathy, courage, silent, still, bodies, rotate, land, concentrate, fairness, imagination, warm up, hop, skip, jump, side step, under, backwards, lift, low, experiment, movement, follow, copy, safely, apparatus, self belief

Crayke Church of England Primary School

Curriculum Learning Tree

Apple Class Spring 2 Term 2024

Communication & Language



- Describe events in some detail – story related or during news time
- Engage in story time – Answering questions, telling us which part they enjoyed, talking about the characters – story time takes place in the afternoon as they eat snack.
- Listen to and talk about stories to build familiarity and understanding
- Learn new vocabulary – Fairy tale related
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Listen carefully to rhymes and songs, paying attention to how they sound
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

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 other** – 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

Understanding the World

- Compare and contrast characters from stories, including figures from the past – Listening to a range of fairy tales
- Understand the effect of changing seasons on the natural world around them – Forest school sessions on Winter/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.
- Draw information from a simple map – Using 'Once upon a map book', 'Disney book of maps' 'Martha Maps it out'. The children will be encouraged to draw their own maps
- Vocabulary: water land, sea, environment, spring, summer, autumn, winter, rain, wind, dry, wet, green, blue, cloudy, forest, fairy tale related vocab
- RE – Which times are special and why? Why do Christians put a cross in an Easter garden?
- Expressing – Christians, Muslims and Jewish people