

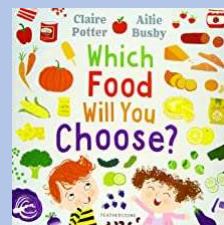
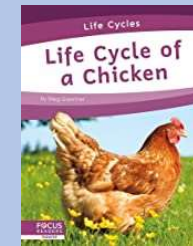
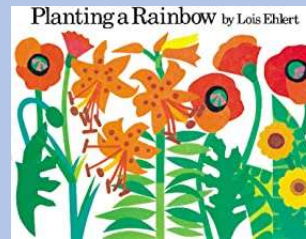
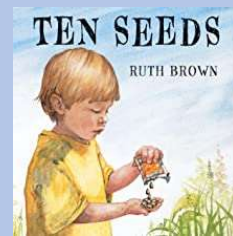
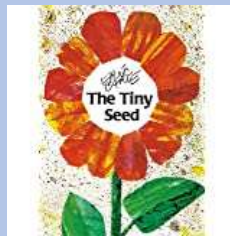
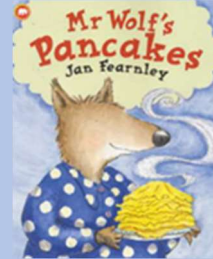
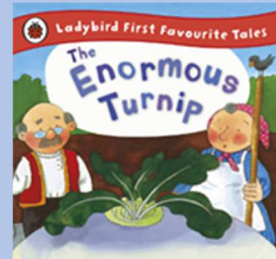


Colton Spring 2 2024 MTP




Possible topic areas
(based on children's
interests in past
years).

Spring, growth, farm animals, life cycles, Mother's Day, plants

Possible Books





| Area & Curriculum Goal | Objectives/ Skills | Revisit/ ongoing throughout the year | Vocabulary/ question bank |
|--|--|---|--|
|  Communication and Language: CURRICULUM FOR LIFE: EFFECTIVE COMMUNICATORS | Listening, Attention & Understanding To develop concentration and maintain attention in different contexts. To engage in non-fiction texts. To listen to and talk about non-fiction books, to develop a deep familiarity with new knowledge and vocabulary – Relate to books on farms. Speaking: To articulate their ideas and thoughts in well-formed sentences. To use talk to work out problems and organise thinking and ideas. To begin to connect one idea to another using a range of connectives. To describe events in some detail. To use talk to explain how things work and why they might happen. | To be exposed to a range of vocabulary from stories, non-fiction, rhymes, and poems. To make use of newly learnt vocabulary when speaking. To be able to express their ideas and feelings related to their experiences. To enjoy learning, and listening carefully to, rhymes, poems, stories, and songs, paying attention to how they sound. To be able to use a range of social phrases throughout the day (E.g., good morning, good afternoon etc). To listen to and talk about stories to build familiarity and understanding. | First, next, the, after, how, why, what, where, |
|  Personal, Social & Emotional CURRICULUM FOR LIFE: EMPATHY & SELF AWARENESS | Self Regulation: To be able to make their own choices and communicate what they need. Managing Self: To be able to reflect on the work of others and self-evaluate their own work. To show high levels of independence throughout the day. To begin to show persistence when faced with challenges. Building Relationships: To be able to keep play going by co-operating, listening, speaking, and explaining. To continue to play alongside others. Jigsaw theme – Healthy Me Pupils to begin to explore and know about which foods are healthy for us. Pupils to also explore the need for exercising and the importance of oral hygiene. RE – How are special times celebrated? | To know and be able to use a range of self-regulation strategies and techniques. To show sensitivity towards others needs and feelings. To be able to follow classroom rules, and behave according. To be able to build positive relationships with adults and peers. Enjoys receiving positive praise. | Teeth, brushing, dentist, healthy, food, toothbrush, toothpaste, |
|  Physical | Fine Motor Skills To be able to use scissors correctly and safely to cut around shapes and images – pancake toppings, split pin chicks To become more confident to use a static tripod grip. To continue to fasten up own coats | To develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical activity, To develop their small motor skills so that they can use a range of tools competently, safely, and confidently. | Move, balance, throw, catch, pass, aim, look, stop, listen, healthy, exercise, food, grip, fasten, |



Development

CURRICULUM FOR
LIFE:
SKILLS FOR LIFE

Gross Motor Skills

To refine ball skills including throwing, catching, kicking, passing, batting, and aiming.
To continue developing confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
To develop balancing skills using apparatus and be able to use the apparatus safely.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
To develop overall body-strength, balance, co-ordination, and agility.
To move energetically in a variety of ways (e.g., running, skipping, hopping, jumping etc).
To know and be able to talk about the factors that support their overall health and wellbeing (e.g., healthy eating, regular exercise, hygiene, appropriate amount of screen time, good sleep routine etc).



Literacy

CURRICULUM FOR
LIFE: EFFECTIVE
COMMUNICATORS &
SKILLS FOR LIFE

Comprehension

To be able to retell stories in the correct sequence, draw on language patterns of stories.
To show an understanding of familiar words and phrases in a story that is read aloud to them.
To suggest how an unfamiliar story read aloud to them might end. To give a simple opinion on a book they have read, when prompted.
To recognise repetition of words or phrases in a short passage of text.

T4W - Jaspers Beanstalk

To story map Jasper's beanstalk.

Writing

To be able to orally compose a sentence and hold it in memory before attempting to write it and start to use simple conjunctions.
To attempt to write words using the phonics knowledge they have. This will differ according to each child.

To explore feelings and motivation that move characters in stories.
To be able to answer to what, where, who, why and how questions.
To confidently talk about the different parts of a book (front cover, blurb etc).
To be able to independently sequence main events of a story.
To use story maps to retell stories, using their own words.
To express a preference for a book.
To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
To read books consistent with their phonic knowledge

First, then, next, after,
who, what, where,
why, how, stories
beginning, end,

Reading Phonics -RWI

Pupils placed into groups according to phonics assessments – 4 groups

Group B and C – To review set 1 single letter sound
- Blend using 1.1-1.4
- Spell using Fred fingers using 1.1-1.4 words

Ditty group - To read ditty sheets and read and write words 1.1 -1.7
- To learn set 1 special friend sounds

To continue to use phonic knowledge to read and write words.



- To learn new red words from the texts

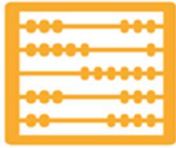
Ditty/Red group – To review set 1 special friends

- Review words 1.1-1.7

Green group - To learn Set 2 sounds

- To learn set 2 words
- To read green story books
- To learn red words from the texts

Pupils reading books are matched to their phonics learning group.



Maths

CURRICULUM FOR
LIFE: SKILLS FOR LIFE
& DIGITALLY
LITERATE

Number

To have a deep understanding of numbers 8, 9, 10- including compositions.
To revisit all previously learnt 2D shapes.
To recognise and describe 3d shapes (cube, cuboid, sphere, cone, cylinder.)
To begin to explore doubling.

Numerical Pattern

To begin to explore odd and even numbers.
To be able to order numbers to 10.
To explore height and begin to explore measuring using non standard units –
Link to growing beanstalks.

To become secure with the counting principles (one-to-one correspondence, cardinality, stable order principle, abstraction principle).

To link the number symbol with its cardinal number value.

To understand the 'one more/one less than' relationship between consecutive numbers.

To rote count, count objects, subitise and recognise numerals. To recall addition and subtraction facts.

To explore the composition of each number.

To be able to count forwards and backwards and beyond 20.

To use tens frames, number tracks, numicon and double-sided counters.

To understand and use number bond diagrams.

To understand the days of the week and the pattern of the day.

To talk about maths in everyday life.

To use positional language.

To copy and create number/ repeating patterns (ab, abc, abb, growing patterns).

To select, rotate, and manipulate shapes to develop spatial reasoning skills.

To compose and decompose shapes so that they recognise a shape can have other shapes within it, just as a number can.

Count, one more, one less, shape, sides, corners, double, number bond, part part whole, circle, triangle, square, rectangle, pentagon, hexagon, octagon, odd, even, order, next, share, equal,



Understanding the World

CURRICULUM FOR LIFE: UNDERSTAND SUSTAINABILITY, LOCAL & GLOBAL CITIZENS, DIGITALLY LITERATE.

Past and Present/ People, Culture and Communities/ The Natural World

History

To compare and discuss our abilities now and the abilities we had as babies & toddlers (link to growing beans)
To understand and be able to talk about the changes that occur to humans over time (human lifecycle.). To also talk about the changes that occur to animals.

Geography

To explore arial photographs - Temple Newsam Farm
To use directional language when using Beebots (backwards, forwards, left, right).

Science

To be able to talk about the changes that occur in Spring.
To be able to name and match animals to their young.
To understand the human lifecycle and the changes that occur to the human body as we grow.
To understand simple lifecycles – Chicks
To know what a plant needs to grow.
To investigate what type of beans grow.

RE

To be able talk about a range of celebrations/ occasions (including those that are religious). Easter
To be able to show respect and care for living things.

To show curiosity about the world around them by asking questions.

To show an understanding of things that have happened, are happening and will happen (significant events like Christmas, Easter, changes of seasons, birthday etc).

To have an awareness of time and to be able to use simple vocabulary associated with it (e.g., before, now, next, after, later).

To be able to compare and contract characters from stories (including figures form the past).

To understand the sequencing of the days of the weeks using daily songs and rhymes.

To contribute to daily weather discussions – noticing and talking about the weather and why it occurs (e.g., Rainbow – sun and rain, Ice etc).

To be able to talk about the changes in the seasons and the effect they have on the world around them.

To show curiosity about the world around them by asking questions.

To be able to name some other places in the world.

Children will take part in outdoor learning lessons in Windmill Woods throughout the year, exploring the natural world.

To be able to draw pictures of the things they have observed.
To know how they can look after the natural environment and know how to take care all living things.

To be able to describe the different things they can see, hear and feel whilst exploring outside.

To understand the effect of changing seasons on the natural world around them.

To make observations around various states of matter, and use a range of vocabulary to describe these (e.g., melting, freezing, condensing etc).

To use their imagination and curiosity to develop appreciation of, and wonder at, the natural world.

To know about familiar people within their community and talk about their roles in society.

To be aware that people have different beliefs and celebrate in different ways.

First, then, next, grow, egg, human, child, past, before, future,

Backwards, forwards, side, start, listen, move, direction, map,

Spring, winter, season, next, changes, flowers, growth, growing, soil, sun, water, stem, leaves, petal, roots, plant, seed, chick, egg, developing, incubator, life cycle, Easter, egg, new life, Jesus, religion, church, celebrate,



Expressive Arts & Design

CURRICULUM FOR
LIFE: APPRECIATE
THE ARTS

Artist: Van Gogh



Drawing

To begin to draw from observation e.g., flowers/ plants. To use various resources to complete observational drawings i.e pencils, pastels, chalk

Colour

To explore mixing primary colours, creating a range of secondary colours

Paint

To use powder paint to mix colours independently.

Print

To explore pressing flowers to preserve.

3D Sculptures

To continue exploring joins e.g., split pins, paper clips, treasure tags.

Music, Dance and Drama

To invent, adapt and recount narratives and stories with their peers. To pretend to be someone else (e.g., hot seating activities).

To imagine what a character would think, say, feel or do.

To be able to copy a beat.

To have positive attitudes towards others and their beliefs.
To understand a range of different occupations and show tolerance to these.

To listen to and talk about stories from a range of different religions and world views.

To be able to ask questions and talk about their own feelings and experiences.

To talk about 'special places' for certain communities (e.g., church, mosque etc).

To describe special events in their own lives.

To construct with a purpose in mind, accessing a range of areas in the classroom.

To safely explore a range of different materials.

To be able to use a several techniques/ resources to join and assemble materials (e.g., cello tape, glue spreader, paper joining techniques, stapler, sting, hole punch etc).

To be able to use a range of effects to express their ideas and feelings.

To be able to talk about the textures of different things, and to use appropriate descriptive vocabulary.

To share their creations, talking about processes they have used. To confidently sing a range of well-known nursery rhymes and songs.

Enjoy performing songs, dances, rhymes, poems, and stories with others (or solo).

Enjoy watching performances and can talk about the things they have experienced.

To begin to move in time to music.

Enjoy making music and have experience of playing a range of musical instruments.

To listen attentively to music and talk about how the music makes them feel.

To begin to create their own songs.

Charanga and Music Express to compliment themes and teaching.

Mix, paint, colour,
primary, secondary,
join, fix, observe, draw,
artist,