



Curlews - Half Termly Overview – Spring 1 2025 – Time Travel

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)				
	Maths Red Rose Maths	English Fighting Fit!	RE Jesus – Why did Jesus welcome everyone?	SCIENCE Living Things and their Habitats
06.01.25	Number and Place Value Counting to 100. Compare objects and amounts up to 50 Identify 10 more or fewer than a given number by adding 10 to a group. Read, write and represent numbers to 100 – concrete, jottings, numerals.	Traditional Stories with a Twist. To make predictions. To identify and discuss the main character and events in the story. To activate prior knowledge and ask questions about characters in the text. To generate questions orally and in writing.	To talk about their own feelings and experiences. (Friendship)	To compare the differences between things that are alive, used to be alive and have never been alive.
13.01.25	Measurement Measure and record mass using balance scales, standard units using 10g and 1g masses. Counting in steps of 2 and 5.	Traditional Stories with a Twist. To recognise and collect repetitive language from the various traditional tales read. To retell a story orally. To develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.	To know that Christians believe that Jesus' miracles reveal him to be the Son of God.	To find and name some plants and animals in a local habitat and explain how they depend on each other.
20.01.25	Geometry 2-D and 3-D Shape Identify square rectangles, oblong rectangles, triangles, circles, spheres, pyramids, cubes, cuboids. Sort shapes using given and own criteria	Traditional Stories with a Twist. To write their own short narrative which includes: -Full stops and capital letters. -Joining word 'and'-Capital letters for names. -Features of traditional tales.	To make the connection between the Bible stories and Christian belief.	To find and name some plants and animals in a microhabitat and describe why they are suited to living there.
27.01.25	Counting and Money Counting objects in twos – identifying patterns including odd and even numbers. Counting in 5s and 10s. Recognise and know the value of £5, £10 and £20 notes Order all coins and notes from least to greatest value and vice versa	Instructions for a Playground Game To use their phonic knowledge to sound out unfamiliar words and read familiar words smoothly To write a list. To discuss, sequence and re-read instructions to check for sense.	To retell some stories from the Bible through drama, writing and pictures.	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.
03.02.25	Multiplication Use concrete materials to model doubles 1-10 as adding the same number to itself. Solve problems involving multiplication by making or drawing groups of equal size	Instructions for a Playground Game To make contributions to a set of instructions. To orally rehearse instructional sentences. To create a text map for newly created instructions.	To know that Christians believe that we should welcome everyone and try to be a friend of all as Jesus was	Identifying and classifying. To describe how living things in habitats around the world depend on each other.
10.02.25	Division Use concrete materials to model halving even numbers to 10 as splitting into two equal parts. Solve problems involving division by sharing into two equal groups.	to write their own set of instructions which includes:- a list, full stops, capital letters, question marks as appropriate.features of instruction writing.	To talk about the work of Christian charities and make the connection to Jesus teaching and actions.	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

FOUNDATION SUBJECTS

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	Creative Curriculum		Other curriculum subjects			
	History/Geography	Art/DT	Computing	PE	Music	PSHE
06.01.25	To ask and answer questions about the past through observing, handling and using a range of sources such as ... pictures.	To roll paper to make 3D structures.	To show that the information provided on pictograms is of limited use beyond answering simple questions.	To demonstrate different shapes in a sequence. To travel in a variety of ways. To adjust speed and direction to avoid obstacles.	Find and try to keep a steady beat. Sing and recognise high and low sounds.	Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online.
13.01.25	To learn about key events in the lives of significant people from the past – Rosa Parks.	To shape paper to make a 3D drawing.	To use yes/no questions to separate information.	To demonstrate a sequence using travelling, and 3 balances. To show increasing control over an object pushing it.	Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low.	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle. Identify simple bedtime routines that promote healthy sleep.
20.01.25	To develop an awareness of the lives of significant individuals in the past – Christopher Columbus.	To apply paper-shaping skills to make an imaginative sculpture.	To construct a binary tree to separate different items.	To demonstrate a sequence using travelling, and 2 balances on large body parts. To perform a variety of gymnastic rolls.	To play and perform an instrumental part by ear or from standard notation.	Name and know which parts of the body should be private. Explain the difference between appropriate and inappropriate touch. Understand that they have the right to say “no” to unwanted touch.
27.01.25	To explore the impact of Columbus’s voyages and what he brought back to Europe.	To work collaboratively to plan and create a sculpture.	Use 2Question (a binary tree) to answer questions.	To demonstrate a sequence using travelling, balance and 2 rolling actions. To over arm throw for distance	Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world	Recognise the range of feelings that are associated with loss.
03.02.25	To find out about Neil Armstrong’s landing on the moon and the impact this had on the world.	To work collaboratively to plan and create a sculpture.	Use 2Question (a binary tree) to answer questions.	To show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. To climb nursery, play climbing equipment.	To rehearse a song and then perform it to an audience, explaining why the song was chosen.	Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
10.02.25	To talk about key roles of people have in society in the past and present – Markus Rashford.	To apply painting skills when working in 3D.	To use a database to answer more complex search questions. To use the Search tool to find information.	To show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus. To revise fundamental movement skills covered in the unit.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Identify safe secrets (including surprises) and unsafe secrets. Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.