

Curlews - Half Termly Overview – Spring 2 2025 – Time Travel

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)				
	Maths Red Rose Maths	English Explorers	RE Easter – What do you think is the most important part of the Easter story?	SCIENCE Plants
06.01.25	Measurement (Length and Mass/Weight) Measure and record mass/weight using 10g and 1g masses – link to place value Measure and record length using rulers and metre rules	Stories by the same author. To make predictions. To identify and discuss the main character and events in the story. Children will be able to generate and write questions.	To talk about their observations of Spring time.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
13.01.25	Addition and Subtraction Add and subtract one- and two digit numbers using an appropriate strategy. Write mathematical statements involving addition and subtraction.	Stories by the same author. Children will be able to sequence the main events in a story. Children will be able to write about fictional events. Children will be able to make inferences about characters using evidence from the text.	To reflect on the awe and wonder of new life and changes in nature.	Observe and describe how seeds and bulbs grow into mature plants.
20.01.25	Fractions Find half of an even quantity. Recognise and name a quarter as one of four equal parts of a shape. Describe a capacity or volume using language of more than half full, less than half full, a quarter full.	Stories by the same author. To write their own explorer story which includes: -Full stops and capital letters. -Joining word 'and'-Capital letters for names and question marks.	To recall events of the Easter story.	To describe the life cycle of a plant.
27.01.25	Position and Direction Describe turning movements for whole and half turns – link to fractions Describe turning movements using left and right.	Non- chronological reports Children will be able to compare different information books, collect vocabulary and identify features they like and dislike. Children will be able to generate key questions with a specific purpose in mind.	To talk about new beginnings and changes.	To use their observations and ideas to suggest answers to questions about plants.
03.02.25	Time Tell the time to the hour Draw hands on the clock to show times to the hour. Tell the time to the half hour.	Non- chronological reports Children will be able to gather information from a range of non-fiction texts, appropriate to their reading ability, including books, films and digital sources. Children will be able to identify the features of a non-chronological report.	To know that Christians believe that Jesus died and rose back to life again.	To describe what happens if plants don't get all the things they need
10.02.25	Assess and Review Reasoning and arithmetic assessment. Consolidation of learning.	Non- chronological reports To write a non-chronological report which forms the page of a class book or collection of books on the theme of exploring and explorers	To know that Christians believe that Easter is a new beginning.	To explain how plants are suited to their habitats.

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FOUNDATION SUBJECTS						
Creative Curriculum			Other curriculum subjects			
History/Geography		Art/DT	Computing	PE	Music	PSHE
24.02.25	To use basic geographical vocabulary, in the context of coastal/seaside locations and locations relevant to the children themselves.	To create a stable structure.	To understand that computer programs work by following instructions called code.	To travel in a variety of ways. To adjust speed and direction to avoid obstacles. To demonstrate an overarm throw with some accuracy.	Find and try to keep a steady beat. Sing and recognise high and low sounds.	Basic First Aid How to make a clear and efficient call to emergency services if necessary.
03.03.25	To use aerial photographs and to recognise landmarks and basic human and physical features in the context of coastal/seaside locations.	To use tools and equipment accurately to make part of a structure.	To use code to make a computer program.	To show increasing control over an object pushing it. To demonstrate an underarm throw with some accuracy at different targets. To show a side gallop.	Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low.	Feeling Safe Identify special people in the school and community who can help to keep them safe; Know how to ask for help.
10.03.25	To understand what seaside holidays and resorts were like in the past and how they are today.	To use tools and equipment accurately to make part of a structure.	To understand what an event is. To use an event to control an object.	To perform a variety of gymnastic rolls. To demonstrate an underarm throw with some accuracy at different targets.	To play and perform an instrumental part by ear or from standard notation.	Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time.
17.03.25	To use basic geographical vocabulary to refer to human and physical features, in the context of the seaside town of Morecambe.	To join parts of a structure.	To understand what an event is. To begin to understand how code executes when a program is run.	To over arm throw for distance. To demonstrate a simple tactic in a game.	Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world	How can we look after our environment Identify what they like about the school environment. Make suggestions for improving the school environment.
24.03.25	To use world maps, atlases and globes to identify the United Kingdom and its countries in the context of coastal/island locations.	To decorate parts of a structure.	To understand what backgrounds and objects are.	To climb and play using equipment. To show two simple tactics in a game.	To rehearse a song and then perform it to an audience, explaining why the song was chosen.	Recognise how a person's behaviour (including their own) can affect other people.
31.03.25	To use simple fieldwork and observational skills, in the context of visiting a seaside locality.	To evaluate a structure.	To plan a computer program. To make a computer program.	To revise fundamental movement skills covered in the unit. To show two simple tactics in a game.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Being Helpful at Home and caring for our classroom. Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world.