

**MOSS HALL INFANT SCHOOL**

**YR Curriculum Map**

**Spring Term**

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Lens</b>	<b>Society</b>						<b>Landscape/Climate</b>					
<b>Topic</b>	<b>People Who Help Us</b>						<b>Plants</b>					
<b>Topic Focus</b>	People who help us in our community - teachers, doctors, vets, police officers, fire service						Vegetables, Parts of a plant, What plants need to grow, Growing our own plants, Easter, Passover					
<b>Hooks Visits</b>	Getting to know people who help us in our school and local community.						Picnic to discuss different types of food and to elicit children's understanding of where food comes from. Visit to Dollis Brook					
<b>Role Play Area</b>	Inside – doctors, vets, police station, shoe shop etc.						garden shop					
<b>Literacy Core Books</b>	People Who Help us	The Three Little Pigs	Supertato	Super Daisy	Supermum		Oliver's Vegetables	The Enormous Turnip	How a seed grows	Roaring Rockets	The Sleepy Bumble Bee	
<b>Spine Books</b>	The Gruffalo, Aliens love underpants, Out and About, Jack and the Beanstalk, The very hungry caterpillar						The Ugly Duckling, Elmer, All Join in, Mog the Forgetful Cat					
<b>Reading &amp; Comprehension Word Reading (Phonics)</b>	Read Write Inc. Phonics / RWI assessments To know sounds to read, make and write c.v.c words. To begin to know and read sight words Homework – Children take home 1 sharing book and appropriate RWI homework Spine books displayed in the class library and read tow children throughout the term.						Read Write Inc. Phonics / RWI assessment To know sounds to read, make and write c.v.c. words. To begin to know and read sight words Homework – Children take home 1 sharing book and appropriate RWI homework Spine books displayed in the class library and read tow children throughout the term.					
<b>Nursery Rhymes</b>	Hurry, Hurry the fire truck	Miss Polly had a dolly	Being helpful	I am a Firefighter	I'm a superhero	Busy Farmer Ben	Buzzy Bee's Counting Song	It's raining, it's pouring	Ring a ring o' roses	Mary had a Little Lamb	Round and round the garden	Mary, Mary quite contrary

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<b>Topic</b>	<b>People Who Help Us</b>						<b>Plants</b>					
<b>Personal, Social and Emotional</b>	<p><b>To build constructive and respectful relationships (ongoing).</b>                      Listening to others and asking appropriate questions                      Continue to reinforce rules and routines in the classroom and in the school.                      Begin to develop sense of responsibility and membership for their class and wider school community                      Structured time tables with flexibility for children to make independent choices.                      Self-regulation, self-help skills – using strategies to moderate their own feelings.                      Timetabled routines and use of visual timetable to promote overall health &amp; wellbeing.</p>						<p><b>To know and talk about the different factors that support their overall health and wellbeing (ongoing). – healthy eating, recycling, planting vegetables</b>                      Listening to others and asking appropriate questions                      Continue to reinforce rules and routines in the classroom and in the school.                      Begin to develop sense of responsibility and membership for their class and wider school community                      Structured time tables with flexibility for children to make independent choices.                      Self-regulation, self-help skills – using strategies to moderate their own feelings.                      Timetabled routines to promote overall health &amp; wellbeing.</p>					
<b>Writing</b>	<p>Most / all children to independently write their full name.                      Use grapheme phoneme knowledge and word recognition skills to write cvc words related to the book of the week and during child-initiated play. Some children to write simple sentences with / without adult support.                      Weekly guided writing sessions.</p>						<p>All children to independently write their full name.                      Use grapheme phoneme knowledge and word recognition skills to write cvc words related to the book of the week and during child-initiated play. An increasing number of children to write simple sentences with / without adult support.                      Increased frequency of individual guided writing sessions.</p>					
<b>Communication and Language</b>	<p>Teacher to continue to promote and model active listening.                      Develop an increasing range of social phrases.                      New vocabulary introduced via objects, pictures and photographs.                      Vocabulary display updated and used weekly.                      Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters.                      Teachers ask open questions.                      Children have opportunities throughout the day to read and share fiction &amp; non-fiction books from the class library.                      Story time at the end of the day</p>						<p>Teacher to continue to promote and model active listening.                      Develop social phrases – Good morning, Good afternoon etc.                      Increasing vocabulary introduced via objects, pictures and photographs with words.                      Vocabulary display updated and used weekly.                      Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters.                      Teachers ask open questions.                      Children have opportunities throughout the day to read and share fiction &amp; non-fiction books from the class library.                      Story time at the end of the day</p>					

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<b>Topic</b>	<b>People Who Help Us</b>						<b>Plants</b>					
<b>Mathematics Power Maths</b>	<b>Unit 6</b> Space	<b>Unit 7</b> Numbers to 10		<b>Unit 8</b> Comparing Groups within 10	<b>Unit 9</b> Addition to 10	<b>Unit 10</b> Measure (Length, height and weight)	<b>Unit 10</b> Measure (length, height and weight)	<b>Unit 11</b> Number Bonds within 10		<b>Unit 12</b> Subtraction	<b>Unit 13</b> Exploring patterns	
<b>Understanding of the World</b>	<p><b>To talk about members of their immediate family and community. To recognise some similarities and differences between life in this country and life in other countries.</b></p> <p>Focus:</p> <ul style="list-style-type: none"> <li>• People who help us in our school and local community - teachers, doctors, vets, police officers, fire service</li> <li>• People who help us at home.</li> </ul> <p><b>To understand the effect of changing seasons on the natural world around them. (ongoing)</b></p> <p>Daily teaching of weather conditions using weather chart, days of the week, date and year</p> <p>Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p> <p><b>Investigation focus:</b> Sensory exploration of touch, smell, sight, taste and sound</p>						<p><b>To explore the natural world around them. To describe what they see, hear and feel whilst outside.</b></p> <p>Focus:</p> <ul style="list-style-type: none"> <li>• Vegetables</li> <li>• Parts of a plant,</li> <li>• What plants need to grow</li> <li>• Growing our own plants</li> </ul> <p><b>To understand the effect of changing seasons on the natural world around them. (ongoing)</b></p> <p>Daily teaching of weather conditions using weather chart, days of the week, date and year</p> <p>Investigation focus: Sensory exploration of touch, smell, sight, taste and sound.</p> <p>Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p> <p><b>Investigation focus 1:</b> Observing seasonal changes – trip to Dollis Brook</p> <p><b>Investigation focus 2:</b> Changes in matter – Making fruit juice</p>					
<b>Physical Development</b>	<p>Develop overall body strength, coordination, balance and agility through gross motor skills activities.</p> <p>Some children confidently using the tripod pencil grip to develop a fast and accurate handwriting style.</p>						<p>Continue to develop overall body strength, coordination, balance and agility through gross motor skills activities.</p> <p>Develop fine motor skills to using an increasing range of tools competently.</p> <p>Most children confidently using the tripod pencil grip to develop a fast and accurate handwriting style.</p>					

	Children to regularly access the outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.	Ensuring all children access the outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.
<b>Expressive Art &amp; Design</b>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Make use of props and materials when role playing characters in familiar narratives and stories.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Play a range of musical instruments with increasing control.</p>	<p>Explore an increasing range of materials freely, to develop their ideas about how to use them and what to make.</p> <p>Children confidently planning and creating using own ideas or with provided stimulus.</p> <p>Make use of props and materials when role playing characters in narratives and stories and confidently retell a story from beginning to the end.</p> <p>Play an increasing range of musical instruments with increasing control.</p>
<b>Computing</b>	Continuous provision – children use online programmes, computer apps and technology to explore, enhance knowledge, solve problems and produce creative outcomes across areas of the EYFS Curriculum e.g. telephone in the vets, etc.	Continuous provision – children use an increasing range of online programmes, computer apps and technology to explore, enhance knowledge, solve problems and produce creative outcomes across areas of the EYFS Curriculum e.g. writing tools on interactive whiteboard etc.