

EXPLORERS STEAM CURRICULUM PLANNING

Spring 2nd Half

CYCLE A/B		Virtue Focus:	Courtesy	The Big Question:	
Characteristics of Effective Learning:			Playing and exploring Active learning Creativity and thinking critically	Are we nearly there yet? As a normal feature of EYFS, this topic may branch in different directions and themes, according to the interests of the children.	
PSED	Initiates conversations attends to and takes account of what others say Can describe self in positive terms and talk about abilities Confident to speak to others about own needs, wants, interests and opinions Aware of own feelings and know that some actions and words can hurt others feelings Begins to accept the needs of others and can take turns and share resources Maintains attention, concentrates and sits quietly during appropriate activity Explains own knowledge and understanding, and asks appropriate questions of others. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.			Purpose & Outcome: Children explore travelling over land, on water, through the air and into space. They consider how they move through their local area and where they go on holiday.	
Physical Development	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed and changing direction. Travels with confidence and skill around, under, over and through balancing and climbing equipment Handles tools, objects, construction and malleable materials safely and with increasing control Uses a pencil and holds it effectively Eats a healthy range of foodstuffs and understands need for variety in food Shows understanding of the need for safety when tackling new challenges Uses simple tools to effect changes to materials. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Practices some appropriate safety measures without direct supervision.			Key Topic Texts: <div>We're going on a bear hunt, The naughty bus, Rosie's Walk, Whatever Next</div>	Hook / Trip/ Visits & Visitors: Bus driver

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Performing Arts	<p>Begins to build a repertoire of songs and dances</p> <p>Explores the different sounds of instruments</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Experiments to create different textures</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	Equality Objective: Reflect on similarities and differences		Links to Local Industry / Real Life:
English	Reading: Can segment the sounds in simple words and blend them together and knows which letters represent some of them Links sounds to letters, naming and sounding the letters of the alphabet Enjoys an increasing range of books Continues a rhyming string Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers.	Knowledge & Understanding of the World	Knows about some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family. Looks closely at similarities, differences, patterns and change Uses ICT hardware to interact with age appropriate software Completes a simple programme on a computer Enjoys joining in with family customs and routines	
	Writing: Is beginning to segment the sounds in simple words and blend them together Uses some clearly identifiable letters to communicate meaning Links sounds to letters, naming and sounding the letters of the alphabet Begins to break the flow of speech into words Begins to break the flow of speech into words Continues a rhyming string Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.			
Mathematics	Shape, Space & Measures: Beginning to use the mathematical names for solid 3d shapes and mathematical terms to describe shapes	Communication & Language	Listens and responds to ideas expressed by others in conversation or discussion Uses language to imagine and recreate roles and experiences in play situations Introduces a storyline or narrative into their play Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	

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	<p>Number:</p> <p>Counts an irregular arrangement of up to 10 objects</p> <p>Counts up to 10 objects and beginning to count beyond 10</p> <p>Finds the total number in two groups by counting all of them</p> <p>Says the number that is one more than a given number</p> <p>Finds one more or one less from a group of up to 5 objects, then 10 objects</p> <p>In practical activities and discussions beginning to use the vocab involved in addition and subtraction</p> <p>Begins to record using marks they can interpret and explain</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Estimates how many objects they can see and checks by counting them.</p>		<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Able to follow a story without pictures or props.</p>
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