

Explorers

	Autumn		Spring		Summer	
Context for learning:	Where in the world is Beeston?	Let's celebrate us!	Space Neil Armstrong	How do plants and animals change?	How has transport changed?	Seaside
Opportunities to recount events within living memory	Throughout the year, the children will recount a number of events that happen in their own lives such as: <ul style="list-style-type: none"> • Birthdays • Eid • Christmas • School trips • Visitors to school • Family events • School holidays 					
Enrichment	Local Walk Now Press Play. Swimming	Now Press Play Bush Craft Swimming Green Screen images.	Now Press Play Swimming Green Screen images.	Local walk Look after our own butterflies. Build a vegetable Garden. Swimming Green Screen images Trip to Swithens Farm	Now press play Visit from Lion Learners Swimming Green Screen images/acting.	Now Press Play Swimming Green Screen images/acting. Trip to seaside
Key Texts	On the way home Martha Maps It Out	Who are you? The Same But Different	How to catch a star The way back home	Farmyard Hullabaloo song Non-fiction – My First Book of Farm Animals Usborne books.	The Train Ride - June Crebbin	What the Ladybird heard at the seaside. - Julia Donaldson and Lydia Monks.
Key Vocabulary for overall context for learning	House, Beeston, live, mosque, church, important, park, shop, address, journey, map	Like, dislike, favourite, same, different, what I am good at,	Earth, moon, sun, sky, day, night, light, dark, cloud, star	Life cycle, baby, grow, lamb/sheep, piglet/pig, calf/cow, foal/horse	Old, new, train, bus, car, change	Hard, soft, hot, cold, plastic, wood, rock, sand, water
Maths	Number formation in addition to individual B Squared targets.					



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Writing/ SPAG	<p>Letter formation. To write own name. To write cvc words. To write captions. To spell words by segmenting.</p> <p><i>Daily Phonics</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p>	<p>Letter formation. To write own name. To write cvc words. To write captions. To spell words by segmenting.</p> <p><i>Daily Phonics</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p>	<p>Letter formation. To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>To re-read what they have written to check that it makes sense.</p> <p><i>Daily Phonics</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p>	<p>Letter formation. To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>To re-read what they have written to check that it makes sense.</p> <p><i>Daily Phonics</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p>	<p>Letter formation. To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>To re-read what they have written to check that it makes sense.</p> <p><i>Daily Phonics</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p>	<p>Letter formation. To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>To re-read what they have written to check that it makes sense.</p> <p><i>Daily Phonics</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p>
Drama and talk opportunities	<p>Opportunities throughout the year:</p> <ul style="list-style-type: none"> • Acting out stories • Puppet shows • Reading our work aloud to others • Green screen videos – to share with peers and parents 					
Speech and Language	<p>Daily Speech and Language sessions</p> <ul style="list-style-type: none"> • Targets and activities from Speech and Language plans. • Stories to promote speech e.g. Billy Bear's Birthday. • Daily phonics - modelling how we say sounds/move our mouth to say the sounds. • Speech and language activities e.g. Speech and Language Dragon. • Encourage language and provide opportunities for speech within areas of provision. 					



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PHSE	Mental health and emotional wellbeing: Feelings		Keeping safe and managing risk: Indoors and outdoors		Physical health and wellbeing: What keeps me healthy?	
RE	Which places are special to members of our community?	How and why do we care for others?	How do people celebrate special times?	Which books and stories are important?	Why are festivals important in a community?	
Computing/ using technology	General computing skills/touch typing Use the internet to look up places in our local area mainly looking at images	Communication and language	Purple mash – expressive arts	Purple mash – Maze Explorers Beebots – instructional language	Purple mash – mini mash – digital book about transport Taking photos of different vehicles/transport around Beeston.	Technology outside school Using rules to keep us safe online Taking photos of our trip to the seaside in order to recall events in our lives.
Computing note:	Throughout the year, they will use purple mash to complete a range of activities linked to other areas of the curriculum such as phonics, maths and foundation subjects. Online safety will also be taught as part of each unit of work.					
Music	Weekly sessions with Sam Mercer looking at; <ul style="list-style-type: none"> • Pulse and Rhythm • Exploring vocal sounds • Repetitive songs to support speech and language. • Looking at and listening to different instruments. 					
PE	<p>In the hall:</p> <ul style="list-style-type: none"> • Individual 1:1 targets. • Developing skills. • Gross motor skills. • Self-regulation <p>All children to also join their own classes for weekly PE lessons to promote social skills and participation.</p>					



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Art	Printing: repeated patterns.	Portraits and landscapes	3D Sculptures
DT	Cooking Skills	Sewing	Moving picture books – Seaside
Understanding The World People, culture and communities/ The natural world	People, culture, and communities: <ul style="list-style-type: none"> • My locality • To talk about members of their immediate family and community. • To name and describe people who are familiar to them. • To understand that some places are special to members of their community. The natural world <ul style="list-style-type: none"> • To understand the effect of changing seasons on the natural world around them. • To describe what they see, hear and feel whilst outside. • To recognise some environments that are different from the one in which they live. 	The natural world: <ul style="list-style-type: none"> • To explore the natural world around them - making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them. The natural world (continued from Autumn term) <ul style="list-style-type: none"> • To understand the effect of changing seasons on the natural world around them. • To describe what they see, hear and feel whilst outside. • To recognise some environments that are different from the one in which they live. 	People, culture and communities: <ul style="list-style-type: none"> • To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. The natural world (continued) <ul style="list-style-type: none"> • To understand the effect of changing seasons on the natural world around them. • To describe what they see, hear and feel whilst outside. • To recognise some environments that are different from the one in which they live.