



Our key text this half term shall be...  
**"A Great Big Cuddle"**  
 By Michael Rosen

**Physical Development**

Continued individualised time to focus on OT targets & fine motor skills in the theme of **emotions**.

**Pre-Writing:**

- Enjoying a variety of props, utensils and activities to develop strength & co-ordination.
- Mark -making with various tools.
- Understanding that marks and symbols convey meaning.

**P.E**

**P.S.H.E**

Emotional/mental health, & embracing who we are.

**S.E.A.L**

Using Thrive, & story books to explore responses to feeling different emotions.



# KS2 Curriculum Map – Spring 1 – 2022-23

The children will be working towards the following skills tailored to their needs:



**Understanding of the World**  
**Science "The World"**

**The children will discuss/use signs, & symbols to:**

- Explore, observe, problem solve, predict, think critically, make decisions about animals, people, plants and objects in their natural environments. Teaching staff will ask children open-ended questions, such as... "What can you see here?" & "Can you find something?"... this will help the children to think & make connections.
- To show the features of their own immediate environment, & how different environments vary.
- Continue to learn about seasons, the weather, & use this to explore the features in the local area and the buildings that surround them. They may be shown photographs of the local area to help them identify features, for example a library, railway, church or mosque. The children will be recording their findings through drawings, writing/labels & making models.
- Investigate the human body further, (where appropriate- linking with Humanities) by looking at the circulatory system, & how the heart feels after exercise.

**Humanities**  
**"People & Communities"**

**The children will discuss/use signs, & symbols to:**

- Investigate body parts & their own face. Exploring senses & emotions. (**Linking to poetry & technology**) and make observations of their own face.
- Look at photos of their family members and identify who they are, and who their family members are.
- Look at photos of their family, and explore similarities & differences between themselves and their family members. They will observe, and compare photos of how we grow and **change over time** as we get older.
- Explore similarities & differences between others, communities, and traditions.
- Explore where the children live, & compare different houses.
- Explore items from the past & how they have changed.

**Communication, Language, & Literacy**  
**Speaking, Attention, & Listening**

**Continue to respond to adults and peers with sounds, symbols, actions, or signing by:**

- To listen, join in, & respond to poetry.
  - To develop spoken language & understanding, through visualising, artwork, drama & dance.
  - To talk about personal experiences of the world in relation to those of the poems.
  - To explore and play with language
  - To practice giving attention to what others say & develop communication skills.
- A Great Big Cuddle Poetry- Reading & Writing:**
- To bring a poem to life by reading aloud together, responding to rhythm, rhyme & pattern.
  - To clarify word meanings & understanding of poetic language and devices through recital & performance. (Where appropriate)
  - To compose own rhymes and poems.
  - To begin to develop a repertoire & appreciation of a wide range of poetry.
  - To make choices in selecting poems.
- Continued Reading & Writing Skills:**

- Use phonics to read, recognise, write, & trace letters & words.
- To write/trace some irregular common words.
- Write/copy simple & more complex sentences which can be read by themselves & others.
- To spell some words correctly and make phonetically plausible attempts at others.
- To read and understand simple & more complex sentences.
- To use phonic knowledge to decode regular words, and read them aloud accurately.
- To read some common irregular words.
- To demonstrate understanding when talking with others about what they have read.

**Understanding of the World (Technology)**

- The children will use technology to create a class book based on emotions – (things that make me happy/sad/angry.) (Linking with Humanities & PSHE)

**Mathematics**



**Shape**

- Describe, and sort 3-D shapes
- Describe position accurately (Link to Humanities – Shapes in the environment)

**Calendar & Time (Science Link)**

- Days of the week.
- The seasons.
- Sequence events e.g. school time.

**Numbers Within 10 & Beyond**

- Counting objects within 10 & beyond in different contexts.
- Represent, order, & explore numbers to 10 & beyond.
- One more/fewer, one greater/less.

**Addition & Subtraction Within 10 & Beyond**

- Explore addition as counting on & subtraction as taking away.

**Numbers Within 15 & Beyond**

- Count up to 15 objects and beyond and to recognise different representations for these numbers and in a range of contexts.
- Explore one more or fewer.

**Art and Design & Music**

Linking with PSHE & Humanities, the children will be creating self – portraits, & different mixed media creations based on the theme of emotions. To use instruments to convey different emotions, and listen to songs to explore emotions to support emotional literacy.

