



Explore, Inspire, Enrich

## Long Term Plan Cover Page- Curriculum Classes

### What it means to be...

**A Communicator**- Communicate effectively, make choices, listen to and read stories for pleasure, recognise different styles of writing, understand and interpret the world around them, apply skills to real life (reading/ writing lists, recipes, application forms etc.)

**A Mathematician**- Problem solvers, understand cause and effect, compare, apply skills to real life (financial literacy, money management etc.)

**A Scientist**- Explore, investigate, anticipate, predict, question, theorise, experiment, be inspired, be curious, have realisation of the world around them

**A Geographer**- Recognise familiar places, know that there are places beyond their home, family and Hull, understand how to get to a desired location, gain independent travel skills

**A Historian**- Know their personal history and their family, know famous historical event and places, understand time passing, anticipate future events, be aware of key figures throughout history, begin to have a concept of old and new, explore local historic venues

**Creative**- Be immersed in colours and music, express themselves through different mediums, gain enjoyment from the creative efforts of others

**Physically active and engaged**- Have changes of position, maintain an active lifestyle, participate in a variety of activities and sports, keep healthy, become a team player, be tacticians and referees

**Empowered**- Celebrate achievements, set goals, respect each other, be healthy, know about different types of relationships, understand how to keep safe, seek help, emotional literacy, career awareness, engage in activities that promote emotional regulation (PSHE & RSE)

... at Frederick Holmes School



**EYFS/KS1 Curriculum Class: Spring Term**

**Communication & Language**

**English**

Listen attentively in a range of situations.  
 Maintain attention in different contexts.  
 Ask questions to find out more and check understanding.  
 Describe events.  
 Understand everyday verbs and nouns.  
 Share attention with an adult.  
 Develop symbol use.

**Personal, Social & Emotional Development**

**PSHE**

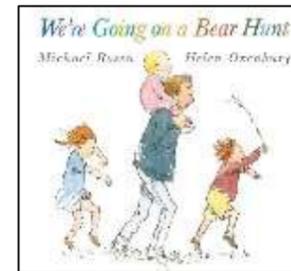
Show pride in achievements.  
 Can demonstrate kindness.  
 Seek others to share activities and experiences.  
 Begin to show persistence when faced with challenges.

**Whole School Theme:**

Extreme Environments

**Class Topic:**

Our Big Wide World



**Literacy**

**English**

Show understanding of some words and phrases in a story that is read aloud to them.  
 Play is influenced by experience of books (small world, role play).  
 Look at the pictures and offer words or responses  
 Read individual letters by saying the sounds for them.  
 Continue to apply knowledge of blending and segmenting to reading and spelling.  
 Attend to story time.

**Understanding the World**

**Geography, science, history, RE, computing**

Master use of a visual timetable to understand chronology.  
 Notice features of objects, people, plants, animals, places at different times and make comparisons.  
 Recognise changes and respond or make comment to them, to include melting / freezing and other changes of state.  
 Use technology such as bee-bots, remote control cars, computers and tablets.

**Physical Development**

**Literacy, PE, DT, Art & Design**

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  
 Develop full body strength.  
 Maintaining good posture.  
 Know how to brush teeth and participate.

**Expressive Arts & Design**

**Art, DT, Drama, Music**

Exploring textures and sensory materials.  
 Listen attentively, move to, and talk about music, expressing their feelings and responses.  
 Sing along to or repeat familiar songs.  
 Use resources creatively or as intended to create, make and design.

**Maths**

Count objects, actions, and sounds.  
 Subitise.  
 Matching. Sorting & Comparing  
 Comparing amounts.  
 Comparing size, mass & capacity.  
 Exploring pattern - making simple.