

**Summer Term**  
**13 weeks**

# Where can time take you?

When did time start?

Can you travel through time?

Where will time take me?

Mini Project

Mini Project

Mini Project

Project Launch

Project Outcome

Introduction of variety of clocks, calendars and diaries – What are they and what do they do?

**Dinosaurs**  
Explore different dinosaur species. Introduction to long, long ago and the concept of a timeline.

**Knights and Princesses**  
Explore knights, princesses, castles and dragons.

**Under the Sea/ Pirates**  
Sea creatures and sea life. Explore beaches (possible trip opportunity) Pirates and pirate ships

Year R  
End of Year  
Assembly

**Life Processes and Living Things**  
Explore animals and different animal groups. Start with pets, farm animals, wild animals

**Transport and Travel**  
Explore varying methods of transport, then and now. Talk and share the types of transport they have experiences. Think about the types of places etc

**Transition – Year 1**  
Transition activities for Year one, transition morning, new teacher info packs

Seasonal changes

**Jungle and Rainforest**  
Explore and compare a different country. Talk about the types of animals found there, the climate.

**Space**  
Links to transport, and space travel. Basic understanding of planets

**People Who Help us**  
Looking ahead, aims and aspirations. Explore a range of job roles

PE  
PSHE  
Music

**Additional Learning**  
Sports Day

# Sunrise Curriculum Spring Sequence - Year R

Summer 1: Hope

Summer 2: Compassion

## 'Where can time take you?'



### COMMUNICATION AND LANGUAGE

#### INTENT

To speak clearly and coherently and to articulate their ideas and thoughts in well-formed sentences.

#### Sequence of lessons: SPEAKING

- 1 Decide on an area of learning, talk about learning intentions
- 2 Speak about learning and play
- 3 Evaluate, decide on areas to improve and identify next steps

COMPOSITE: Plan, do review process

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### PERSONAL, SOCIAL AND EMOTIONAL

#### INTENT

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.

#### Sequence of lessons: BUILDING RELATIONSHIPS

- 1 Explore a range of materials, agree on appropriate materials
- 2 Decide on a design. Listen to the view of others
- 3. Construct a structure and consider joins, work collaboratively with specific roles
- 4. Design and decorate, evaluate project and celebrate achievements

COMPOSITE: Design and make a Dinosaur kingdom including a Volcano

### PHYSICAL DEVELOPMENT

#### INTENT

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

#### Sequence of lessons: GROSS

- 1 Walking, Jogging, Running
- 2 Jumping – landing on one/two feet
- 3 Skipping/ Hopping
- 4 Climbing
- 5 Throwing, Catching, Kicking
- 6 Balancing and transporting
- Clear building of skills or knowledge

COMPOSITE: Sports Day

#### Sequence of lessons: FINE

- 1 Closed shape with continuous line – Peter Thorpe
- 2 Represent shapes
- 3 Return to and refine previous skills
- 4 Explore, use and refine use of marks

COMPOSITE: Space themed pictures in the style of Peter Thorpe

Reading opportunities across the Sunrise Curriculum

Dinosaur-Rumpus, Stomp, Dinosaur, Stomp, Dinosaur in our school, The Hungry Caterpillar, The Tiny Seed, Monkey Puzzle, Traditional Tales,

# Sunrise Curriculum Spring Sequence - Year R

Summer 1: Hope

Summer 2: Compassion

## 'Where can time take you?'



### LITERACY

Set one and two sounds, CVC and CVCC

#### INTENT

Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

#### Sequence of lessons: WRITING, WORD READING, COMPREHENSION

- 1 Imitate the story of – re read to build up confidence
- 2 Read words from the story
- 3 Re-read books to build up confidence
- 4 Write short sentences – spell words by identifying the sounds
- 5 Re read what they have written

COMPOSITE: Write an original story using a traditional tale as a story structure

### MATHS

Working with numbers to 5

#### INTENT

- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

#### Sequence of lessons: NUMBER

- 1 Learn/ identify numbers to 10
- 2 Count objects to 10
- 3 Learn and identify number bonds within 10
- 4 Addition within 10
- 5 Number bonds to 10

COMPOSITE: Numbers within 10

#### Sequence of lessons: NUMERICAL PATTERNS

- 1 Explore a range of objects to weigh and measure
- 2 Compare two objects
- 3 Explore non-standard measure
- 4 Explore standard measure
- 5 Explore scales, constructing and creating own balancing scales
- 6 Experimenting with own pre selected objects

COMPOSITE: Floating, sinking – Make and race pirate ships

### UNDERSTANDING OF THE WORLD

#### INTENT

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

#### Sequence of lessons: PAST AND PRESENT

- 1 Explore a range of characters
- 2 Make comparisons, similarities and differences

COMPOSITE: Identify and talk about characters in stories from the past

#### Sequence of lessons: PEOPLE CULTURE and COMMUNITIES

- Show an interest in a country
- Explore features of the countries
- Make comparisons to the UK

COMPOSITE: Explore a country outside of the UK

#### Sequence of lessons: THE NATURAL WORLD

- Initial exploration of two materials comparing – oil and water, ice, melting chocolate, gloop, jelly
- Explore materials with an extreme reaction – mentos/coke etc
- Decide on a final design for the volcano

COMPOSITE: Create an erupting volcano

### EXPRESSIVE ARTS AND DESIGN

#### INTENT

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Invent, adapt and recount narratives and stories with peers and their teacher.

#### Sequence of lessons: CWM

- 1 Explore basic colour and colour mixing
- 2. Primary and secondary colours
- 3. Making basic shapes using a continuous line
- 4. Explore animal prints
- 5. Position and placing
- 6. combining for effect

COMPOSITE: Animal themed camouflage

#### Sequence of lessons: BI

- Listen to stories featuring Knights and Princess
- Select and make props for the stage
- Learn how and what a stage is used for
- Apply some basic scripts to support role play
- Produce a short play based on the theme

COMPOSITE: Knights and Princess stage play

Reading opportunities across the Sunrise Curriculum

Science Non-fiction books

Dinosaurs, The Rain forest, Animals, Vehicles, Transport, Weather, Seasons, Space, Variety of job roles