

# Our Curriculum of Hope



## Twineham CofE School

Nurture Togetherness Resilience Creativity



Outcomes	Texts	Key vocabulary	Curriculum intent
'Immi' story necklaces and fishing rods African Animal Talks and African Art A fundraising cake sale	Immi (an Inuit Story) The Great Explorer Atlases and non-fiction about the world Tanka Tanka Skunk	World, earth, place, home Weather words Features of places e.g. road, bridge Explorer, Shackleton, polar, tropical Question words (what, where, when, who) , Same, different	Finding out about and comparing our local area and the wider world. Thinking about how we look after our planet and the diversity of places, people and animals within it.
<b>Year R: Buttercup Class (Spring 2024)</b>		<b>Our School Values</b>	
<p style="text-align: center;"><b>Inquiry Question:</b> <b>What's Around Us?</b> <b>Concept: Our place in the world</b></p>		<p>Nurture: Looking after our planet and animals Togetherness: Finding out about similarities and differences Resilience: Having a go at new things and working in new ways Creativity: Sharing our learning, expressing and representing ourselves.</p>	

<b>Credibility:</b> what will we learn?	<b>Creativity:</b> how will we show our understanding in multiple ways?	<b>Coherence:</b> connections to past and future learning	<b>Compassion:</b> empathy and understanding	<b>Community:</b> local, national and global links
<p>Literacy: Beginning to read and write short words and captions. Sequencing and retelling stories. Writing lists and simple poems.</p> <p>Maths: Numbers to 10. Mass and Capacity, Length and height, 2D and 3D shapes and patterns.</p> <p>Understanding the world: Using stories to find out about people in the past and places in the world. Using our senses to find out about nature and weather. Exploring maps of the world.</p> <p>Expressive Arts &amp; Design: 3D modelling with clay and 'junk', investigating texture and form.</p> <p>Exploring different sounds</p>	<p>Through play outside and inside every day!</p> <p>In nature: with weekly 'muddy learning' sessions</p> <p>Using story maps to retell stories and poems</p> <p>Sharing our learning through 'Floor Books', model making, role play and mark making.</p>	<p>Making links to their experiences at home: of family and friends in different places and their own holidays and days out.</p> <p>Knowledge of the immediate school and home environment and beginning to look beyond our own experiences using books, artefacts and the internet.</p>	<p>Talking about who keeps us safe and our trusted adults</p> <p>Identifying our similarities and celebrating differences of people, animals and places across the world</p>	<p>Finding out about our immediate local area: the Church, fields, the Recreation Ground and local houses</p> <p>Celebrating Easter with our community</p> <p>Sharing our experiences of the wider world and finding out about the lives of others faraway.</p> <p>Comparing the lives of people and animals that live in 'hot' countries and 'cold' countries.</p>

