

CROCKHAM HILL PRIMARY SCHOOL CURRICULUM OVERVIEW TERM 3 (2025-26)
Acorns Year R/1

| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|--|--|---|---|---|---|
| Week Beginning | 5/1/26 | 12/1/25 | 19/1/26 | 26/1/26 | 2/2/26 | 9/2/26 |
| Notable Dates/Trips | INSET Day – 5.6.25 Enrichment Day – 6.6.25 3 Days | | | 28.1.26 - Planetarium visit | | Valentines Day (Sat) |
| English | <u>Beegu</u> Narrative <u>Drawing Club – Superworm</u> | <u>Beegu</u> Persuasion <u>Drawing Club – Wacky Races</u> | <u>Beegu</u> Letter Writing <u>Drawing Club – Farmer Duck</u> | <u>Bob Man on the Moon</u> Narrative <u>Drawing Club – The Tiger who Came to Tea</u> | <u>Bob Man on the Moon</u> Persuasive advert <u>Drawing Club –</u> | <u>Bob Man on the Moon</u> <u>Drawing Club –</u> |
| Phonics | ff ll ss j put* pull* full* as Reteach GPCs at less than 70% ie – field aw ew (few) ew (chew) | v w x y and has his her /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder any many again | z zz qu words with s /s/ added at the end (hats sits) ch go no to into /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone who whole where two | sh th ng nk she push* he of /l/ le al apple metal /s/ c ice /v/ ve give school call different | words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey thought through friend work | Assessments Assessments Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa |
| Guided Reading | N/A | 3 x weekly sessions Decoding, prosody, comprehension | 3 x weekly sessions Decoding, prosody, comprehension | 3 x weekly sessions Decoding, prosody, comprehension | 3 x weekly sessions Decoding, prosody, comprehension | 3 x weekly sessions Decoding, prosody, comprehension |
| Mathematics (WRM) | Alive in 5 Numbers 1-5 – subitising Place value within 20 | Alive in 5 Numbers 1-5 – subitising Place value within 20 | Mass and Capacity Place value within 20 | Number 6,7 and 8 Doubles, 1 more and 1 less Addition and subtraction within 20 | Number 6,7 and 8 Doubles, 1 more and 1 less Addition and subtraction within 20 | Length, height and time Addition and subtraction within 20 |
| Maths Fluency | Composition | Counting, ordinality and cardinality | Composition | Composition | Composition | Composition |
| Science Living things and their habitats | What Examples Can I Find of Living Things, Things That Are No Longer Alive and Things That Have Never Been Alive? | What Examples Can I Find of Living Things, Things That Are No Longer Alive and Things That Have Never Been Alive? | What Microhabitats Can We Find in Our School? | What Microhabitats Can We Find in Our School? | Do Plants Need Particular Habitats Too? | Do Plants Need Particular Habitats Too? |

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| RE Being Special - Where do we belong? Who are humanists and how do they live? | What makes us feel special? What makes many Christians feel that they are special to God? What is Humanism? What do Humanists believe makes us special? | What makes us feel special? What makes many Christians feel that they are special to God? How do humanists believe we can be happy? | Where do you belong? Which groups do some religious people belong to? How do humanists believe we can be happy? | How do we show people they are welcome? How are babies welcomed into the Christian family? How do humanists believe we can be happy? | How are some babies welcomed in the Muslim tradition? Why do humanists think we should be good to each other? | How do Hindu brothers and sisters show their love for each other at a festival? What are the special ways humanists celebrate in their lives? |
| History/ Geography Why did astronauts risk their lives to go to the moon? | Has man ever been to the Moon and how can we know for sure? | Why did the astronauts risk their lives to go to the Moon? | How were the spacemen able to get there and back safely? | What did they do when they got to the Moon and how do we know? | Does everyone agree that we should continue to send men to the Moon? | How should we commemorate this great achievement? |
| Art/ DT | Food Technology Creating an astronaut sandwich | Food Technology Creating an astronaut sandwich | Food Technology Creating an astronaut sandwich | Food Technology Creating an astronaut sandwich | Food Technology Creating an astronaut sandwich | Food Technology Creating an astronaut sandwich |
| Computing Programming a moving robot. | To explain what a given command will do | To act out a given word | To combine 'forwards' and 'backwards' commands to make a sequence | To combine four direction commands to make sequences | To plan a simple program | To find more than one solution to a problem |
| PE | Dance 2 Gymnastics 2 | Dance 2 Gymnastics 2 | Dance 2 Gymnastics 2 | Dance 2 Gymnastics 2 | Dance 2 Gymnastics 2 | Dance 2 Gymnastics 2 |
| Music | In the Groove | In the Groove | In the Groove | In the Groove | In the Groove | In the Groove |
| RSHE Keeping Safe Understanding the Law | What are rules? How can I be responsible? | What are consequences? What can happen when rules are broken? | Who are the police and how do they help us? What do the police do? | Who are the police and how do they help us? What do the police do? | What can I do if I'm feeling big emotions? Why have different rules in different places? | Protected characteristics lesson –  Diversity |



Diversity