Curriculum Overview – Spring 2022

Life Long Ago

	EYFS	YEAR 1	YEAR 2
English Power of Reading	- *Dinosaur Roar, Jack Frost, Winter* - *Ice Age* - *Peepo*	- *Queen Victoria's Bathing Machine*	- The Great Fire of London
	World Book Day 25yr Anniversary - 3rd March		
School experiences	**1st Half** - *School experience: Life Long Ago* - 27th January – linked to animal classification/science/ Charles Darwin - w/commencing 24/01/2021 - *Gymnastics* - Year 2 - 12.01.22 - 02.02.22 - *Cheerleading* - Year 1 and 2 - 01.02.22 - *Chinese New Year* - 1st February - *Mental Health Week* – 4th–11th Feb - *Health Week* - 7th-13th Feb - *Internet Safety Week* - 8th February **2nd Half** - Science Week – 11th-20th March - Women's History Month - March 08.03.22 - Pancake Day - 01.03.22 - World Book Day - 04.03.22 - Shakespeare week - TBC - Mother's Day - 27th March		
Reading scheme	- Predominantly Phonics Bug and Bug Club; supplemented by Big Cats, Rising Star (Decodable schemes)		
Phonics Scheme	- Bug Club Phonics		

Science	They make observations of seasonal change Talk about what they see, using a wide vocabulary	Seasonal changes: ongoing link to winter- spring • Observe changes across the four seasons • Describe weather associated with the seasons and how day length varies. • Child led investigation: What can I find out about the weather? How can I record my findings?	
Science Bug	**Understanding the World** The Natural World **In reception** • Recognise some environments that are different to the one in which they live. • Understand that some places are special to members of their community. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. **3-4 Development Matters – PRIOR LEARNING** Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore how things work. • Explore collections of materials with similar and/or different properties. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. People and the Communities **In reception** • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that some places are special to	**Materials** • To describe and group properties of materials transparent, translucent, opaque, waterproof and flexible. • Describe the simple physical properties of a variety of everyday materials • To distinguish between objects and materials from which it is made. (Toys from the past) • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Compare old and new toys and the materials used in Victorian times and now. • Describe the simple physical properties of a variety of everyday materials used in toys. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. Science Investigation: • Compare and group together a variety of everyday materials on the basis of their simple properties. • Explore, name, discuss, and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Investigation: (Child led) • Perform simple tests to explore questions, for	**Materials** • Review prior learning – everyday materials and their properties. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses with particular reference to Tudor houses (linked to DT building Tudor houses) • Identify how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Science investigation. Science Investigation: • Build a variety of houses from various materials, discussing properties and which ones would be suitable – discuss similarities and differences. • Compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

		example: 'What is the best material for making a Victorian toy?'	Investigation: (Child led) • Investigation based on materials used for a particular purpose, devise own questions. • Child investigation – design and build a Tudor house. • Find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Link to historical timeline of when materials were first introduced.
	members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.		
Computing *Internet Safety - ongoing*	**E-Safety, introduce this concept** • Everyday use of technology. • Knows that information can be retrieved from computers. • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. • Completes a simple program on a computer. • Recognise that a range of technology is used in places such as homes and schools. • They select and use technology for particular purposes.	E-Safety, reminder of rules – Digital Literacy **Digital Literacy – E-Safety** • Use technology safely and respectfully. • Identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies. • Know to keep personal information private. • Know where to go for help and support when I have a concern. • Evaluate critically, information found online. **Information Technology** • Know the symbol for saving work (floppy disk). • Print work. • Use a mouse to select and move words and pictures. • Drag and drop pictures – linked to the story and create a class document. • Enter information into a simple graphing program e.g. 2simple. • Identify simple mistakes in my work and evaluate and correct them. • Recognise common uses of information technology beyond school.	E-Safety, reminder of rules – Digital Literacy **Digital Literacy – E-Safety** • Evaluate critically, information found online. • Know that not everything online is true. • Understand the need to keep passwords safe. • Start to identify concerning behaviour online. • Use the internet purposefully to achieve a goal. **Information Technology** • Type an extended piece of writing using a word processing program to create a script/ diary/ newspaper report as Samuel Pepys. • Use a spellcheck. • Know that the shift key can be used to access other symbols on the keys. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content (e.g. opening, editing and saving a document) – film in front of a green background using the app to create a report as a tv reporter. • Open and save a document using office software. **Computer Science - Coding**

		Computer Science - Coding	• Understand the algorithm is a step-by-step guide to achieving a goal.
		• Use a systematic approach to control and predict the behaviour of simple programs (e.g. control a Beebot).	• Give unambiguous instructions to a digital service to achieve a goal. • Create and debug (correct/improve) simple programs.
PE Cheerleading club *Tag Rugby Spring 1*	**Physical:** In reception **DANCE/GYMNASTICS** Progress towards a more fluent style of moving, with developing control and grace. Games PPA cover/outside provision • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping – climbing. **Striking and Fielding Games** • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. **Ongoing as indoor and outdoor provision.** • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl,	**Fitness** • Understand the factors that contribute to a healthy lifestyle. • Perform warm-ups safely. • Perform activities using the correct technique. • Explain why it is important to do physical activity to keep healthy. **Dodgeball** • To roll a ball along the floor in the correct direction at a target. • Throw a ball underarm accurately. • To understand simple rules of different dodgeball games. • To be able to make simple decisions about when/where to move. **Chelsea – Tag Rugby (PPE planning)** • Throw underarm, bounce and catch a ball by self and with a partner. • Kick/stop a ball using a confident foot while static. • Run straight and on a curve and sidestep with correct technique. • Begin to follow some simple rules.	**GYMNASTICS - Mrs Arnold** • Make body tense, relaxed, curled and stretched, in a range of movements. • Perform a sequence with changes in speed and direction including 3 different actions (sometimes giving advice to others). • Be still on single/two + points of contact on floor/apparatus showing tension and control. • Link known shape/travel/roll/jump to a balance using floor and on apparatus. • Jump/land with control using different body shapes in flight. **Chelsea (PPA) - Tag Rugby - PPE Planning** • Pass a ball accurately (hands and feet) over longer distances to a team mate. • Combine stopping, pick up/collect and send a ball accurately to other players. • Make simple decisions about when/where to move in a game to receive a ball.

	walk or run across a plank, depending on its length and width 3-4. • Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. • 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. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination, and agility. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Link with PSHE.		
Geography	• Understand the effect of changing seasons on the natural world around them.	• Name, locate and identify characteristics (main features) of the four countries and capital cities of	• Use compass directions and positional language to identify and describe the location of features and routes on a map, globe atlas.

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	- Describe what they see, hear, and feel whilst outside. - Draw information from a simple map. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Recognise some environments that are different to the one in which they live.	the UK and surrounding seas using atlases and globes. - Identify, locate and name the capital cities of the UK. - Investigate the features of a castle in each capital city – linked to Victorian era.	- Can use aerial photographs, maps and plans to recognise London. - Understand similarities and differences (human and physical features when comparing landmarks in London. - Where is Pudding Lane? In relation to London landmarks, and Doddinghurst, Brentwood and Essex.
History	**In reception** - Understand that some places are special to members of their community**.** - Describe events in some detail. - Ask questions to find out more and to check they understand what has been said to them. - Understand how to listen carefully and why listening is important. - Listen to and talk about stories - To build familiarity and understanding. **Link to science** Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.	**Victorian Life and Toys** *Knowledge and understanding of events, people, and changes in the past* - Recall some facts about people/events before living memory – focussing on the Queen Victoria - Say why people may have acted the way they did – look at all the jobs from the Victorian era. Children to re-enact all the different occupations *Historical enquiry* - Identify different ways in which the past is represented - Explore events, look at pictures and ask questions e.g, "Which things are old and which are new?" or "What were people doing?" - Look at objects from the past and ask questions e.g, "What were they used for?" and try to answer – look at Pathé news on Queen Victoria. *Chronological understanding* - Understand the difference between things that happened in the past and the present. - Describe things that happened to themselves and other people in the past. - Order a set of events or objects into then and now. - Use a timeline to place important events.	**Great Fire of London** *Knowledge and understanding of events, people, and changes in the past* - Identify different ways in which the past is represented - Describe the differences between then and now. London in the past and how the houses were built. - Looking at how life has changed using the diary of Samuel Pepys . *Chronological understanding* - Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. - Ordering on a timeline the events of the Great Fire of London *Historical interpretation* - Look at and use books and pictures, stories, eyewitness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites, and the internet to find out about the past - Great Fire of London. - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

		• Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. _**Historical interpretation**_ • Look at books, videos, photographs, pictures, and artefacts to find out about the past. • Comparing old and new toys from the Victorian era.	• Comparing old and new fire engines and houses. • Sort and discuss similarities and differences. • Understanding why these have changed.
R. E	• Chinese New Year • Mother's Day • Easter • Understand how to listen carefully and why listening is important. • Listen to and talk about stories. • To build familiarity and understanding. • Understand that some places are special to members of their community**.** • Recognise some environments that are different to the one in which they live. • Recognise that people have different beliefs and celebrate special times in different ways.	**Learning about religion: Special People** Personal experience: • What makes me 'special'? Which people/pets are 'special' to me? What makes them 'special'? How do we make people feel 'special' at birthdays and at other times? Christianity: • Who was Jesus and why is he 'special' to Christians? What do some Bible stories tell us about Jesus? What does the Easter story tell us about the special qualities of Jesus? Why are there eggs at Easter time? Sikhism: • Who was Guru Nanak and why is he 'special'? What stories do Sikhs tell about the childhood of Guru Nanak to show that he was 'special'? How do Sikhs celebrate Guru Nanak's birthday? **Learning from religion:** • To respond sensitively to people's views and opinions.	**Learning about religion: Special ways of living** Personal experience: • What are the 'special' times/events in my day/week/year? How do I care for others? What can I do to help make the world a better place? Christianity: • What does the story Jesus told about the Good Samaritan tell us about how we should live our lives? • What happens in church on Sunday? What does a vicar do on Sundays and week days? Why does he or she live in this way? Buddhism: • Who was the Buddha? How do Buddhists try to live their lives? • What happens to Buddhist boys in Thailand when they live as child monks? Islam: • What are the characteristic features of prayer in Islam? What do Muslims go without during the month of Ramadan? Why do Muslims fast during Ramadan?

		• Realise that some 'I wonder' questions are difficult to answer. **Learning about religion:** • Retell religious stories and identify some religious beliefs and teachings. • Identify some religious practises and know that some are characteristic of more than one religion.	• How do Muslims celebrate the end of Ramadan at the festival of Id ul-Fitr? **Learning from religion:** • To respond sensitively to people's views and opinions. • Respond sensitively to the experiences and feelings of others including those with a faith. • Realise that some 'I wonder' questions are difficult to answer. • Respond sensitively to the values and concerns of others, including those with a faith in relation to what is right and wrong. **Learning about religion:** • Suggest meanings in religious symbols, language and stories. • To identify and know that some things are a characteristic of more than one religion. • Retell religious stories and identify some religious beliefs and teachings. • Identify some religious practises and know that some are characteristic of more than one religion.
Music/Art/DT	**Ongoing** Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. • Plan and do a review.	**Assembly Music** **Charanga – Scheme B: How does music teach us about the past – focussing on rhythm and pitch** • Children sing songs, chants and rhymes, sometimes use voice in different ways, joining in singing songs. • Play tuned and untuned musical instruments. • Beginning to follow instructions when performing.	**Assembly Music** **Charanga – Scheme B: How does music teach us about the past – focussing on dynamic and tempo** • Children use voices expressively to sing songs, chants, and rhymes • Children use voice in different ways, singing songs and speaking rhymes.

	- Plan to make a dinosaur. - Use junk modelling to use as resources. **In reception** - Develop storylines in their pretend play. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. - Watch and talk about dance and performance art, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. **Dinosaur/ large scale dinosaur** - Listen attentively, move to and talk about music, expressing their feelings and responses. - Create their own songs, or improvise a song around one they know.	- Recognise the difference between fast and slow. - Copy changes in pitch. - Listen and appreciate a range of live and recorded music. - Listen to live and recorded music and talk about feelings. - Experiment and improvise sounds musically. - Make sounds that are different using voice and instruments, including long and short sounds. - Clap short rhythms with help. - Beginning to follow instructions when performing. - Recognise the difference between fast and slow. - Make sounds that are different using voice and instruments, including long and short sounds.	- Imitate changes in pitch - Play tuned and untuned musical instruments. - Follow instructions when performing. - Listen and appreciate a range of live and recorded music. - Listen carefully to a range of live and recorded music and recognise different types of sound and tempo. - Experiment and improvise sounds musically. - Make and control long and short sounds using tuned and untuned instruments, making a short sequence.
PSHE	**These objectives are being supported through the Jigsaw PSED scheme of work.** **Dreams and Goals** - Children understand that if they persevere they can tackle challenges. - Children can discuss a time they didn't give up until they achieved their goal. - Children can set a goal and work towards it. - Children can use kind words to encourage	These objectives are being supported through the Jigsaw PSED scheme of work. **Dreams and Goals** - Children can choose a realistic goal and think about how to achieve it. - Children can persevere even when they find tasks difficult. - Children can recognise who is the best person to work with and who isn't .	These objectives are being supported through the Jigsaw PSED scheme of work. **Dreams and Goals** - Children can explain some of the ways they worked cooperatively in a group to create the end product. - Children can express how it felt to be working as part of this group.

	people. • Children understand the link between what they learn now and the job they might like to do when they're older. • Children can say how they feel when they achieve a goal and know what it means to feel proud. **Healthy Me** • Children understand that they need to exercise to keep their body healthy. • Children understand how moving and resting are good for their body. • Children know which foods are healthy and not so healthy and can make healthy eating choices. • Children know how to help themselves go to sleep and understand why sleep is good. • Children can wash hands thoroughly and understand why this is important especially before eating and after going to the toilet. • Children know what a stranger is and how to stay safe if a stranger approaches them	• Children know how to store the feelings of success in their internal treasure chest. **Healthy Me** • Children can tell you why they think their body is amazing and can identify some ways to keep it safe and healthy. • Children can recognise how being healthy helps them to feel happy.	**Healthy Me** • Children can make some healthy snacks and explain why they are good for their body. • Children can express how it feels to share healthy food with their friends.
Art /DT	*Ongoing through continuous provision* • Explore, use, and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups. • Watch and talk about dance and performance art, expressing their feelings and responses. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.	**Art** • Brief history of William Morris' and demonstrate how his designs and ideas are still used today. • Look at visual images of William Morris' wallpaper designs and discuss how he used ideas from the environment e.g. flowers, birds, and his choice of a limited palette (with an occasional contrasting colour). • Use a sketchbook to explore designs for a wallpaper and then press onto a tile. • Create a print and produce a wallpaper sample.	**Art** • Collect visual and other information to help develop ideas in a sketchbook, using line, colour, pattern, texture, shape and space – revisiting prior learning with hot and cold colours. • Great Fire of London - use a sketchbook; ideas to create a print/painting e.g. Rita Greer – create own drawings with chalk, outline, tissue and painting. • Comment on similarities and differences in their own and others' work including artists and craftspeople.

	• Create collaboratively, sharing ideas, resources and skills.	• Say what they think and feel about their own and others' work. Begin to suggest ways to improve own work. **Design** **Make a bathing machine (cardboard box)** • <u>Design:</u> Say how the bathing machine will work, including waterproofing, wheels and steps into the machine, and whether it is for themselves or other people. • <u>Make:</u> Plan a design; select from tools and materials gathered by themselves; Cut, shape and join materials to create a bathing machine; Follow safety and hygiene procedures. • <u>Evaluate:</u> Talk about their design ideas, what they are making and how it could be improved; Describe what products are, who they are and how and where they are used. • <u>Technical Knowledge:</u> Describe the simple characteristics of materials and components.	• Begin to adapt and improve own work. **Design** **Making a Great Fire of London House (shoebox)** • <u>Design:</u> Say how to make a house suitable for 1666 and use simple design criteria to help develop their ideas. • <u>Make:</u> Explain choices for material selection; Measure and mark components; Use some simple finishing techniques. • <u>Evaluate:</u> Make judgements about their products and ideas using simple design criteria; Say what I do/don't like about their products and suggest improvements. • <u>Technical Knowledge:</u> Describe the movements of simple mechanisms (create levers/sliders for the flames. Know how to make structures stronger and more stable; use some technical vocabulary.