



Curriculum Overview – Spring 2024

Life Long Ago



	EYFS	YEAR 1	YEAR 2
English Power of Reading	<ul style="list-style-type: none"> - <i>Winter, Peepo</i> - <i>When we were giants</i> - <i>So Much</i> - <i>Dinosaur Roar</i> - <i>Pick me up dinosaur</i> - <i>Dino Baby</i> - <i>If I had a dinosaur</i> 	<ul style="list-style-type: none"> - <i>Queen Victoria's Bathing Machine</i> - <i>A range of rhyming poems to recite and perform to</i> 	<ul style="list-style-type: none"> - The Great Fire of London - Stone Girl Bone Girl – story of Mary Anning - Poems to Perform to – Julia Donaldson
World book day 25yr anniversary - 3 rd March			
School Experiences	<ul style="list-style-type: none"> - Science week 15-19th Jan TIME - Super Sleep Hero day 30th Jan - Children's Mental Health week 5-11th Feb My Voice Matters - Internet Safety week 6th February - Chinese New Year 10th Feb - Pancake day 13th February - Women's History Month March - World book day 4th March - Mothers Day 27th March 		
Reading Scheme	- Predominantly Phonics Bug and Bug Club; supplemented by Big Cats, Rising Star (Decodable schemes)		
Phonics Scheme	- Little Wandle		
Science	<ul style="list-style-type: none"> • Make observations of seasonal change • Talk about what they see, using a wide vocabulary 	Seasonal changes (Statutory Requirement): <ul style="list-style-type: none"> • Observe changes across the four seasons • Describe weather associated with the seasons and how day length varies. 	

<p><i>Science Bug</i></p>	<p><u>Working Scientifically (Child led investigation):</u></p> <ul style="list-style-type: none"> • What can I find out about the weather? How can I record my findings? 		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p><u>Understanding the World</u> <u>The Natural World</u> <u>In reception</u></p> <ul style="list-style-type: none"> • 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 natural world around them • Describe what they see, hear and feel whilst outside. <p>3-4 Development Matters – PRIOR LEARNING Understand the key features of the life cycle of a plant and an animal.</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things.- Forest school • 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. <p><u>People and the Communities</u> <u>In reception</u></p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs </td> <td style="width: 33%; padding: 5px;"> <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Amphibians, fish, reptile, mammal, bird herbivore, omnivore, carnivore • Common names of fish, amphibians, reptiles, birds, mammals including pets • Common structure of animals incl. head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot, wing, beak, tail, fin • Wood, plastic, glass, metal, water, rock, brick, paper, card rubber, fur, fleece, cotton, wool • Names of common objects made from these materials • Hard, soft, rough, smooth, stretchy, stiff, shiny, dull, bendy, stiff <p><u>Animals:</u></p> <ul style="list-style-type: none"> • Describe, label, and explain the function of the external body parts of common animals. • Describe and compare the structure of a variety of common animals and invertebrates. • Describe, label, and explain the function of the external body parts of common animals. • Describe and compare the structure of a variety of common animals and invertebrates • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Identify, name, draw, label finer body parts e.g. wrist, chin, ankle, waist, shoulder, hips <p><u>Working scientifically (Child led investigation):</u></p> <ul style="list-style-type: none"> • Use the local environment throughout the year to explore and answer questions about animals in their habitat. </td> <td style="width: 33%; padding: 5px;"> <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Re-visit: wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay • Hard, soft, stretchy, waterproof, absorbent, rough, smooth, shiny, dull • Opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, shape • Push/pushing, pull, pulling, twist, twisting, squash, squashing, bend, bending, stretch, stretching <p><u>Materials</u></p> <ul style="list-style-type: none"> • 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 Great Fire of London) • 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). <p><u>Changing Shape:</u></p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Science investigation • Compare the properties of different materials and classified them according to how their shape can be </td> </tr> </table>	<p><u>Understanding the World</u> <u>The Natural World</u> <u>In reception</u></p> <ul style="list-style-type: none"> • 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 natural world around them • Describe what they see, hear and feel whilst outside. <p>3-4 Development Matters – PRIOR LEARNING Understand the key features of the life cycle of a plant and an animal.</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things.- Forest school • 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. <p><u>People and the Communities</u> <u>In reception</u></p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Amphibians, fish, reptile, mammal, bird herbivore, omnivore, carnivore • Common names of fish, amphibians, reptiles, birds, mammals including pets • Common structure of animals incl. head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot, wing, beak, tail, fin • Wood, plastic, glass, metal, water, rock, brick, paper, card rubber, fur, fleece, cotton, wool • Names of common objects made from these materials • Hard, soft, rough, smooth, stretchy, stiff, shiny, dull, bendy, stiff <p><u>Animals:</u></p> <ul style="list-style-type: none"> • Describe, label, and explain the function of the external body parts of common animals. • Describe and compare the structure of a variety of common animals and invertebrates. • Describe, label, and explain the function of the external body parts of common animals. • Describe and compare the structure of a variety of common animals and invertebrates • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Identify, name, draw, label finer body parts e.g. wrist, chin, ankle, waist, shoulder, hips <p><u>Working scientifically (Child led investigation):</u></p> <ul style="list-style-type: none"> • Use the local environment throughout the year to explore and answer questions about animals in their habitat.
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	<p>and celebrate special times in different ways.</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> Visits to the Junior Woods and pond area <p>Everyday Materials</p> <ul style="list-style-type: none"> 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 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. <p>Working scientifically (Child led investigation):</p> <ul style="list-style-type: none"> 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. Perform simple tests to explore questions, for example: 'What is the best material for making a Victorian toy?' 	<p>changed.</p> <p>Science Investigation:</p> <ul style="list-style-type: none"> 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. <p>Working scientifically: (Child led investigation)</p> <ul style="list-style-type: none"> Investigation based on materials used for a particular purpose, devise own questions. Child investigation – design and build a house Explore and raise questions about the purpose of materials 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 Have the opportunity to perform simple tests to find the stretchiest material and observe how materials change over time.
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<p>Computing Internet Safety - ongoing</p>	<p><u>E safety, introduce this concept</u></p> <ul style="list-style-type: none"> • 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 	<p><u>E safety, reminder of rules – Digital Literacy</u></p> <p><u>Digital Literacy – e safety</u></p> <ul style="list-style-type: none"> • 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 for help and support when I have a concern • Evaluate critically, information found online <p><u>Information Technology – teach Computing Year 1</u></p> <p><u>Digital writing.</u></p> <ul style="list-style-type: none"> • Develop their understanding of the various aspects of using a computer to create and manipulate text. • They will become more familiar with using a keyboard and mouse to enter and remove text. • Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. • Learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this. <p><u>Computer Science – Coding – Teach Computing Year 1 – Programming A – Moving a robot</u></p> <ul style="list-style-type: none"> • Explore using individual commands, both with other learners and as part of a computer program. • Identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. 	<p><u>E safety, reminder of rules – Digital Literacy</u></p> <p><u>Digital Literacy – e-safety</u></p> <ul style="list-style-type: none"> • 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. • Give simple examples of why information should not be shared <p><u>Information Technology – Data and Information – Pictograms – Teach Computing Year 2 – Use J2e - LGfI</u></p> <ul style="list-style-type: none"> • Recognise that we can count and compare objects using tally charts • Record data in a tally chart • Recognise that objects can be represented as picture • Enter data onto a computer • Create a pictogram • Use pictograms to answer simple questions about objects • Select objects by attribute and make comparisons • Explain that we can present information using a computer in different ways <p><u>Computer Science – Coding – Teach Computing Year 2 – Programming A – Robot Algorithms</u></p> <ul style="list-style-type: none"> • Describe a series of instructions as a sequence • Explain what happens when we change the order of instructions • Use an algorithm to program a sequence on a floor robot • Use logical reasoning to predict the outcome of a program
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		<ul style="list-style-type: none"> Introduced to the early stages of program design through the introduction of algorithms. 	<ul style="list-style-type: none"> Explain that programming projects can have code and artwork Design an algorithm Use my algorithm to create a program
<p>PE</p>	<p>Physical: In reception</p> <ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions including dance, gymnastics and sport. 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 spoon. 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 	<p><u>Gymnastics Primary P.E planning</u></p> <ul style="list-style-type: none"> Can perform shapes, Perform basic space jump (rocket jump) Perform a moon rock and a moon roll Perform a rocket roll with pointed toes Perform a bunny hop-hands first then feet Perform a basic sequence (roll and a jump) Can perform shapes with a strong body and control <p>Tag Rugby (PPE planning)</p> <ul style="list-style-type: none"> Throw underarm, bounce & catch ball by self & with 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 <p><u>Chelsea (PPA) – PPE Planning</u></p> <p>Fitness</p> <ul style="list-style-type: none"> 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 <p>Dodgeball</p> <ul style="list-style-type: none"> Can stop a ball using both the sole and inside of their foot Can pass the ball using the inside of their foot 	<p><u>GYMNASTICS</u></p> <ul style="list-style-type: none"> Make body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others) Be still on single/two + points of contact on floor/apparatus showing tension & control Link known shape/travel/roll/jump to a balance using floor & on apparatus Jump/land with control using different body shapes in flight <p>Dance – PPE Planning</p> <ul style="list-style-type: none"> Move in time to the music showing some expression Perform dance movements with control Perform dance movements showing a variety of levels Perform dance movements showing travelling in different directions Remember simple dance steps, perform with control in time to the music <p>Chelsea (PPA) – Ball Skills – PPE Planning</p> <ul style="list-style-type: none"> Introduce various passes (hands/feet/object) continuing to develop control of pass. Move into a space to catch/receive a ball. Pass the ball to someone in a space Follow/mark an opponent, intercepting the ball.

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	<p><u>DANCE/GYMNASTICS</u></p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace <p><u>Games PPA cover</u>/outside provision</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping – climbing <p>Striking and Fielding Games</p> <ul style="list-style-type: none"> Further develop and refine a range of ball skills including: throwing, batting, and aiming 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. 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. 	<ul style="list-style-type: none"> Can dribble a ball using their feet with control Can roll a ball at a target Can underarm throw a ball at a target with some success Can catch a ball with success Can pass a ball with success Can bounce a ball with control Can throw to score with accuracy and control Can move with control with a ball in their hands Can throw a ball in different directions with control Can place a ball down to score, staying on two feet to score with control 	<ul style="list-style-type: none"> Scoring in a variety of ways and begin to use in a game situation Develop tactics for attacking and defending Play adapted games-learning different rules. Encourage fair play and respect <p>Indoor Athletics - PPE Planning</p> <ul style="list-style-type: none"> Perform a speed bounce jumping over a cone using arms to balance Perform a standing long jump keeping my head upright to help with balance Co-operate in a team when competing against others Throw with control using a sitting chest push Practise and improve personal bests Develop co-ordination of 3 big leaps Skipping – stepping/jumping through the hoop with some control Vertical jump – standing side on, jumping up to target
<p>Geography</p>	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them 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. 	<ul style="list-style-type: none"> Name, locate and identify characteristics (main features) of the four countries & capital cities of the UK and surrounding seas using atlases & 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 	<ul style="list-style-type: none"> Use compass directions and positional language to identify and describe the location of features and routes on a map, globe atlas. Can use aerial photographs, maps and plans to recognise London. Understand how the River Thames played its part in preventing the Great Fire of London

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	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. 		<ul style="list-style-type: none"> Understand similarities and differences (human and physical features when comparing landmarks in London. Where is Pudding Lane? In relation to London landmarks, and Doddington, Brentwood and Essex. To define what the coast is. Identify coastal locations in the British Isles recognising the features. Identify human features in a coastal town, describing how people use the coast
History	<p>In reception – Link to Kapow</p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. 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. <p>Link to science</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. 	<p><u>Victorian life and toys</u></p> <p><u>Knowledge and understanding of events, people, and changes in the past</u></p> <ul style="list-style-type: none"> 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 <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> 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 Pathay news on Queen Victoria <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. 	<p><u>Great Fire of London/Mary Anning - Fossils</u></p> <p><u>Knowledge and understanding of events, people, and changes in the past</u></p> <ul style="list-style-type: none"> Looking at how life has changed using the diary of Samuel Pepys Learning how Mary Anning’s discoveries have changed and influenced our views from the past <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Identify different ways in which the past is represented - Describe the differences between then and now. London and schools in the past and how the houses were built Explore artefacts when becoming archaeologists asking questions about their purpose State whether they would have preferred to go to school in the past or not and explain why. <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. - Recount changes in my own life over time.

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		<ul style="list-style-type: none"> 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. 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. <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time 	<ul style="list-style-type: none"> Ask questions about what life was like in the past Ordering on a timeline the events of the Great Fire of London and the life and times of Mary Anning, adding dates <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites, and the internet to find out about the past - Great Fire of London, Schools and Fossils Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Identify features of London schools now and a school in the past, identifying some similarities and differences. Comparing old and new fire engines and houses Investigating fossils Understanding why these have changed
R. E	<ul style="list-style-type: none"> 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 Continue developing positive attitudes about the differences between people. 	<p><u>Theology focus</u></p> <p><u>Enquiry 1.3 What do Jewish people remember on Shabbat?</u></p> <ul style="list-style-type: none"> The Jewish story of creation and relate it to observing and Shabbat Jews believe in one God and that He is the creator. Shabbat is celebrated as a weekly tradition for Jewish families. The symbolism of the key artefacts used during Shabbat: <ul style="list-style-type: none"> Candles – are lit before Shabbat to create peace in the home. 	<p><u>Saffron Academy Trust: Why is light an important symbol for Christians, Jews and Hindus?</u></p> <p><u>Theology Lens</u></p> <ul style="list-style-type: none"> Pupils will take part in lessons that: Discuss the different light sources and how they affect our senses. Examine what different sources of light mean to Christians. Compare the beliefs of different faiths regarding light. Investigate Hindu beliefs about light. Assess similarities and difference in beliefs.

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	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> - Challah Bread – a special plaited bread to show how Jews love Shabbat. - Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. - Zemirot – the special songs sung at the table for Shabbat. <p><u>Unit 1.4 What does the cross mean to Christians?</u></p> <ul style="list-style-type: none"> The Easter narrative in the Bible. Christians believe Jesus' died on a cross (crucifixion) to save people (salvation). Christians believe Jesus came back to life (resurrection). Christians believe Easter gives people hope of a new life, now and in the future. 	<p><u>Saffron Academy Trust: How do Christians belong to their faith family?</u></p> <p><u>Human and Social Science Lens</u></p> <ul style="list-style-type: none"> Describe how it feels to belong. Classify the meaning of symbols used in Christian Baptism. Create a symbol which represents belonging. Design a Church which includes symbols of Christianity. Compose an artwork to express how Christians belong to a faith family.
<p>Music</p>	<p><u>Ongoing</u></p> <ul style="list-style-type: none"> 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 do review Plan to make dinosaur Use junk modelling to use as resources <p><u>In reception</u></p> <ul style="list-style-type: none"> 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. 	<p>Assembly Music</p> <p>Charanga – Scheme B Exploring Sounds Unit 2</p> <ul style="list-style-type: none"> Children will explore how music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. They will explore these sounds and create their own very simple melodies. <p>Children will learn:</p> <ul style="list-style-type: none"> How to move in time with a steady beat/pulse. To copy back simple long and short rhythms with clapping. To copy back singing simple high and low patterns. To understand and demonstrate the difference between pulse, rhythm and pitch. <p>Charanga – Scheme B learning to listen Unit 3</p>	<p>Assembly Music</p> <p>Charanga – Scheme B How does music teach us about the past – focussing on dynamic and tempo</p> <ul style="list-style-type: none"> Children use voices expressively to sing songs, chants, and rhymes Children use voice in different ways, singing songs and speaking rhymes. Imitate changes in pitch Play tuned & untuned musical instruments. Follow instructions when performing. Listen & appreciate a range of live & recorded music. Listen carefully to a range of live and recorded music and recognise different types of sound and tempo Experiment & improvise sounds musically. Make and control long and short sounds using tuned and untuned instruments, making a short sequence.

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children will learn that listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. 	
<p>PSHE</p>	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> Children understand that if they persevere they can tackle challenges Children can discuss a time they didn't give up until they achieved my goal Children can set a goal and work towards it Children can use kind words to encourage 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 <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> 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 	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> Understand how to set simple goals and work towards them Understand how to work well with others, especially a partner Understand how to tackle a new challenge and that this is a good way to stretch learning Identify obstacles that make it difficult to achieve and find ways to overcome them Recognise feelings of success and describe them Explain ways to celebrate success <p><u>Relationships ('Healthy Me' in the summer for Healthy Living week)</u></p> <ul style="list-style-type: none"> Identify the different members of a family and understand that there are different types of families Identify what it means to be a good friend Understand the different forms of physical contact to greet friends; know that some is acceptable and some is not and say what they prefer Recognise all the people around me who can help 	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> Goals to success – understand how to choose a realistic goal and think about how to achieve it Learning Strengths – show persevere when things become difficult Learning with others – recognise who they can work well with Group work – understand how to work well in a group and strategies used Celebrating achievement – understand how to share successes with other people <p><u>Relationships ('Healthy Me' in the summer for Healthy Living week)</u></p> <ul style="list-style-type: none"> Identify different members of a family and understand relationships between them, recognising the importance of co-operation Understand acceptable forms of contact within a family Identify issues that could cause conflict between friends

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	<ul style="list-style-type: none"> • 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 	<p>at school</p> <ul style="list-style-type: none"> • Recognise personal qualities, including those that make a good friend • Recognise the traits that we appreciate in people with whom we share a special relationship 	<ul style="list-style-type: none"> • Understand that sometimes it is good or not good to keep a secret • Recognise and appreciate people who can help families, schools and the community • Able to express appreciation for the people with whom we have special relationships
<p>Art /DT</p>	<p>*Ongoing through continuous provision*</p> <ul style="list-style-type: none"> • 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. • Create collaboratively, sharing ideas, resources and skills. 	<p><u>Art</u></p> <p><u>Art – Kapow SOW – Painting and Mixed Media: Colour Splash</u></p> <ul style="list-style-type: none"> • 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). 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) • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Use a sketchbook to explore designs for a wallpaper and then press onto a tile. • Create a print and produce a wallpaper sample. • Say what they think and feel about their own and others’ work. Begin to suggest ways to improve own work. 	<p><u>Art</u></p> <p><u>Art - Kapow SOW – Painting and Mixed Media</u></p> <ul style="list-style-type: none"> • Collect visual and other information to help develop ideas in a sketchbook, using line, colour, pattern, texture, shape and space • Revisit prior learning with hot and cold colours. • Great Fire of London - use a sketchbook ideas to create a print/painting based on the work of artist - 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. • Begin to adapt and improve own work. <p><u>Design – Kapow SOW</u></p> <p><u>Textiles – Sewing pouches linked to Great Fire of London</u></p> <ul style="list-style-type: none"> • <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.

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		<p><u>Design</u></p> <p><u>Make a bathing machine (cardboard box)</u></p> <ul style="list-style-type: none"> • <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. 	<ul style="list-style-type: none"> • <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 a levers/ sliders for the flames. Know how to make structures stronger and more stable; I use some technical vocabulary
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