



## Curriculum Overview – Spring 2023

### Ice and Fire



	EYFS	YEAR 1	YEAR 2
English Power of Reading Diverse authors	<i>Blue Penguin</i> <i>Arctic</i> <i>Winter Non fiction</i> <i>Mental Health week</i> <i>Jack Frost</i>	<ul style="list-style-type: none"> <li>- <i>Out and about first book of Poems – Shirley Hughes</i></li> <li>- <i>The Winter’s sleep</i></li> <li>- <i>Emperor’s Egg</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Leaf</i></li> <li>- <i>Great Fire of London</i></li> </ul>
Reading scheme	<ul style="list-style-type: none"> <li>- Little Wandle supplemented by Bug Club</li> <li>-</li> </ul>		
Phonics Scheme	<ul style="list-style-type: none"> <li>- Little Wandle</li> </ul>		
	<ul style="list-style-type: none"> <li>- Creative Arts week – 9<sup>th</sup>-13<sup>th</sup> winter themed</li> <li>- Chinese New Year - 22.1.23</li> <li>- <b>Mental Health week – 4<sup>th</sup>-11<sup>th</sup> Feb</b> - Fits Kids as part of mental health week</li> <li>- <b>Internet Safety week - 14<sup>th</sup> February</b></li> </ul>		<ul style="list-style-type: none"> <li>- <b>Science week - 10-19<sup>th</sup> March</b></li> <li>- Mother’s Day - 27.3.23</li> </ul>
Science  <i>Science Bug</i>	<ul style="list-style-type: none"> <li>• They make observations of seasonal change.</li> <li>• Talk about what they see, using a wide vocabulary.</li> </ul>	<p><b><u>Seasonal changes (Statutory Requirement):</u></b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Describe weather associated with the seasons and how day length varies.</li> </ul> <p><b><u>Working Scientifically (Child led investigation):</u></b></p> <ul style="list-style-type: none"> <li>• What can I find out about the weather? How can I record my findings?</li> </ul>	
	<p><b><u>Understanding the World</u></b>  <u>The Natural World</u></p> <ul style="list-style-type: none"> <li>• Explore natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Amphibians, fish, reptile, mammal, bird herbivore, omnivore, carnivore.</li> <li>• Common names of fish, amphibians, reptiles, birds, mammals including pets.</li> </ul>	<p><b><u>Living things and their habitats (Re-visit):</u></b></p> <ul style="list-style-type: none"> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>

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	<ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> <li>DM: Understand the effect of changing seasons on the natural world around them.</li> <li>Birth -5: Makes observations of animals and plants and explains why some things occur, and talks about changes.</li> </ul>	<ul style="list-style-type: none"> <li>Common structure of animals incl:             <ul style="list-style-type: none"> <li>Head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot, wing, beak, tail, fin.</li> <li>Wood, plastic, glass, metal, water, rock, brick, paper, card rubber, fur, fleece, cotton, wool.</li> <li>Names of common objects made from these materials.</li> <li>Hard, soft, rough, smooth, stretchy, stiff, shiny, dull, bendy, and stiff.</li> </ul> </li> </ul> <p><b>Animals:</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores, explaining the differences between them focussing on polar and non-polar animals.</li> <li>Identify and name common animals that are fish, amphibians, reptiles, birds, and mammals according to their characteristics.</li> <li>Describe, label, and explain the function of the external body parts of common animals.</li> <li>Describe and compare the structure of a variety of common animals and invertebrates.</li> </ul> <p><b>Working scientifically (Child led investigation):</b></p> <ul style="list-style-type: none"> <li>Compare and contrast animals in deserts and polar habitats. Where do they live? What do animals eat? What makes them suitable for their environment?</li> <li>Use the local environment throughout the year to explore and answer questions about animals in their habitat.</li> <li>Visits to the Junior Woods and pond area.</li> <li>Animals linked to hibernation (Winter's Sleep) and polar regions.</li> </ul> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>Revisit prior learning.</li> </ul>	<p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>brick, fabric, elastic, foil</li> <li>property, solid, waterproof, absorbent, opaque, transparent, translucent</li> <li>squash, bend, flexible, twist, stretch push, pull, roll, slide, bounce</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Review prior learning – everyday materials and their properties.</li> <li>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).</li> <li>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).</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Science investigation.</li> </ul> <p><b>Working scientifically (Child-led investigation):</b></p>
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		<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b><u>Working scientifically (Child led investigation):</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, and foil.</li> <li>• Work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for keeping warm in the snow? ...for keeping cool in the summer? ...for stopping an ice-cube melting?</li> <li>• Investigating suitable materials for keeping warm in the cold or cool in the heat.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a variety of houses from various materials, discussing properties and which ones would be suitable – discuss similarities and differences.</li> <li>• 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.</li> </ul>
<p>Computing <i>Internet Safety - ongoing</i></p>	<p><b><u>Information Technology</u></b></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><b><u>Information Technology</u></b></p> <ul style="list-style-type: none"> <li>• Know the symbol for saving work (floppy disk).</li> <li>• Print work.</li> <li>• Use a mouse to select and move words and pictures.</li> <li>• Drag and drop pictures.</li> </ul>	<p><b><u>Digital Literacy – E-Safety</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate critically, information found online</li> <li>• Understand the need to keep passwords safe</li> <li>• Start to identify concerning behaviour online.</li> <li>• Use the internet purposefully to achieve a goal</li> </ul>

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	<ul style="list-style-type: none"> <li>Recognise that a range of technology is used in places such as homes and schools.</li> <li>They select and use technology for particular purposes.</li> <li>Begin to find keys on the keyboard to type simple words.</li> <li>Learn to use backspace, space bar and enter keys.</li> </ul> <p><b><u>Digital Literacy</u></b></p> <ul style="list-style-type: none"> <li>Talk about how we use technology safely and respectfully.</li> <li>Read books based on e-safety.</li> <li>Talk about what to do if we see something we don't like on the technology we are using.</li> </ul>	<ul style="list-style-type: none"> <li>Enter information into a simple graphing program e.g. 2simple.</li> <li>Identify simple mistakes in my work and evaluate and correct them.</li> <li>Recognise common uses of information technology beyond school.</li> </ul> <p><b><u>Computer Science – Coding</u></b></p> <ul style="list-style-type: none"> <li>Use a systematic approach to control and predict the behaviour of simple programs (e.g. control a Beebot).</li> </ul> <p><b><u>Digital Literacy – continual use (Internet Safety Week)</u></b></p> <ul style="list-style-type: none"> <li>Use technology safely and respectfully.</li> <li>Identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</li> <li>Know to keep personal information private.</li> <li>Know where to go for help and support when I have a concern.</li> </ul>	<p><b><u>Information Technology</u></b></p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school.</li> <li>Identify simple mistakes in my work and evaluate and correct them.</li> <li>Research global warming – polar ice-caps melting.</li> <li>Use a basic PowerPoint and create a newspaper article linked to the Great Fire of London.</li> <li>Insert pictures into a program e.g. 2simple or revelation natural art, and change the size of the picture.</li> <li>Know the symbol for saving work (floppy disk) – some children may be able to save work in the appropriate place.</li> <li>Enter information into a simple graphing program e.g., pictogram. Use the graphs to answer simple questions.</li> <li>Open a saved piece of work.</li> <li>Open a program using the start menu or a folder.</li> <li>Log off and shut down a computer.</li> <li>Open and save a document using office software.</li> <li>Type and extended piece of writing using a word processing program to create a script/diary/newspaper report as Samuel Pepys.</li> <li>Use a spellcheck.</li> <li>Know that the shift key can be used to access other symbols on the keys.</li> <li>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.</li> </ul> <p><b><u>Computer Science</u></b></p>
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			<ul style="list-style-type: none"> <li>• Understand an algorithm is a step by step guide to achieving a goal.</li> <li>• Give unambiguous instructions to a digital service to achieve a goal.</li> <li>• Create and debug (correct/improve) simple programs.</li> </ul>
<p>PE</p>	<p><b>Physical:</b> <b>3-4 Development Matters</b></p> <ul style="list-style-type: none"> <li>• Group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul> <p><b><u>DANCE/GYMNASTICS</u></b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> </ul> <p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, and climbing.</li> <li>• Striking and Fielding Games.</li> <li>• Further develop and refine a range of ball skills including: throwing, batting, and aiming.</li> <li>• Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</li> </ul> <p><b>Dance – primary P.E planning link to winter</b></p>	<p><b><u>Gymnastics - Primary P.E planning</u></b></p> <ul style="list-style-type: none"> <li>• Can perform shapes, Perform basic space jump (rocket jump).</li> <li>• Perform a moon rock and a moon roll Perform a rocket roll with pointed toes Perform a bunny hop-hands first then feet.</li> <li>• Perform a basic sequence (roll and a jump) Can perform shapes with a strong body and control.</li> </ul> <p><b><u>Chelsea – Tag Rugby (PPE planning)</u></b></p> <ul style="list-style-type: none"> <li>• Throw underarm, bounce and catch ball by self and with partner.</li> <li>• Kick/stop a ball using a confident foot while static.</li> <li>• Run straight and on a curve and sidestep with correct technique.</li> <li>• Begin to follow some simple rules.</li> </ul> <p><b><u>Dodgeball</u></b></p> <ul style="list-style-type: none"> <li>• Can stop a ball using both the sole and inside of their foot.</li> <li>• Can pass the ball using the inside of their foot.</li> <li>• Can dribble a ball using their feet with control.</li> <li>• Can roll a ball at a target.</li> <li>• Can underarm throw a ball at a target with some success.</li> <li>• Can catch a ball with success.</li> <li>• Can pass a ball with success.</li> <li>• Can bounce a ball with control.</li> </ul>	<p><b><u>SPRING 1 GYMNASTICS (Specialist teacher – 4 weeks)</u></b></p> <p><b><u>Gymnastics – Primary P.E Planning</u></b></p> <ul style="list-style-type: none"> <li>• Perform a space shape when moving on apparatus with a strong body and control.</li> <li>• Perform a jump with control and body tension.</li> <li>• Perform a star forward roll on their own with control.</li> <li>• Perform a rocket roll with good body tension and control.</li> <li>• Perform a bunny hop across a mat, keeping their hands flat and arms straight.</li> <li>• Perform a sequence with control, strong body and always show a good start and finish.</li> </ul> <p><b><u>Chelsea – Tag Rugby - PPE Planning</u></b></p> <ul style="list-style-type: none"> <li>• Play a tag game whilst moving at speed.</li> <li>• Move with the ball holding it with hands - in 'W' shape at chest height.</li> <li>• Pass the ball sideways- with smile technique.</li> <li>• Dodge around a defender in small area.</li> <li>• Scoring a try in a 2v2 game in the end zone.</li> </ul> <p><b><u>FOREST School</u></b> - OAA- delivered by Forest School Leader</p> <p><b><u>Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Understand the factors that contribute to a healthy lifestyle.</li> </ul>

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	<p><b><u>Multi-Skills Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</li> <li>• Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</li> <li>• Experiment with different ways of balancing. Experiment with different ways of moving (agility).</li> <li>• Experiment with different ways of throwing a moving a ball with different body parts (co-ordination).</li> <li>• Working with friends in a team – taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• Can throw to score with accuracy and control.</li> <li>• Can move with control with a ball in their hands.</li> <li>• Can throw a ball in different directions with control.</li> <li>• Can place a ball down to score, staying on two feet to score with control.</li> </ul> <p><b><u>FOREST School</u></b> – OAA - delivered by Forest School Leader</p> <p><b><u>Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Understand the factors that contribute to a healthy lifestyle.</li> <li>• Perform warm-ups safely.</li> <li>• Perform activities using the correct technique.</li> <li>• Explain why it is important to do physical activity to keep healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform warm-ups safely.</li> <li>• Perform activities using the correct technique.</li> <li>• Explain why it is important to do physical activity to keep healthy.</li> </ul>
<p><b>Geography</b></p>	<p><b><u>Development Matters</u></b></p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand that some places are special to members of their community. Rev Ann Church.</li> <li>• Explore natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics (main features) of the four countries and capital cities of the UK and surrounding seas using atlases and globes.</li> <li>• Identify, locate and name the capital cities of the UK.</li> <li>• Investigate the landmarks in each capital city.</li> </ul>	<ul style="list-style-type: none"> <li>• Use compass directions and positional language to identify and describe the location of features and routes on a map, globe atlas.</li> <li>• Can use aerial photographs, maps and plans to recognise:             <ul style="list-style-type: none"> <li>- Human features (focus on cold country) – linked to Home Learning – create a fact file from a chosen country.</li> <li>- Physical features (focus on cold country).</li> <li>- Understand similarities and differences (human and physical features when comparing a cold country to the UK.</li> </ul> </li> </ul>
<p><b>History</b></p> <p>1<sup>st</sup> half – Ice 2<sup>nd</sup> half –</p>	<p><b>3-4 Development Matters</b></p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>	<p><b><u>Race to the South Pole</u></b></p> <p><b><u>Knowledge and understanding of events, people, and changes in the past</u></b></p>	<p><b><u>Great Fire of London</u></b></p> <p><b><u>Knowledge and understanding of events, people, and changes in the past</u></b></p>

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<p>cross curricular events. Fire</p>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community. Rev Ann Church.</li> <li>• Explore natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall some facts about people/events before living memory – focussing on Roald Amundsen and Robert Scott expedition to the South Pole.</li> </ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Explore events, look at pictures and ask questions e.g. “Which things are old and which are new?” or “What were people doing?”</li> <li>• Look at photographs from the expedition to the South Pole and compare to a similar expedition in the present. Look at objects from the past and ask “What were they used for?”</li> </ul> <p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Order a set of events or objects into then and now.</li> <li>• Use a timeline to place important events of the expedition to the South Pole. How was the expedition chronicled in comparison to how it would be today?</li> <li>• Use words and phrases such as: now, yesterday, last week, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul> <p><b><u>Historical interpretation</u></b></p> <ul style="list-style-type: none"> <li>• Look at books, videos, photographs, pictures, and artefacts to find out about expeditions to places in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented:             <ul style="list-style-type: none"> <li>- Describe the differences between then and now.</li> <li>- London in the past and how the houses were built.</li> <li>- Looking at how life has changed using the diary of Samuel Pepys</li> </ul> </li> </ul> <p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>• Understand and use the words past and present when telling others about an event. - Recount changes in my own life over time.</li> <li>• Ordering on a timeline the events of the Great Fire of London.</li> </ul> <p><b><u>Historical interpretation</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> <li>• Comparing old and new fire engines and houses.</li> <li>• Sort and discuss similarities and differences.</li> <li>• Understanding why these have changed.</li> </ul>
<p>R. E</p>	<ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>	<p><b>SACRE – Enquiry 4</b></p> <p><b>What does the cross mean to Christians? (focus on</b></p>	<p><b>SACRE – Enquiry 4</b></p> <p><b>How do Jewish people celebrate Passover?</b></p>

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	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Continue developing positive attitudes about the difference between people</li> </ul>	<p><b>Christianity)</b> Equal balance of theology, philosophy, human and social sciences.</p> <p><u>Christianity</u> <u>Theology: asking questions</u></p> <ul style="list-style-type: none"> <li>Life and teachings of Jesus.</li> <li>Bible as a special book.</li> <li>Different genres in the bible.</li> </ul> <p><u>Philosophy: Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Ways of reasoning and making links between belief and behaviour.</li> </ul> <p><u>Human and Social Sciences: Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Local churches.</li> <li>Symbolism and artefacts.</li> <li>Expressions of Christianity.</li> <li>Importance of rites of worships, gatherings and celebrations.</li> </ul>	<p>Equal balance of theology, philosophy, human and social sciences.</p> <p><u>Judaism</u> <u>Theology: asking questions</u></p> <ul style="list-style-type: none"> <li>The Torah as five books of Moses written in Hebrews.</li> <li>Narratives about the lives of Jewish descendants.</li> </ul> <p><u>Philosophy: Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Ways of reasoning and making links between belief and behaviour.</li> </ul> <p><u>Human and Social Sciences:</u></p> <ul style="list-style-type: none"> <li>Key vocabulary associated with the study of Judaism</li> <li>Shabbat and the importance of home and family life</li> <li>The roles of festivals that connect with Jewish history</li> <li>The synagogue and the varying ceremonies that the place within it</li> <li>Symbolism and artefacts</li> </ul>
<p>Music</p>	<p><u>Development Matters</u></p> <ul style="list-style-type: none"> <li>To watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p><b>Assembly Music</b> <b>Charanga – How does music teach us about looking after the planet?</b> <b>Explore sound and create a story</b></p> <ul style="list-style-type: none"> <li>Children sometimes use voice in different ways, joining in singing songs.</li> <li>Play tuned and un-tuned musical instruments.</li> <li>Beginning to follow instructions when performing.</li> <li>Recognise the difference between fast and slow.</li> <li>Copy changes in pitch.</li> <li>Listen and appreciate a range of live and recorded music.</li> </ul>	<p><b>Assembly Music</b> <b>Charanga – How does music teach us about the past?</b> <b>Dynamics and tempo</b></p> <ul style="list-style-type: none"> <li>Celebrate a wide range of musical styles.</li> <li>Listen, sing, play, compose and perform using a range of instruments.</li> <li>The role of music and musicians throughout history and cultural heritage.</li> <li>How music is a kind of time travel to travel back in time and explore other musical genres.</li> </ul>



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	<ul style="list-style-type: none"> <li>• E.g. ice sculpture, junk modelling, snowflakes (Lego workshop).</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and response.</li> <li>• Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to live and recorded music and talk about feelings.</li> <li>• Experiment and improvise sounds musically.</li> <li>• Make sounds that are different using voice and instruments, including long and short sounds.</li> </ul> <p><b>Charanga – How does music make the world a better place?</b></p> <p><b>Exploring feelings through music</b></p> <ul style="list-style-type: none"> <li>• Find and keep a steady beat.</li> <li>• Inventing different actions to move in time to the music.</li> <li>• Describing thoughts and feelings when describing music.</li> <li>• Talking about likes and dislikes.</li> <li>• Identifying different instruments within pieces of music.</li> <li>• Describing tempo as fast and slow and recognise changes of tempo.</li> <li>• Discussing what a piece of music might be about.</li> </ul>	<p><b>Charanga – How does music make the world a better place?</b></p> <p><b>Exploring feelings through music</b></p> <ul style="list-style-type: none"> <li>• Discuss likes and dislikes of music they listen to.</li> <li>• Talk about how songs make us feel.</li> <li>• Find and keep a steady beat; moving, dancing and performing actions along to music.</li> <li>• Copy and clap back rhythms.</li> <li>• Create long and short rhythms.</li> </ul>
<p>PSHE</p>	<p><b>These objectives are being supported through the Jigsaw PSED scheme of work.</b></p> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Understand that with perseverance challenges can be tackled.</li> <li>• Recognise times where perseverance led to achievement of goals.</li> <li>• Understand how to set a goal and achieve it.</li> <li>• Use kind words to encourage people.</li> <li>• Describe feelings when goals are achieved and know what it means to feel proud.</li> </ul> <p><b><u>Relationships ('Healthy Me' in the summer for Healthy Living week)</u></b></p> <ul style="list-style-type: none"> <li>• Identify the different roles in a family.</li> </ul>	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Understand how to set simple goals and work towards them.</li> <li>• Understand how to work well with others, especially a partner.</li> <li>• Understand how to tackle a new challenge and that this is a good way to stretch learning.</li> <li>• Identify obstacles that make it difficult to achieve and find ways to overcome them.</li> <li>• Recognise feelings of success and describe them</li> <li>• Explain ways to celebrate success.</li> </ul> <p><b><u>Relationships ('Healthy Me' in the summer for Healthy Living week)</u></b></p>	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Understand how to choose a realistic goal and think about how to achieve it</li> <li>• Understand that perseverance is possible even when tasks are difficult</li> <li>• Recognise the people that help us to learn well and those that do not</li> <li>• Work cooperatively in a group</li> <li>• Explain some of the ways to work cooperatively in a group</li> <li>• Know how to share success with other people</li> </ul> <p><b><u>Relationships ('Healthy Me' in the summer for Healthy Living week)</u></b></p>

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	<ul style="list-style-type: none"> <li>Describe the feeling of belonging.</li> <li>Identify ways to solve problems with friends.</li> <li>Learn ways to manage my feelings and know how to be a good friend.</li> </ul> <p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>Follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food and drink.</li> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others</li> </ul>	<p><b><u>Living week)</u></b></p> <ul style="list-style-type: none"> <li>Identify the different members of a family and understand that there are different types of families.</li> <li>Identify what it means to be a good friend.</li> <li>Understand the different forms of physical contact to greet friends; know that some is acceptable and some is not and say what they prefer.</li> <li>Recognise all the people around me who can help at school.</li> <li>Recognise personal qualities, including those that make a good friend.</li> <li>Recognise the traits that we appreciate in people with whom we share a special relationship.</li> </ul>	<p><b><u>Living week)</u></b></p> <ul style="list-style-type: none"> <li>Identify the different members of a family and understand the relationships and the importance of them.</li> <li>Understand the different forms of physical contact within family; know that some is acceptable and some is not.</li> <li>Identify some of the causes of conflicts between friends.</li> <li>Understand when it is okay to keep a secret and when it is not.</li> <li>Recognise all the people around me who can help – at school, home and in the community.</li> <li>Express appreciation for those with whom we share a special relationship.</li> </ul>
Art /DT	<p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<p><b><u>Art - Winter picture based on Lowry winter scenes; sculpture of a penguin (linked to Emperor's Egg)</u></b></p> <ul style="list-style-type: none"> <li>Use prior knowledge of hot and cold colour to create art.</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>Collect visual and other information to help develop ideas in a sketchbook, using line, colour, shape and space.</li> <li>Use a sketchbook ideas to create a drawing.</li> </ul>

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	<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and use a range of materials to show ideas in both 2D and 3D.</li> <li>Use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space.</li> <li>Say what they think and feel about their own and others' work, including artists, designers and craftspeople e.g. Lowry, Andy Goldsworthy.</li> <li>Begin to suggest ways to improve own work.</li> </ul> <p><b><u>Design a sled for the expedition to the South pole.</u></b></p> <ul style="list-style-type: none"> <li><u>Design</u> – Say how their product will work and whether it is for themselves or other people; Plan a design.</li> <li><u>Make</u> -Select from a range of materials and components gathered by themselves; cut, shape and join materials; follow safety and hygiene procedures.</li> <li><u>Evaluate</u>: Talk about their design ideas, what they are making and how it can be improved; Describe what products are, who they are for and how they are used.</li> <li><u>Technical knowledge</u>: Describe the simple characteristics of materials and components (link to science).</li> <li><u>Cooking and Nutrition</u>: Name and sort foods and identify that all food comes from plants, animals and has to be grown, caught, or farmed; Prepare simple dishes safely and hygienically, without using heat: cut, peel and grate food e.g., sandwich for packed lunch(carry over from Autumn).</li> </ul>	<ul style="list-style-type: none"> <li>Comment on similarities and differences in their own and others' work including artists and craftspeople.</li> <li>Begin to adapt and improve own work.</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li><u>Design</u>: Say how to make a product suitable for the user and use simple design criteria to help develop their ideas:</li> <li><u>Make</u>: Explain choices for material selection (link to Science); measure and mark components; use some simple finishing techniques.</li> <li><u>Evaluate</u>: Make judgements about their products and ideas using simple design criteria; say what they like/dislike about their products.</li> <li><u>Technical Knowledge</u>: Describe the movements of simple mechanisms (including levers &amp; sliders); know how to make structures stronger and more stable; use some technical vocabulary.</li> <li><u>Cooking and Nutrition</u>: Know that all food has to be grown, caught, or farmed in the UK and Europe: Know that a healthy diet is made up from variety and balance; With support, prepare and cook some savoury dishes safely and hygienically; Use spreading and kneading – making bread(linked to Fire of London).</li> </ul>
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