



## Curriculum Overview – Summer 2023

### Location Location Location



	EYFS	YEAR 1	YEAR 2
English Power of Reading	<ul style="list-style-type: none"> <li>- <i>The Runaway Crown</i></li> <li>- <i>The Hungry Caterpillar</i></li> <li>- <i>The King's Hat</i></li> <li>- <i>The Queen's Hat</i></li> <li>- <i>Non Fiction Text</i></li> <li>- <i>The Angry Ladybird</i></li> <li>- <i>Yucky worms</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Snail and the Whale</i></li> <li>- Zerraffa Gerraffa</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Snail and the Whale</i></li> <li>- <i>10 things I can do to help my world</i></li> <li>- <i>Titanic</i></li> </ul>
	<p>Tag Rugby - 19.4.23            3 Tees - 3.4.23            CORONATION CELEBRATION - 6.5.23 - DT blended learning crown project. Crown Parade. Whole School DT food to share. Coronation Song shared with families via Seesaw.            Whole School Kids Bop - Live performance dance and sing along! Memento presentation from Church            Tennis Festival - 16.5.23            Quad Kids - 23.5.23            Pantathon - 7.7.23            Mid Essex Summer Games - 14.7.23            Road Safety EYFS - 26.4.23</p>		
Science  <i>Science Bug</i>	<p>They make observations of seasonal change.            Talk about what they see, using a wide vocabulary.</p>	<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>            ELG - The Natural World</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making</li> </ul>	<p><b><u>Key Vocabulary</u></b>            Common structure of animals including:</p> <ul style="list-style-type: none"> <li>• Head, nose, ear, neck, shoulder, arm, elbow,</li> </ul>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• Review prior learning on plants from Year 1.</li> <li>• Observe and describe how seeds and bulbs grow</li> </ul>

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	<p>observations and drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>wrist, hand, back, chest, hip, leg, knee, ankle, foot, wing, beak, tail, fin.</p> <p>Everyday materials:</p> <ul style="list-style-type: none"> <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, stiff, waterproof.</li> </ul> <p><b><u>Animals and Humans</u></b></p> <ul style="list-style-type: none"> <li>• Describe, label, and explain the function of the external body parts of common animals.</li> <li>• Identify, name, draw and label the basic parts/bones of the human body and say which part of the body is associated with each sense.</li> <li>• Describe and compare the structure of a variety of common animals and invertebrates.</li> </ul> <p><b><u>Everyday materials</u></b></p> <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>Child led investigation</u></b></p> <ul style="list-style-type: none"> <li>• Children should explore and experiment with a wide variety of materials.</li> <li>• Perform simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains?'</li> </ul>	<p>into mature plants.</p> <ul style="list-style-type: none"> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>• Use the local environment throughout the year to observe how different plants grow.</li> <li>• Understand the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</li> </ul> <p><b><u>Investigation: (Child led)</u></b></p> <ul style="list-style-type: none"> <li>• Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</li> </ul> <p><b><u>Animals, including humans</u></b></p> <ul style="list-style-type: none"> <li>• Review prior learning of animals – Year 1</li> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• Understand the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.</li> <li>• Be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa,</li> </ul>
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		...for a bookshelf? ...for a gymnast's leotard?'	butterfly; spawn, tadpole, frog; lamb, sheep.  <b>Investigation: (Child led)</b> <ul style="list-style-type: none"> <li>Investigation based on food and exercise, devise own questions.</li> </ul>
Computing	<p><b><u>Understanding the World – Technology</u></b></p> <ul style="list-style-type: none"> <li>Complete a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> <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> </ul>	<p><b><u>E-Safety, reminder of rules – Digital Literacy</u></b></p> <p><b><u>Information Technology</u></b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <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> <li>Enter information into a simple graphing program e.g. 2simple.</li> </ul> <p><b><u>Computer Science</u></b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as program on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> </ul> <p><b><u>Digital Literacy – E-Safety</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>Evaluate critically, information found online.</li> </ul>	<p><b><u>E safety, reminder of rules – Digital Literacy</u></b></p> <p><b><u>Information Technology</u></b></p> <ul style="list-style-type: none"> <li>Work with a partner to make basic evaluations of their work and think of ways to improve it.</li> <li>Know the symbol for saving work (floppy disk) – children to be able to save work in the appropriate place.</li> <li>Open and save a document using office software.</li> <li>Type an extended piece of writing using a word processing program to create a newspaper report from the Titanic.</li> <li>Use a spellcheck.</li> <li>Know that the shift key can be used to access other symbols on the keys.</li> </ul> <p><b><u>Computer Science</u></b></p> <ul style="list-style-type: none"> <li>Recognise that some algorithms rely upon a strict order to work (e.g. using sequencing and repetition with a roamer).</li> <li>Use logical reasoning to explain how some simple algorithms work and detect errors in algorithms and programs.</li> </ul> <p><b><u>Digital Literacy – E-Safety</u></b></p> <ul style="list-style-type: none"> <li>Be critical of information found online.</li> <li>Recognise acceptable/unacceptable behaviour online.</li> </ul>

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<p>PE</p>	<p><b>Physical</b> <b>Tennis – (PPA cover)</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Further develop and refine a range of ball skills including throwing, catching, kicking, and passing.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul> <p><b>Gymnastics/outdoor play</b></p> <ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Revise and refine the fundamental movement skills they have already acquired: - jumping, running, hopping.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Children to develop their running ability and stamina.</li> <li>• Children should be mindful of the need for arms and legs to work together.</li> </ul>	<p><b>Summer 1 - Tennis /Kwik Cricket</b></p> <ul style="list-style-type: none"> <li>• Rolling and stopping a ball with one/two hands.</li> <li>• Throw and catch a ball with some control.</li> <li>• Bowl underarm towards a target.</li> <li>• Hit a ball off a tee using various bats.</li> <li>• Play a modified game hitting off a tee.</li> <li>• Small-sided adapted games.</li> <li>• Begin to develop tactics for striking and fielding.</li> </ul> <p><b>Summer 2 - Athletics</b></p> <ul style="list-style-type: none"> <li>• Running/ pumping arms at various speeds</li> <li>• Throw a variety of objects with some accuracy</li> <li>• Jumping, bending knees and pushing off – being competitive to improve distance.</li> <li>• As a pair, co-operate and compete in a team in various running games.</li> <li>• Leaping over throw down strips and low hurdles when moving.</li> </ul> <p><b>FOREST School - OAA - delivered by Forest School Leader</b></p>	<p><b>Summer 1 - Tennis/Kwik Cricket</b></p> <ul style="list-style-type: none"> <li>• Roll and stop a ball with control/accuracy.</li> <li>• Throw underarm with some accuracy and catch a ball.</li> <li>• Bowl underarm towards a target with control and accuracy.</li> <li>• Begin to hold the bat in correct position and hit a ball off a tee.</li> <li>• Play a modified game encouraging teamwork when fielding.</li> <li>• Small-sided games using various types of equipment.</li> <li>• Develop tactics for striking and fielding.</li> <li>• Roll the ball with one hand and stop the ball.</li> <li>• Long barrier method - Throw and catch underarm with both hands (in isolation).</li> <li>• Bowl underarm at a wicket and attempt overarm.</li> <li>• Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding.</li> </ul> <p><b>Summer 2 - Indoor Athletics</b></p> <ul style="list-style-type: none"> <li>• Throwing with control using a sitting chest push.</li> <li>• Use arms to improve jumping technique – beating their own score.</li> <li>• Speed bounce over a cone/mat.</li> <li>• Leaping developing co-ordination of 3 big leaps.</li> <li>• Skipping – stepping/jumping through the hoop with some control</li> <li>• Vertical jump – standing side on, jumping up to target</li> <li>• Compete in a team in various running races and working together to improve team performance</li> <li>• Run with agility and confidence.</li> <li>• Learn the best jumping techniques for distance</li> <li>• Throw different objects in a variety of ways.</li> </ul>
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	<p><b>Gymnastics - Fiona Arnold (Secondary PE teacher)</b></p> <ul style="list-style-type: none"> <li>• Children will make body tense, relaxed, curled and stretched.</li> <li>• They will balance on small/large body parts and understand stillness.</li> <li>• Make large and small body shapes.</li> <li>• Climb and hang from apparatus.</li> <li>• Perform basic travelling actions on various body parts.</li> </ul> <p><b>FOREST School - OAA - delivered by Forest School Leader</b></p>		<ul style="list-style-type: none"> <li>• Hurdle an obstacle and maintain effective running style.</li> <li>• Run for distance.</li> <li>• Complete an obstacle course with control and agility</li> </ul> <p><b>FOREST School – OAA delivered by Forest School Leader</b></p>
<p><b>Geography</b></p>	<p><b><u>Understanding the World – Home/School/Outside Area</u></b></p> <ul style="list-style-type: none"> <li>• ELG – People and the communities.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - needs revisiting.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.</li> </ul>	<p><b><u>Comparing London and Paris. Zeraffa Giraffa</u></b></p> <ul style="list-style-type: none"> <li>• To know geographical facts about an area outside of my locality, focussing on geographical features <i>of London and Paris</i> – comparing features of areas around the world.</li> </ul> <p><b>Comparing:</b>          Population          Landmarks          Significant people (Including Royal families and Prime Ministers)          Artists          Food and drink</p>	<p><b><u>Westminster Abbey and contrasting venue Hagia Sofia. Snail and the Whale, Titanic, Wonders of the World</u></b></p> <ul style="list-style-type: none"> <li>• Understand similarities and differences (human and physical features) when comparing a small area in the UK with a small area in a non-European country. <i>Focus on Westminster Abbey - London Hagia Sofia Mosque Istanbul.</i></li> <li>• Children will use world maps, atlases, and globes to name and locate the 7 continents and 5 oceans.</li> <li>• Identify daily and seasonal weather patterns in the continents.</li> <li>• Children will continue to explain why some countries are hot and cold.</li> <li>• Children will continue to explain why people live in different continents.</li> </ul>
<p><b>History</b></p>	<p><b><u>Understanding the World: – People and Communities</u></b></p> <p><b><u>Revisit 3-4 development matters</u></b>          ELG Past and Present ELG</p>	<p><b><u>History of King Charles III/Coronation</u></b></p> <p><b><u>Knowledge and understanding of events, people, and changes in the past</u></b></p>	<p><b><u>Coronation - delve into coronation tradition - crown jewels, coronation artefacts, coach. Life events of King Charles 3</u></b></p>

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	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>Listening, attention and Understanding ELG</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about old and new objects.</li> <li>• Spot old and new things in a picture.</li> <li>• Answer a range of questions using an 'artefact/photograph'.</li> <li>• Give a plausible explanation about what an object was used for in the past.</li> <li>• Find out more about a significant person (Charles X <i>Ziraffa Giraffa</i>) from the past and carry out some research.</li> <li>• Find out something about the past by talking to an older person.</li> </ul> <p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>• Place up to three objects in chronological order.</li> <li>• Use correct historical language when placing events in order.</li> <li>• Understand that a story may have happened in the past.</li> <li>• Understand that some objects belong in the past.</li> <li>• Explain how they have changed since they were born.</li> </ul>	<p><b><u>Knowledge and understanding of events, people, and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>• Recount some interesting facts from an historical event – sinking of the Titanic.</li> <li>• Events beyond living memory that are significant nationally or globally – Titanic.</li> <li>• Describe lives of significant individuals – King Charles III.</li> <li>• Explain why Britain has a special history by naming famous events/people.</li> <li>• Recognise how some recent events will affect British History.</li> <li>• Research the life of a famous Briton from the past using a range of resources and explain why they acted the way they did.</li> </ul> <p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>• Use historical words and phrases when learning and describing the past.</li> <li>• Sequence a set of events in chronological order and give reasons for their order - sinking of the Titanic and the reign of Queen Elizabeth II, King Charles III.</li> </ul> <p><b><u>Historical interpretation and enquiry</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 ask questions and find out about the past – The Titanic and Queen Elizabeth II.</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 ships and boats.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Sort and discuss similarities and differences.</li> <li>• Understanding why these have changed.</li> </ul>
<p>R. E</p>	<p><b><u>Understanding the World, and Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Need to revisit faiths.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b><u>Special Symbols and Objects</u></b></p> <p><b>Learning about religion:</b></p> <ul style="list-style-type: none"> <li>• Children describe features of a religion, making links with language and expression.</li> <li>• Describe the importance of some religious beliefs and the teachings of religious studies.</li> <li>• Make links between religious symbols, language and stories and the beliefs and ideas that underlie them.</li> </ul> <p><b>Learning from religion:</b></p> <ul style="list-style-type: none"> <li>• To compare their own and other people's experiences and ideas.</li> <li>• Compare aspects of personal experiences with those of others, identifying the effect on people's lives.</li> <li>• Compare own and others' ideas about questions that are difficult to answer.</li> <li>• Make links between values and commitments, including religious ones and own attitudes or behaviours.</li> </ul>	<p><b><u>Special Places and Special Ways of Living</u></b></p> <p><b>Learning about religion:</b></p> <ul style="list-style-type: none"> <li>• Children describe features of a religion, making links with language and expression.</li> <li>• Describe the importance of some religious beliefs and the teachings of religious studies.</li> <li>• Make links between religious symbols, language and stories and the beliefs and ideas that underlie them.</li> </ul> <p><b>Learning from religion:</b></p> <ul style="list-style-type: none"> <li>• To compare my own and other people's experiences and ideas.</li> <li>• Compare aspects of personal experiences with those of others, identifying the effect on people's lives.</li> <li>• Compare own and others' ideas about questions that are difficult to answer.</li> <li>• Make links between values and commitments, including religious ones and own attitudes or behaviours.</li> </ul>
<p>Music</p>	<p><b><u>Expressive Arts and Design:</u></b>  <b>Assembly Music – listening to music from the Commonwealth.</b></p> <p><b>Charanga Freestyle</b>          ELG Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p><b>Assembly Music – listening to music from the Commonwealth.</b></p> <p><b>Charanga/World Music – How does music make the world a better place?</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 untuned musical instruments.</li> <li>• Beginning to follow instructions when performing.</li> </ul>	<p><b>Assembly Music – listening to music from the Commonwealth</b></p> <p><b>Charanga/World Music – How does music make the world a better place?</b></p> <p><b>Coronation Music</b></p> <ul style="list-style-type: none"> <li>• Children use voices expressively to sing songs, chants, and rhymes.</li> <li>• Children use voice in different ways, singing songs</li> </ul>

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	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music – needs revisiting.</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Identify different instruments within a piece of music.</li> <li>• Listen to live and recorded music and talk about feelings and what the music might be about.</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>and speaking rhymes.</p> <ul style="list-style-type: none"> <li>• Play tuned and untuned musical instruments.</li> <li>• Follow instructions when performing.</li> <li>• Listen and appreciate a range of live and recorded music.</li> <li>• Listen carefully to a range of live and recorded music and recognise changes in tempo.</li> <li>• Experiment and improvise sounds musically.</li> <li>• Make and control long and short sounds using tuned and untuned instruments, making a short sequence.</li> </ul>
<p>PSHE</p>	<p><b><u>Personal, Social and Emotional Development</u></b></p> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I can identify some of the jobs I do in my family and how I feel like I belong.</li> <li>• I know how to make friends to stop myself from feeling lonely.</li> <li>• I can think of ways to solve problems and stay friends.</li> <li>• I am starting to understand the impact of unkind words.</li> <li>• I can use Calm Me time to manage my feelings.</li> <li>• I know how to be a good friend.</li> </ul> <p><b><u>Changing me</u></b></p> <ul style="list-style-type: none"> <li>• I can name parts of the body.</li> <li>• I can tell you some things I can do and foods I can eat to be healthy.</li> <li>• I understand that we all grow from babies to adults.</li> <li>• I can express how I feel about moving to Year 1.</li> <li>• I can talk about my worries and/or the things I am looking forward to about being in Year 1.</li> </ul>	<p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• I can make some healthy snacks and explain why they are good for my body.</li> <li>• I can express how it feels to share healthy food with my friends.</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I can tell you why I appreciate someone who is special to me.</li> <li>• I can express how I feel about them.</li> </ul> <p><b><u>Changing me</u></b></p> <ul style="list-style-type: none"> <li>• I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</li> <li>• I respect my body and understand which parts are private.</li> </ul> <p>These objectives are being supported through the Jigsaw PSED scheme of work.</p>	<p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• I can make some healthy snacks and explain why they are good for my body.</li> <li>• I can express how it feels to share healthy food with my friends.</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I can identify some of the things that cause conflict between me and my friends.</li> <li>• I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</li> </ul> <p><b><u>Changing me</u></b></p> <ul style="list-style-type: none"> <li>• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> <li>• I can tell you what I like/don't like about being a boy/girl.</li> </ul> <p>These objectives are being supported through the Jigsaw PSED scheme of work</p>



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	<ul style="list-style-type: none"> <li>I can share my memories of the best bits of this year in Reception.</li> </ul> <p>These objectives are being supported through the Jigsaw PSHE scheme of work.</p>		
Art /DT	<p><b><u>Expressive Arts and Design</u></b></p> <p>Crown parade home learning Snacks for school celebration</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques,</li> <li>experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> <li>Sing in a group-or on their own.</li> </ul>	<p><b><u>Art:</u></b> <b><u>Coronation Symbols</u></b> <b>Henry Rousseau Surprise! Collage</b></p> <ul style="list-style-type: none"> <li>Begin to collect visual information to help children develop their ideas in a sketchbook.</li> <li>Select carefully and use a range of materials to show ideas in 2D.</li> <li>Use 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 crafts people and begin to comment on similarities.</li> <li>Begin to suggest ways to improve own work.</li> <li>Some children could begin to understand how different materials look and feel and use this knowledge to make choices and develop their work.</li> </ul> <p><b><u>Design</u></b> – Crown parade home learning Snacks for school celebration</p> <ul style="list-style-type: none"> <li><b><u>Design:</u></b> Explain how they will make the product suitable for the user.</li> <li><b><u>Make:</u></b> Explain choices of materials; begin to use some simple finishing touches. E.g., stickers.</li> <li><b><u>Evaluate:</u></b> Know how structures can be made stronger.</li> <li>Talk about their design ideas, what they are making and how it can be improved.</li> <li><b><u>Technical Knowledge:</u></b> Begin to use some technical vocabulary.</li> </ul>	<p><b><u>Art:</u></b> <b>Portraits – Holbein - modern day monarch Westminster Abbey/Hagia Sophia – Turkey (linked to Geography)</b></p> <ul style="list-style-type: none"> <li>Collect visual information to help me develop my ideas in a sketchbook.</li> <li>Select carefully and use a range of materials to show ideas in 2D – silhouettes of the King and themselves.</li> <li>Use line, colour, pattern, shape, and space – create a street party scene visually with tables, bunting to re-create as a group – Lowry style ( Harold Sharmon 2002 &amp; Mary Cottrell 1945) based on coronation celebration images.</li> <li>Say what they think and feel about their own and others' work, including artists and begin to comment on similarities.</li> <li>Some children could begin to understand how different materials look and feel and use this knowledge to make choices and develop their work.</li> <li>Begin to comment on similarities and differences in their own and others' work, including artists, designers, and crafts people.</li> <li>Begin to adapt and improve their own work.</li> </ul> <p><b><u>Design</u></b> - Crown parade home learning Snacks for school celebration Vehicle with <b>wheels and axles.</b> A moving scene- using <b>levers and</b></p>

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		<ul style="list-style-type: none"> <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;</li> <li>• Know that we should eat at least 5 portions of fruit and veg per day.</li> <li>• Some children could begin to use simple design criteria to help develop ideas;</li> <li>• With support begin to measure, mark, cut, shape, and join components;</li> <li>• Begin to use simple design criteria to make judgements about products.</li> <li>• Describe the movements of simple mechanisms including wheels and axels;</li> <li>• Cut, peel and grate food.</li> </ul>	<b>mechanisms.</b> <ul style="list-style-type: none"> <li>• <u>Design</u>: Explain how particular parts of the product work.</li> <li>• <u>Make</u>: Order the main stages of making; Measure, mark, cut shape and join with some accuracy; Apply finishing touches such as pen, paint, collage.</li> <li>• <u>Evaluate</u>: Identify strengths and weaknesses of the design and product, referring to my design criteria.</li> <li>• <u>Technical Knowledge</u>: Draw on disciplines such as mathematics, science, computing and art.</li> <li>• <u>Cooking and Nutrition</u>: Healthy Living week and Street party food. Know that a healthy diet is made up from variety and balance; With support, prepare and cook some savoury dishes safely and hygienically (Food from around the world).</li> <li>• Know that all food has to be grown, caught, or farmed in the UK and Europe</li> <li>• Know that a healthy diet is made up from variety and balance;</li> <li>• With support, prepare and cook some savoury dishes safely and hygienically; spreading and kneading.</li> <li>• Some children could describe the purpose of the product indicating features that will appeal to users, based on their needs, and wants;</li> <li>• Apply finishing touches such as digital text and graphics.</li> <li>• Investigate who designed products and how they're made.</li> <li>• Discuss how materials have functional and aesthetic qualities;</li> <li>• Identify how levers create movement.</li> </ul>
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