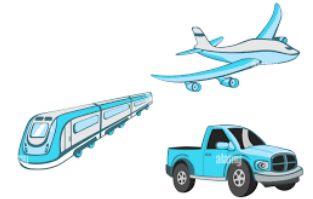


Curriculum Overview – Summer 2024

Planes Trains and Automobiles



	EYFS	YEAR 1	YEAR 2
English Power of Reading	<p><i>Mr Grumpys Outing</i> <i>Naughty Bus</i> <i>Everywhere Bear</i> <i>The Train Ride</i> <i>Emma Jane aeroplanes</i> <i>I wish I was pilot</i> <i>School Trip to Hyde Hall</i></p>	<ul style="list-style-type: none"> - <i>Zerraffa Gerraffa</i> - <i>The light house keeps lunch</i> 	<ul style="list-style-type: none"> - <i>The Lion and the Unicorn – Shirley Hughes</i> - <i>Little People Big Dreams – Amelia Earhart</i> - <i>History of the Underground/ Trains</i>
	<p>Sports Day Pentathlon Festival Interhouse Athletics Festival 3 Tees Cricket Quad Kids</p>		<p>Creative Arts Week Arican Drummers</p>
Science	<p>They make observations of seasonal change Talk about what they see, using a wide vocabulary</p>	<p><u>Seasonal changes (Statutory Requirement):</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Describe weather associated with the seasons and how day length varies. <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? 	
Science Bug	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • ELG - The Natural world • Explore the natural world around them, making observations and drawing pictures of animals and plants 	<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. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Review prior learning on plants from Year 1. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay

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	<ul style="list-style-type: none"> • 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 • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<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 <p>Key Vocabulary: head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot, wing, beak, tail, fin</p> <p>Plants</p> <ul style="list-style-type: none"> • identify and name some common plants and trees (Potentially moving onto deciduous and evergreen) • identify and label the basic parts of a plant or tree (potentially moving onto seed, bulb, roots, leaf, stem, petal, flower, branch, trunk, fruit) • identify and describe the basic structure of a variety of common flowering plants, including trees. (Explaining the basic function of the roots, stem and flowers) 	<p>healthy.</p> <ul style="list-style-type: none"> • Use the local environment throughout the year to observe how different plants grow. • Understand the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. <p>Key Vocabulary: - deciduous, evergreen, leaf, root, bud, flowers, trunk, branches, stem, petals, germination, reproduction</p> <p>Feeding and Exercise- Animals, including humans</p> <ul style="list-style-type: none"> • Review prior learning of animals – Year 1 • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Understand the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. • 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, butterfly; spawn, tadpole, frog; lamb, sheep. <p>Key Vocabulary: - young, adult, offspring, dehydrate, energy, reproduce, diet, hygiene, germs, pulse, life-cycle, exercise, nutrition</p>
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<p>Computing</p>	<p><u>E safety, reminder of rules – Digital Literacy</u></p> <p><u>Understanding the World – Technology</u></p> <ul style="list-style-type: none"> • Complete a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. • 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>Information Technology:</u></p> <p><i>Teach Computing Scheme of work Year 1, Creating Media - Digital Writing and Teach Computing Scheme of work Year 1 Data and Information, Grouping Data.</i></p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • know the symbol for saving work (floppy disk) • Print work • Use a mouse to select and move words and pictures • Drag and drop pictures • Enter information into a simple graphing program e.g. 2simple <p><u>Computer Science</u></p> <p><i>Teach Computing Scheme of work Year 1, Programming B, Programming Animations</i></p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as program on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs <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 • Evaluate critically, information found online 	<p><u>E safety, reminder of rules – Digital Literacy</u></p> <p><u>Information Technology:</u></p> <p><i>Teach Computing Scheme of work Year 2, Creating Media - Digital Photography.</i></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • Recognise that different devices can be used to capture photographs • Gain experience capturing editing and improving photos using an i-pad • Recognise that not all the images they see are not real • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond those used in school <p><u>Computer Science</u></p> <p><i>Teach Computing Scheme of work Year 2, Programming B – Programming quizzes.</i></p> <p>Children will begin to understand:</p> <ul style="list-style-type: none"> • That sequences of commands have an outcome and will make predictions based on their learning – link to traffic/traffic lights • How to use and modify designs to create their own quiz using Scratch junior • Realise their designs use blocks of code • Evaluate their work and make improvements <p><u>Digital Literacy – e-Safety</u></p> <ul style="list-style-type: none"> • Use technology safely and respectfully • Know how to keep personal information private; identify where to go for help and support when they have concerns about content or contact on the internet of other online technologies
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<p>PE</p>	<p>Physical: Tennis – (PPA cover)</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Further develop and refine a range of ball skills including throwing, catching, kicking, passing • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>Gymnastics/outdoor play</p> <ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Progress towards a more fluent style of moving, with developing control and grace • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p>Athletics</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Revise and refine the fundamental movement skills they have already acquired: - jumping - running – hopping • Combine different movements with ease and fluency • Children to develop their running ability and stamina • Children should be mindful of the need for arms and legs to work together. 	<p>Summer 1 - Tennis (PPA Cover) Kwik Cricket</p> <ul style="list-style-type: none"> - Primary PE Planning • Rolling and stopping a ball with one/two hands • Throw and catch a ball with some control • Bowl underarm towards a target • Hit a ball off a tee using various bats • Play a modified game hitting off a tee • Small-sided adapted games using a variety of equipment • Begin to develop tactics for striking and fielding • Adapt games and apply the skills of striking and fielding <p>Summer 2 – indoor Athletics/ Outdoor Athletics</p> <ul style="list-style-type: none"> • Running/ pumping arms at various speeds • Throw a variety of objects with some accuracy • Jumping, bending knees and pushing off – being competitive to improve distance • As a pair co-operate and compete in a team in various running games and working together to improve team performance • Leaping over strips and low hurdles when moving 	<p>Summer 1 – Tennis – (PPA Cover) Kwik Cricket – Primary PE Planning</p> <ul style="list-style-type: none"> • Roll and stop a ball with control/accuracy. • Throw underarm with some accuracy and catch a ball. • Bowl underarm at a wicket and attempt overarm. • Hold the bat in correct position and hit a ball off a tee. • Play a modified game encouraging teamwork when fielding. • Small-sided games using various types of equipment. • Develop tactics for striking and fielding. • Long barrier method - Throw and catch underarm with both hands (in isolation). • Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding. <p>Summer 2 - Athletics</p> <ul style="list-style-type: none"> • Throwing with control • Using arms and keeping head still when exploring running patterns • Use arms to improve jumping technique – beating their own score. • Compete in a team in various running/obstacle races and working together to improve team performance • Run with agility and confidence. • Leaping over hurdles beginning to compete against self and others • Run for distance
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	<p>Gymnastics/Dance</p> <ul style="list-style-type: none"> • Children will make body tense, relaxed, curled and stretched. • They will balance on small/large body parts & understand stillness • Make large and small body shapes • Climb & hang from apparatus • Perform basic travelling actions on various body parts 		<p>FOREST School – OAA delivered by Forest School Leader – half term</p>
<p>Geography</p>	<p><u>Understanding the World</u> Travelling to different countries Olympic countries comparison to the U.K ELG – People and the communities.</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- needs revisiting • 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; • 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 	<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 landmark in each capital city. <p><u>Comparing Doddinghurst and Paris using the book - Zeraffa Giraffa</u></p> <ul style="list-style-type: none"> • To know geographical facts about an area outside of my locality, focussing on geographical features of <i>Doddinghurst (London) and Paris</i> – comparing features of areas around the world. Comparing: Population; Landmarks; Significant people (Including Royal families and Prime Ministers); Artists and Food and drink 	<p><u>Compare Brentwood, California to Brentwood UK</u></p> <ul style="list-style-type: none"> • 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 Brentwood California, explaining Amelia Earhart who was American flew across the Atlantic Ocean</i> • <i>Paris Olympics – Where in the World? What countries will take part?</i> • Children will use world maps, atlases, and globes to name and locate the 7 continents and 5 oceans. • Identify daily and seasonal weather patterns in the continents. • Children will continue to explain why some countries are hot and cold. • Children will continue to explain why people live in different continents.

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<p>History</p>	<p><u>Understanding the World: – People and Communities</u> ELG Past and Present ELG</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>Listening, attention and Understanding ELG</u></p> <ul style="list-style-type: none"> • 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 • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 	<p><u>How has transport changed?</u></p> <p><u>Knowledge and understanding of events, people, and changes in the past</u></p> <ul style="list-style-type: none"> • Ask and answer questions about old and new objects. • Spot old and new things in a picture • Answer a range of questions using an 'artefact/photograph' • Give a plausible explanation about what an object was used for in the past • Find out more about a significant person (Henry Ford, George Stephenson) from the past and carry out some research. • Find out something about the past by talking to an older person. <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Place up to three objects in chronological order • Use correct historical language when placing events in order • Understand that a story may have happened in the past • Understand that some objects belong in the past • Explain how they have changed since they were born 	<p><u>World War 2 – Year trip – Duxford Museum</u> <u>Evacuee day</u> <u>History of Flight</u></p> <p><u>Knowledge and understanding of events, people, and changes in the past</u></p> <ul style="list-style-type: none"> • Recount some interesting facts from an historical event – World War 2. • Events beyond living memory that are significant nationally or globally – World War 2 and the history of flight. • Describe lives of significant individuals – Amelia Earhart – pioneering pilot • Explain why Britain has a special history by naming famous events/people. • Recognise how some recent events will affect British History – World War 2 • Research the life of a famous Briton from the past using a range of resources and explain why they acted the way they did – George Stephenson – steam trains <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Use historical words and phrases when learning and describing the past. • Sequence a set of events in chronological order and give reasons for their order – Events of World War 2/ History of Underground <p><u>Historical interpretation and enquiry</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 ask questions and find out about the past – Duxford
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			<ul style="list-style-type: none"> • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. • Comparing old and new trains and planes. • Sort and discuss similarities and differences. • Understanding why these have changed.
<p>R. E</p>	<p><u>Understanding the World & Communication and Language</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • 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 • 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. 	<p><u>Unit 1.5 - Philosophy - How did the universe come to be</u></p> <p>Children will learn about:</p> <ul style="list-style-type: none"> • The creation stories within Christian and Hindu traditions. • Non-religious ideas about the origin of the universe. <p>Children will be able to:</p> <ul style="list-style-type: none"> • Ask at least one question about the origin of the universe. • Give a simple reason, using the word 'because', for the origin of the universe. • Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). • Know that beliefs about the origin of the universe influence how individuals treat the world around them. 	<p><u>Unit 2.1 – Theology – Why is light an important symbol for Christians, Jews and Hindus</u></p> <p>Children will learn about:</p> <ul style="list-style-type: none"> • The Christian belief that Jesus is the light of the world. • Hindus belief about good and evil • Jewish beliefs about God is the provider • The symbolic meaning of lighting the Shabbat candle <p>Children will be able to</p> <ul style="list-style-type: none"> • Re-tell at least one narrative where light is an important symbol. • Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs • Give an example of how Christians, Hindus and Jews use light to guide their daily lives
<p>Music</p>	<p><u>Expressive arts and Design:</u> Assembly Music – listening to music from the Summer 1: Charanga Our world Summer 2: Charanga Reflect Rewind Replay</p>	<p>Charanga Unit 5 - Having fun with Improvisation. Charanga Unit 6 – Explore sound and create a story.</p>	<p>Charanga Unit 5 – MMC - Explore improvisation. Charanga Unit 6- Our Big Concert! Social Questions- How does music make us happy? How Does Music Teach Us About Looking After Our Planet?</p>

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	<p>ELG Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. – needs revisiting • Sing the melodic shape(moving melody, such as up and down, down and up) of familiar songs 	<p>Children sometimes use voice in different ways, joining in singing songs.</p> <ul style="list-style-type: none"> • Play tuned & untuned musical instruments. • Beginning to follow instructions when performing. • Recognise the difference between fast and slow • Copy changes in pitch • Listen & appreciate a range of live & recorded music. • Identify different instruments within a piece of music. • Listen to live and recorded music and talk about feelings and what the music might be about. • Experiment & improvise sounds musically. • Make sounds that are different using voice and instruments, including long and short sounds. 	<ul style="list-style-type: none"> • Using tuned and untuned instruments; Experiment with, create, select and combine sounds using the interrelated dimensions of music. • Improvise to create their own rhythmic and melodic patterns. • To understand the difference between creating a rhythm pattern and a pitch pattern. • Continue to copy back simple rhythmic patterns using long and short, high and low sounds. • Sing in melody using varied rhythm, tempo and pitch. • To improvise a musical piece alongside others using a given stimulus. Using the role of conductor within performances.
<p>PSHE</p>	<p><u>Personal, Social and Emotional Development Relationships</u></p> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend <p><u>Changing me</u></p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • I can make some healthy snacks and explain why they are good for my body • I can express how it feels to share healthy food with my friends <p><u>Relationships</u></p> <ul style="list-style-type: none"> • I can tell you why I appreciate someone who is special to me • I can express how I feel about them <p><u>Changing me</u></p> <ul style="list-style-type: none"> • 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 • I respect my body and understand which parts are private 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • I can make some healthy snacks and explain why they are good for my body. • I can express how it feels to share healthy food with my friends. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • I can identify some of the things that cause conflict between me and my friends. • I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. <p><u>Changing me</u></p> <ul style="list-style-type: none"> • 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. • I can tell you what I like/don't like about being a boy/girl.

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	<ul style="list-style-type: none"> I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception <p>These objectives are being supported through the Jigsaw PSHE scheme of work.</p>	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p>	<p>These objectives are being supported through the Jigsaw PSED scheme of work</p>
<p>Art /DT</p>	<p><u>Expressive Arts and Design - Kapow</u> <u>Observational drawing -vehicles</u> <u>3-D Landscape Art – linked to Spring</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Sing in a group-or on their own. 	<p><u>Kapow - Drawing: Make your mark.</u></p> <p><u>Henry Rousseau - Surprise! Collage</u></p> <ul style="list-style-type: none"> Begin to collect visual information to help children develop their ideas in a sketchbook. Select carefully and use a range of materials to show ideas in 2D Use line, colour, pattern, texture, shape, and space. Say what they think and feel about their own and others' work, including artists, designers and craftspeople and begin to comment on similarities. Begin to suggest ways to improve own work. Some children could begin to understand how different materials look and feel and use this knowledge to make choices and develop their work. <p><u>Design and Technology – Kapow Mechanisms</u> <u>Wheels and Axles.</u></p> <ul style="list-style-type: none"> Design a vehicles that includes wheels and axles and axle holders which will allow the wheels to move. Explained that wheels move because they are attached to an axle. 	<p><u>Kapow Art: Drawing- telling a story.</u></p> <ul style="list-style-type: none"> <u>Little People Big Dreams- Amelia Earhart</u> <u>Shirley Hughes English Author and Illustrator</u> <u>Maurice Sendak- American Author and illustrator.</u> Gather, explore and experiment using a range of images, media, developing skills within a sketchbook. Closely observe objects texture, then suggest ways to create different textures through drawn marks, experimenting with the use of different tools. Explore, describe and draw shapes that make up an object., use an interesting range of marks that show an understanding of how to draw different textures. Develop basic sketches into a character, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw. Create scenes from their own imagination. <p><u>Design and Technology – Kapow - Moving Vehicles (wooden frame)</u></p>

		<ul style="list-style-type: none"> • Recognise that wheels and axles are used in everyday life, not just in cars. • Identify and explain vehicle design flaws using the correct vocabulary. • Design a vehicle that includes functioning wheels, axles and axle holders. • Make a moving vehicle with working wheels and axles. • Evaluate and explain what must be changed if there are any operational issues. 	<p>MECHANISMS- wheels, axles and pulleys Design -a stable aeroplane hanger, to include a pulley system to move a wheeled aeroplane. Technical Knowledge: Draw on disciplines such as mathematics, science, computing and art. Investigate who designed products and how they're made.</p> <ul style="list-style-type: none"> • Design: Explain how particular parts of the product work. Identifying key components and how they work- pulleys, wheels, axels. • Describe the purpose of the product indicating features that will appeal to users, based on their needs, and wants. • Make: Order the main stages of making; Measure, mark, cut shape and join with some accuracy; Apply finishing touches such as pen, paint, collage. • Apply finishing touches such as digital text and graphics. • Evaluate: Identify strengths and weaknesses of the design and product, referring to my design criteria. Discuss how materials have functional and aesthetic qualities. • Cooking and Nutrition: Healthy Living week- 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). • 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.
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