



INTENT: A curriculum designed to allow children to develop their knowledge and cultural capital to succeed in life.

Why Castles?: *The children were interested in buildings and after learning that Noah's Ark was a building we decided to look at other structures. The children naturally discussed Kings and Queens.*

- **Castles** – What is a castle? Who lives in a castle? What is the purpose of the castle? What is a castle made of / look like? How can we link castles to other buildings?

Why Homes?: *From the history wall children brought in pictures from home to discuss. The children enjoyed showing pictures of themselves in their environment other than school. We then tailored the discussion to look at different homes we could live in such as, lived in, flats, caravans, semidetached etc.*

- **Homes** – What is a home/building? How does a house work/ purpose? Who lives in a home? What does a building/home look like? What do you live in?

IMPLEMENTATION: Children benefit from meaningful learning across the EYFS curriculum and remember long term what they have been taught and to integrate new knowledge into larger concepts.

- **Castles**– Children will discuss, who lives in a castle? They will learn about castles through stories. and traditional tales. Children will learn about the history of the monarchy and the importance of Kings and queens.
- **Homes** – What types of homes are there? Can you name them? What is a bungalow? What is a flat? How do you build a home/building? Where would you like to live? What materials would you use to build? What tools would you use? What are homes made from? What kind of house would you build?

IMPACT: Children develop detailed knowledge and skills across the seven areas of learning and use these in age-appropriate ways.

- **Castles** – Children can talk about castles are part of history and what part they play. Children will have developed a basic understanding of past kings and queens and the role they played in the UK.
- **Homes**– Children understand buildings are all different and where we live is different for all of us. They begin to learn more about their local area and the community they live in.

Key vocabulary

Castle, kings, queens, monarchy, moat, knights.

Homes, past, present, bungalow, flat, bricks, community

Attributes

(what we want our pupils to be like):

Tolerant
Understanding
Democratic
Opportunity – create and make links,
Respectful

Cultural Capital:

- Castles buildings
- Monarchs
- Capital of UK – London
- Local community
- Past/ Present

Week Beginning	Learning Themes – Summer - 2024	Castles
Summer 2024		Dragonflies
8.4.24		Castles 1
15.4.24		Castles 2
22.4.24		In the Castle
29.4.24		The Castle the King Built
6.5.24		Zog
13.5.24		The Frog Prince
20.5.24		The Knight Who Wouldn't Fight
Half Term 27.5.24 – 31.5.24		
Summer 2024	Learning Themes – Summer - 2024	Homes
3.6.24		Introduction to Homes
10.6.24		My Home
17.6.24		Types of Homes
24.6.24		Different Homes – Past & Present
1.7.24		Animal Homes
8.7.24		Three Little Pigs
15.7.24		Gingerbread Man

Tudor Grange Primary Academy – Yew Tree – Summer 2024 Half Term Overview –



Castles (Phase 1)

Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Phase 1	Castles 1	Castles 2	In the Castle	The Castle the King Built	Zog	The Frog Prince	The Knight Who Wouldn't Fight	
Visits	Visit to Warwick Castle							
PSE – Jigsaw	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	
Self-Regulation	My family and me!	Make friends, make friends, never ever break friends.	Make friends, make friends, never ever break friends.	Falling out and Bullying.	Falling out and Bullying.	Being the best friends we can be.	Who is my friend?	
Managing Self								
Building Relationships		Part 1	Part 2	Part 1	Part 2			
CLL								
Listening Attention & Understanding	Listen to simple stories and understand what is happening, with the help of the pictures. Begin to understand more complex sentences. Develop understanding of simple concepts, such, as fast/slow and good/bad.							
Speaking	Begin to use word endings. Use a variety of questions.							
Inc MFL	CLL –Use new vocab in different contexts EAD - Rhymes and songs – PSE - Recognise own and others achievements, Try new things and perseverance UW - Recognise some environments are different Geography - Recognise different cultures Greetings are tailored to the languages that children speaking in the class and changes according to the EAL cohort yearly.							

LITERACY

- Talks about settings, events and characters.
- Tells stories orally using story language from familiar books.

Comprehension	Core text: Each Peach Pear Plum	Core text: Come on Daisy	Core text: Hairy Maclary	Core text: The Very Hungry Caterpillar	Core text: Hug	Core text: Dear Zoo	Core text: Where's Spot	
Reading	Complimentary texts: 5 little friends Paddington	Complimentary texts: The Very Hungry Caterpillar The Queen's Knickers	Complimentary texts: Prince and Princess stories Hey Water	Complimentary texts: Sofia the first Commotion in the Ocean	Complimentary texts: A little princess story collection The Train Ride	Complimentary texts: The story book knight Trains, trains, trains	Complimentary texts: Knights and dragons unite Bear counts A peaceful garden	
Rhyme Time	The Grand Old Duke of York	The Grand Old Duke of York	A Sailor went to sea	A Sailor went to sea	Down at the Station	Down at the Station	Mary Mary Quite Contrary	
Word Reading Little Wandle Phonics	Letter v What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play. Can you do the actions?	Letter w What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play.	Letter y What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play.	Letter z What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play.	Letter qu What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play.	Letter ch What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play.	Recap – v w y z qu ch What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play.	

		Can you do the actions?	Can you do the actions?	Can you do the actions?	Can you do the actions?	Can you do the actions?	Can you do the actions?	
MATHS								
Number/Numerical Patterns	Story of 5 Find 5 Track game	Story of 5 Show me 1,2,3,4,5 Subitising to 5	3D Shapes 3D Shape walk Printing with shapes	Shape awareness 3D construction Same or different?	Compare to 5 Would you rather? Equal	5 and beyond Counting sounds Counting circles	5 and beyond Counting Rhymes Spot the mistake	
UW								
Past & Present History	Listen to stories which include characters from the past.							
People Culture & Communities	Show interest in different occupations.							
RE	Begin to talk about different religions and cultures (Christianity, Islam, Sikhism, Hinduism). Make connections between themselves and others. Imitate everyday actions and events from own family and cultural background. Notice differences between people.							
The Natural World Geography	Use maps and nonfiction books to find out about the country they live in.							

Science	Animal walk	Life cycle of a frog	Minibeast safari	Ramps- Friction- Making Predictions.	Food colouring Coloured flower experiment- Making comparisons and noticing.	Magnets- What material is best?	Signs of Summer walk.	
Design & Technology	Use different materials in a variety of ways. Control and manipulate a variety of tools. Experiment with different techniques. Join materials. Make structures. Talk about their ideas. Talk about their plans. Solve problems.							
<u>EAD</u>								
Creating with Materials	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Talk about what they are doing.							
ARTISTS	<p>Print making Begin to develop simple patterns by printing using objects. <i>Andy Warhol (Pop Art)- Printing and stamping techniques</i></p> <p>Drawing & Painting Begin to use drawing to represent objects based on imagination, observation and experience. <i>Wayne Thiebaud – everyday objects</i></p> <p>Digital Art Begin to use digital media to create art. <i>Ansel Adams – Flower Photography</i></p>							

<p>Being Imaginative & Expressive</p>	<p>Use props when pretending. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex small worlds.</p>						
<p>Charanga</p> <p>Unit 1 Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p>	<p>Charanga</p> <p>Unit 1 Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p>	<p>Charanga</p> <p>Unit 1 Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p>	<p>Charanga</p> <p>Unit 1 Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p>	<p>Charanga</p> <p>Unit 1 Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p>	<p>Charanga</p> <p>Unit 1 Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p>	<p>Charanga</p> <p>Unit 1 Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p>	
<p>Musician</p>	<p>Composer /Musician– Bob Marley Children to listen to the music and express how it makes them feel. What do we know about this music composer? Discover Reggae</p>						
<p>Role Play – Castle</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Extend role play by using different props and materials.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>							

Make use of props and materials when role playing characters in narratives and stories.

Develop storylines in their pretend play.

Perform stories with others.

PHYSICAL

PHYSICAL								
Gross Motor	<p>Get Set 4 PE</p> <p>Ball Skills Unit 1</p> <p>LESSON 1</p> <p>Theme: beetles</p> <p>To develop rolling a ball to a target.</p>	<p>Get Set 4 PE</p> <p>Ball Skills Unit 1</p> <p>LESSON 2</p> <p>Theme: busy bees</p> <p>To develop stopping a rolling ball.</p>	<p>Get Set 4 PE</p> <p>Ball Skills Unit 1</p> <p>LESSON 3</p> <p>Theme: ladybirds and butterflies</p> <p>To develop accuracy when throwing to a target.</p>	<p>Get Set 4 PE</p> <p>Ball Skills Unit 1</p> <p>LESSON 4</p> <p>Theme: grasshoppers</p> <p>To develop bouncing and catching a ball.</p>	<p>Get Set 4 PE</p> <p>Ball Skills Unit 1</p> <p>LESSON 5</p> <p>Theme: caterpillars</p> <p>To develop dribbling a ball with your feet.</p>	<p>Get Set 4 PE</p> <p>Ball Skills Unit 1</p> <p>LESSON 6</p> <p>Theme: spiders</p> <p>To develop kicking a ball.</p>	<p>Get Set 4 PE</p> <p>Ball Skills Unit 1</p> <p>Recap the previous weeks skills.</p>	
Fine Motor	<p>Eat finger food and develop likes and dislikes.</p> <p>Try a wider range of foods with different tastes and textures.</p> <p>Uses cutlery to feed themselves.</p> <p>Holds mark-making tools with thumb and all fingers.</p> <p>Build independently with a range of appropriate resources.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Manipulate malleable materials.</p> <p>Snip with scissors.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects.</p> <p>May be beginning to show preference for dominant hand and/or leg/foot.</p> <p>Manage their own needs with support: hygiene (hand washing, nose blowing, coughing, tooth brushing), toileting training, dressing and undressing (putting on coats, putting on shoes and wellies), mealtimes (feeding self-using cutlery, pouring drinks), organisation (put coat on peg).</p>							

Tudor Grange Primary Academy – Yew Tree – Summer 2 2024 Half Term Overview –



Homes (Phase 1)

Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Phase 1	Introduction to Homes	My Home	Types of Homes	Different Homes – Past & Present	Animal Homes	Three Little Pigs	Gingerbread Man	
Visits	Walk around the local community / homes							
<u>PSE – Jigsaw</u> Self-Regulation Managing Self Building Relationships	Changing Me My body	Changing Me Respecting my body	Changing Me Growing up	Changing Me Fun and fears Part 1	Changing Me Fun and fears Part 2	Changing Me Celebration	Changing Me What am I looking forward to in Reception/new school.	
<u>CLL</u>								
Listening Attention & Understanding	Listen to, understand and use a wider range of vocabulary. Enjoy listening to longer stories and can remember much of what happens. Follow simple instructions that include prepositions.							
Speaking	Use more complex sentences to link thoughts. Express a point of view and debate. Know many rhymes. Talk about familiar books. Tell a long story.							
Inc - MFL	CLL –Use new vocab in different contexts EAD - Rhymes and songs – PSE - Recognise own and others achievements, Try new things and perseverance UW - Recognise some environments are different							

	Geography - Recognise different homes in different parts of the UK Greetings are tailored to the languages that children speaking in the class and changes according to the EAL cohort yearly.							
LITERACY								
<ul style="list-style-type: none"> • Re-enacts and reinvents stories they have heard in their play. • Knows that information can be retrieved from books, computers and mobile digital device. 								
Comprehension	<u>Core text:</u> Jasper's Beanstalk	<u>Core text:</u> Brown bear, brown bear, what do you see?	<u>Core text:</u> You choose	<u>Core text:</u> The train ride	<u>Core text:</u> Each peach pear plum	<u>Core text:</u> We're going on a bear hunt	<u>Core text:</u> Hairy Maclary	
Reading	<u>Complimentary texts:</u> Houses and homes by Pam Holden Maisy goes camping One Fox	<u>Complimentary texts:</u> Houses long ago by Rob Lloyd- Jones Room for Ripley Stanley's Stick	<u>Complimentary texts:</u> Home sweet home by Caroline Pitcher Stuck Sam Plants a Sunflower	<u>Complimentary texts:</u> Toby's Dollhouse by Ragnhild Scamell Cat and bunny The Tiny Seed	<u>Complimentary texts:</u> Harry's home by Catherine Anholt Rosie's walk The Whale's on the Bus	<u>Complimentary texts:</u> Home by Alex T Smith Squash and a squeeze Toot Toot Beep Beep	<u>Complimentary texts:</u> The three little wolves and the big bad pig Five minutes peace. This is our House	
Rhyme Time	One Two Buckle My Shoe	One Two Buckle My Shoe	Ring-a-ring-a-roses	Ring-a-ring-a-roses	The Wheels on the Bus	The Wheels on the Bus	Wind the Bobbin Up	

Word Reading Little Wandle Phonics	Letter ck What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play. Can you do the actions? Can you touch your...?	Letter x What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play. Can you do the actions? Can you touch your...?	Letter sh What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play. Can you do the actions? Can you touch your...?	Letter th What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play. Can you do the actions? Can you touch your...?	Letter ng What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play. Can you do the actions? Can you touch your...?	Letter nk What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play. Can you do the actions? Can you touch your...?	Letter ck, x, sh, th, ng, nk What's in the box. Blend from the box. What's that noise? Play with sounds. Bertha the bus. Name play. Can you do the actions? Can you touch your...?
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MATHS

Number/Numerical Patterns	Capacity Exploring Capacity Water Play	Capacity What Could Fit? Estimating Capacity	Problem Solving Shop Teddy Bears Picnic	Problem Solving Jigsaws Pattern Problems	Spatial Awareness Follow My Clue Familiar Route	Sequencing My Day Dressing Dolly	Recap
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UW

Past & Present History	Reflect on past events from this year. Sequence some significant events in my life. How homes have changed – what did they look like in the past How do homes differ from today
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People Culture & Communities	Begin to have their own friends.							
RE	RE - The Buddha							
The Natural World Geography	Talk about the features of the immediate environment.							
Science Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.	Enjoy the natural world (Summer). Talk about objects they have observed.							
	Build a house- Which materials are strongest?	Light and shadow	Summer observation walk	String telephones	Animal homes-habitat walk	Three little pigs house	Biscuit dunking	
IT The Internet	Use the internet to play games and watch things. Know the internet can be used to find things out. Look at and selects images of interest online.							
D & T	Use different materials in a variety of ways. Control and manipulate a variety of tools. Experiment with different techniques. Join materials. Make structures.							

Musician	Composer /Musician– Alanis Morissette Children to listen to the music and express how it makes them feel. What do we know about this music composer? <i>Discover Rock</i>							
<p>Role Play – Building Site</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Extend role play by using different props and materials.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Develop storylines in their pretend play.</p> <p>Perform stories with others.</p>								
<u>PHYSICAL</u>								
Gross Motor	Get Set 4 PE Unit 1 Games LESSON 1 Theme: cars To work safely and develop running and stopping.	Get Set 4 PE Unit 1 Games LESSON 2 Theme: aeroplanes To develop throwing and learn how to keep score.	Get Set 4 PE Unit 1 Games LESSON 3 Theme: cyclists To play games showing an understanding of the different roles within it.	Get Set 4 PE Unit 1 Games LESSON 4 Theme: buses To follow instructions and move safely when playing tagging games.	Get Set 4 PE Unit 1 Games LESSON 5 Theme: boats To work cooperatively and learn to take turns.	Get Set 4 PE Unit 1 Games LESSON 6 Theme: trains To work with others to play team games.	Get Set 4 PE Unit 1 Games LESSON 6 Theme: trains To work with others to play team games.	
Fine Motor	Use one-handed tools and equipment. Snip paper with scissors. Manipulate malleable materials with increasing control.							

Use a comfortable grip with good control when holding pens and pencils.

Begin to use anticlockwise movement and retrace vertical lines.

Begin to draw intercepting lines and simple shapes.

Develop the pincer grip.

Show a preference for a dominant hand.

Progress towards a tripod grip.

Manage their own needs **with support**: hygiene (hand washing, nose blowing, coughing, toothbrushing), toileting, dressing and undressing (putting on coats, doing up zips and buttons, putting on shoes, gloves), mealtimes (cutting using a knife and fork, pouring drinks), organisation (keeping track of belongings).