



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 home 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	Reception {EYFS 2}	
8.4.24	Castles 1	
15.4.24	Castles 2	
22.4.24	Jack & the Beanstalk	
29.4.24	Sleeping Beauty	
6.5.24	Rapunzel	
13.5.24	Knights	
20.5.24	Princess & the Pea	
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 – Spring 1 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	Jack & the Beanstalk	Sleeping Beauty	Rapunzel	Knights	Princess & the Pea	
Visits	Visit to Warwick Castle							
<u>PSE – Jigsaw</u> Self-Regulation Managing Self Building Relationships	Relationships- 1. My Family and Me!	Relationships- 2. Make Friends, Make Friends, Never Ever Break Friends! - Part 1	Relationships- 3. Make Friends, Make Friends, Never Ever Break Friends! - Part 2	Relationships- 4. Falling Out and Bullying Part 1	Relationships- 5. Falling Out and Bullying Part 2	Relationships- 6. Being the Best Friend We Can Be	Relationships- Being the Best Friend We Can Be	
Jigsaw books	The Roar	The Rainbow Fish	Lost and Found	Buster the Bully	The Colour Monster	Pip and Posy	Elmer	

<u>CLL</u>								
Listening Attention & Understanding	<p>Two-channelled attention- can both listen and do for a short span.</p> <p>Initiate and maintain a conversation.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>							
Speaking	<p>Link statements using connectives and sticks to a main theme or intention.</p> <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p>							
Inc MFL	<p>CLL –Use new vocab in different contexts</p> <p>EAD - Rhymes and songs –</p> <p>PSE - Recognise own and others achievements, Try new things and perseverance</p> <p>UW - Recognise some environments are different</p> <p>Geography - Recognise different cultures</p> <p>Greetings are tailored to the languages that children speaking in the class and changes according to the EAL cohort yearly.</p>							
<u>LITERACY</u>								
<ul style="list-style-type: none"> • Talks about settings, events and characters. • Tells stories orally using story language from familiar books. 								
Comprehension	<u>Core text:</u> On the way home	<u>Core text:</u> Six Dinner Sid	<u>Core text:</u> Handa’s Surprise	<u>Core text:</u> Mr Gumpy’s Outing	<u>Core text:</u> Rosie’s Walk	<u>Core text:</u> Owl Babies	<u>Core text:</u> Gruffalo	
Reading	<u>Complimentary texts:</u> Bizzy Bear: Knights Castle- Benji Davies	<u>Complimentary texts:</u> The Castle the King Built – Rebecca Colly	<u>Complimentary texts:</u> In the castle- Anna Millbourne	<u>Complimentary texts:</u> School Trip- Nick Butterworth	<u>Complimentary texts:</u> Rapunzel	<u>Complimentary texts:</u> The Knight who wouldn’t flight.	<u>Complimentary texts:</u> The Princess and the Pea	

Word Reading Little Wandle Phonics	Phase 4 CVCC words with short vowels	CVCC words	CCVCC words	Phase 4 longer words	Words ending – ing, ed and est.	Review week	Assessment week	
TRUST Writing Units	Jane Considine The Wright Stuff: Jack and the Jellybeanstalk All aboard the London bus.							
CP activities	Confident oral word collector and sentence maker. Write simple phrases and sentences consisting of known grapheme-phoneme correspondences and phonetically plausible attempts at spelling more adventurous vocabulary. Spells a few common exception words/tricky words matched to the school’s phonic programme. Writes for a purpose (letters, recounts, creating a map of instructions)							
<u>MATHS</u>								
Number/Numerical Patterns	MN: Consolidation	MN: Consolidation	MN Wk: 21 Cardinality, ordinality and counting	MN Wk: 22 Subitising	MN Wk: 23 Composition	MN Wk: 24 Composition	MN Wk: 25 Comparison	
Pattern, Shape Space & measure	WR: Patterns	WR: Manipulate	WR: Compose	WR: Decompose	WR: Visualise	WR: Build and map	WR: Consolidation	

<u>UW</u>									
Past & Present History	Talk about significant people (English monarchy). Talk about significant people and events in the past.								
People Culture & Communities	Recognise some similarities and differences between life in this country and life in other countries.								
RE	Celebrations - Father's Day								
The Natural World Geography	Recognise some environments that are different to the one in which they live. Use maps and non-fiction texts to find out about other countries.								
The Natural World Science Talk about reversible and irreversible changes.	Understand the key features of the life cycle of an animal. Name and describe some animals. Carry out an investigation in which they make a sensible prediction, observe, notice, make comparisons and draw conclusions (properties of materials).								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">Animal walk</td> <td style="width: 12.5%;">Life cycle of a frog</td> <td style="width: 12.5%;">Minibeast safari</td> <td style="width: 12.5%;">Ramps- Friction- Making Predictions.</td> <td style="width: 12.5%;">Food colouring Coloured flower experiment- Making comparisons and noticing.</td> <td style="width: 12.5%;">Magnets- What material is best?</td> <td style="width: 12.5%;">Signs of Summer walk.</td> <td style="width: 12.5%;"></td> </tr> </table>	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.	
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.			
IT	Complete a simple program on electronic devices. Create content using a device.								

Technology for Learning	Know that work can be saved and retrieved.
D & T	<p>Choose the most appropriate materials for a task. Choose the most appropriate tool for a task. Join materials in different ways. Make structures strong and stable. Plan before I make. Talk about my design. Change and modify my designs when necessary. Solves problems.</p>
<u>EAD</u>	
Creating with Materials	<p>Print making</p> <p>Develop simple patterns by printing using objects.</p> <p><i>Andy Warhol (Pop Art)- Printing and stamping techniques</i></p> <p>Drawing & Painting</p> <p>Draw accurate representations of objects.</p> <p><i>Wayne Thiebaud – everyday objects</i></p> <p>Digital Art</p> <p>Use digital media to create art.</p> <p><i>Ansel Adams – Flower Photography</i></p>
ARTISTS	<p>Artist – <i>Andy Warhol (Pop Art)- Printing and stamping techniques</i></p> <p><i>Wayne Thiebaud – everyday objects</i></p>

Being Imaginative & Expressive	<p>Performing</p> <p>Perform using voices or instruments and share how this makes you feel.</p> <p>Perform individually and in a group.</p>							
Charanga: Big Bear Funk Step 1	Charanga: Big Bear Funk Step 2	Charanga: Big Bear Funk Step 3	Charanga: Big Bear Funk Step 4	Charanga: Big Bear Funk Step 5	Charanga: Big Bear Funk Step 6	Charanga: Big Bear Funk Performance		
Musician	<p>Composer /Musician– Bob Marley</p> <p>Children to listen to the music and express how it makes them feel.</p> <p>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> <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>								
PHYSICAL								
Gross Motor	Get Set 4 PE Ball Skills Unit 2	Get Set 4 PE Ball Skills Unit 2	Get Set 4 PE Ball Skills Unit 2	Get Set 4 PE Ball Skills Unit 2	Get Set 4 PE Ball Skills Unit 2	Get Set 4 PE Ball Skills Unit 2	Get Set 4 PE Ball Skills Unit 2	

	<p>LESSON 1</p> <p>Theme: windy weather</p> <p>To develop rolling and tracking a ball.</p>	<p>LESSON 2</p> <p>Theme: snow is falling</p> <p>To develop accuracy when throwing to a target</p>	<p>LESSON 3</p> <p>Theme: there's a storm coming</p> <p>To develop dribbling with hands</p>	<p>LESSON 4</p> <p>Theme: rainy days</p> <p>To develop throwing and catching with a partner</p>	<p>LESSON 5</p> <p>Theme: sunshine and rainbows</p> <p>To develop dribbling a ball with your feet</p>	<p>LESSON 6</p> <p>Theme: foggy days</p> <p>To develop kicking a ball to a target.</p>	<p>Recap of Ball Skills.</p>	
Fine Motor	<p>Begin to form capital letters accurately, using correct entry and exit points.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>							

Tudor Grange Primary Academy – Yew Tree – Spring 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 1. My Body	Changing Me 2. Respecting My Body	Changing Me 3. Growing Up	Changing Me 4. Growth and Change (F1)	Changing Me 4. Fun and Fears (F2)	Changing Me 5. Fun and Fears	Changing Me 6. Celebration	
Jigsaw Books	Me and My Amazing Body by Joan Sweeney	Let's Talk About Body Boundaries, Consent, and Respect; by Jayneen Sanders	When I grow up	I Want to Be BIG! Tiffany Gold	Ruby's Worry	The Lion Inside	Changes, Changes - Pat Hutchings	

<u>CLL</u>	
Listening Attention & Understanding	Engage in back-and-forth conversation. Understand 'how' and 'why' questions.
Speaking	Adapt talk in response to the listener. Fluent and coherent speech. Engage in much longer conversations.
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 f the UK Greetings are tailored to the languages that children speaking in the class and changes according to the EAL cohort yearly.

<u>LITERACY</u>	
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- Re-enacts and reinvents stories they have heard in their play.
- Knows that information can retrieved from books, computers and mobile digital device.

Comprehension	<u>Core text:</u> On the way home	<u>Core text:</u> Farmer Duck	<u>Core text:</u> Goodnight Moon	<u>Core text:</u> Shhhh	<u>Core text:</u> Owl Babies	<u>Core text:</u> Mr Grumpy's Outing	<u>Core text:</u> The Gruffalo	
Reading	<u>Complimentary texts:</u> Let's build a home- Mick Manning	<u>Complimentary texts:</u> My Family, My two homes-	<u>Complimentary texts:</u> All kinds of homes- Emma Damon	<u>Complimentary texts:</u> A Place Called Home: Look Inside	<u>Complimentary texts:</u> National Geographic Animal Homes	<u>Complimentary texts:</u> Three Little Pigs	<u>Complimentary texts:</u> The Gingerbread Man	

		Claudie Harrington		Houses Around the World- Kate Baker				
Word Reading Little Wandle Phonics	Summer 2 week 1 Phase 4 CVCC and CCVC words with long vowel sounds	Summer 2 week 2 CCVC words, CCCVC words, CCV words and CCV/ CCVCC/ CCVC words	Summer 2 week 3 Words ending in s, z, es, and longer words	Summer 2 week 4 Root words with -ing and -ed	Summer 2 week 5 Root words with -er and -est	Review Week	Assessment week	
TRUST Writing Units	Non- Fiction- Jane Considine the Write Stuff. How to Get Your Teacher Ready for School What We'll Build							
CP Activities	Confident oral word collector and sentence maker. Write simple phrases and sentences consisting of known grapheme-phoneme correspondences and phonetically plausible attempts at spelling more adventurous vocabulary. Spells a few common exception words/tricky words matched to the school's phonic programme. Writes for a purpose (lists , brochures, posters, maps)							
<u>MATHS</u>								

<p>Number</p>	<p>MN Wk: 26</p> <p>Subitising and the rekenrek</p> <p>‘Seeing’ small quantities and numbers within larger amounts. Introduction to the rekenrek. Linking familiar representations such as numbers of fingers to representations on the rekenrek.</p>	<p>MN Wk: 27</p> <p>Counting</p> <p>Strategies for counting. Recognising the pattern of the counting system, when beginning to count beyond 20.</p>	<p>MN Wk: 28</p> <p>Comparison</p> <p>Comparing groups of objects that are of different sizes/colours/ attributes</p> <p>Developing a sense of magnitude e.g., knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2.</p>	<p>MN Wk: 29</p> <p>Pattern in number</p> <p>Investigating ‘parts’ and ‘wholes’.</p> <p>Exploring the composition of numbers to 10. Investigating equivalence, doubles and making odd and even numbers.</p>	<p>MN Wk: 30</p> <p>Deep understanding of numbers to 10</p> <p>Continuing to practically explore the composition of numbers to 10. Investigating 5 as a key ‘anchor’ in our number system. Beginning to generalise about 1 more/1 less within 10.</p>	<p>MN Wk: 31</p> <p>Recall of number facts</p> <p>Learning the ‘numbers within’ 3, 4, 5 and 10. Knowing double facts, up to 5 and 5 make 10. Investigating whole amounts and hidden quantities within 5.</p>	<p>MN Consolidation</p>	
<p>Numerical Patterns</p>	<p>WR:</p> <p>Spatial reasoning 3- Visualise & build</p> <p>Visualising and replicating constructions, models and places.</p> <p>Using positional language to describe positional relationships.</p>							
<p>UW</p>								

<p>Past & Present</p> <p>History</p>	<p>Reflect on past events from this year.</p> <p>Sequence some significant events in my life.</p> <p>How homes have changed – what did they look like in the past</p> <p>How do homes differ from today</p>						
<p>People Culture & Communities</p>	<p>Shows interest in different occupations and ways of life</p> <p>Understands some places are special to members of their community, Local area</p>						
<p>RE</p>	<p>RE - The Buddha</p> <p>House on the Rock</p>						
<p>The Natural World</p> <p>Geography</p>	<p>Describe life in different countries.</p> <p>Compare living in this country to living in another country.</p>						
<p>Science</p> <p>Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>(Summer).</p> <p>Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.</p>						
<p>Build a house- Which materials are strongest?</p>	<p>Light and shadow</p>	<p>Summer observation walk</p>	<p>String telephones</p>	<p>Animal homes- habitat walk.</p>	<p>3 little pigs house</p>	<p>Biscuit dunking.</p>	

<p>IT</p> <p>The Internet</p>	<p>Begin to learn how to use web pages to find things out.</p> <p>Follow shortcuts, favourites or weblinks to explore simple websites.</p> <p>Choose appropriate images for a specific purpose</p> <p>Use the internet to make social connections.</p> <p>Share their work online.</p>
<p>D & T</p>	<p>Choose the most appropriate materials for a task.</p> <p>Choose the most appropriate tool for a task.</p> <p>Join materials in different ways.</p> <p>Make structures strong and stable.</p> <p>Plan before I make.</p> <p>Talk about my design.</p> <p>Change and modify my designs when necessary.</p> <p>Solves problems.</p>
<p><u>EAD</u></p>	
<p>Creating with Materials</p>	<p>Collage Create a collage using a variety of materials. <i>Eric Carle- tissue paper</i></p> <p>Drawing Draw a person with a head, body, arms, legs and facial features. <i>Step by step - drawing a person</i></p> <p>Textiles Decorate a piece of fabric using different implements. <i>Kaffe Fassett - Fabric dying</i></p>
<p>ARTISTS</p>	<p><i>Artist - Eric Carle- tissue paper</i></p> <p><i>Kaffe Fassett - Fabric dying</i></p>

Being Imaginative & Expressive	Composing Create a simple melody. Compose and adapt songs. Compose and adapt music.							
	Charanga Reflect, rewind, replay. Step 1	Charanga Reflect, rewind, replay. Step 2	Charanga Reflect, rewind, replay. Step 3	Charanga Reflect, rewind, replay. Step 4	Charanga Reflect, rewind, replay. Step 5	Charanga Reflect, rewind, replay. Step 6	Charanga Reflect, rewind, replay. Pick and Mix	
Musician	Composer /Musician– bhangra music Children to listen to the music and express how it makes them feel. What do we know about this music composer? <i>Discover Asian music</i>							
Role Play – Building Site								
Creates representations of both imaginary and real-life ideas, events, people and objects.								
Extend role play by using different props and materials.								
Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.								
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								
Gross Motor	Get Set 4 PE – Games Unit 2	Get Set 4 PE – Games Unit 2	Get Set 4 PE – Games Unit 2	Get Set 4 PE – Games Unit 2	Get Set 4 PE – Games Unit 2	Get Set 4 PE – Games Unit 2	Games- Recap of games.	

	<p>LESSON 1 Theme: polar regions</p> <p>To aim when throwing and practise keeping score.</p>	<p>LESSON 2 Theme: the rainforest</p> <p>To follow instructions and move safely when play tagging games.</p>	<p>LESSON 3 Theme: Australia</p> <p>To learn to play against a partner.</p>	<p>LESSON 4 Theme: wild west</p> <p>To develop co-ordination and play by the rules.</p>	<p>LESSON 5 Theme: India</p> <p>To explore striking a ball and keeping score.</p>	<p>LESSON 6 Theme: far east</p> <p>To work co-operatively as a team.</p>		
Fine Motor	<p>Manage their own needs: 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).</p>							