



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

**Why Food?:** *The children need opportunities to experience food from around the world and how food relates to different cultures and religious festivals. Children need to develop a healthy lifestyle knowing the importance of fruits and vegetables.*

- **Food** – What is food? How does food help us? What does food do? Does food bring people together? How can we link food to celebrations?

**Why Noah's Ark?:** *The children need an understanding of water – the beauty and dangers of it. Enquiry via a story will open up questions about water and the purpose.*

- **Noah's Ark** – What is an Ark? How does it work? Why do we have water? What is the purpose of water? Discuss different faiths and the importance of Water, Baptism.

**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.

- **Food** – Children will discuss, do we all have food? They will learn about food through stories. Children will learn about the importance of fruit and vegetables and link this to growing, They will also learn about food wastage and how others don't have the access to as much food as the UK. What food do we have and understand why it is important? What happens if we do not have food?
- **Noah's Ark** – Learn about biblical characters, who is Noah? What did he do? How did God help Noah? What did God want Noah to do? Children will learn about the importance of water through stories and how it helps us to survive, keep healthy. Link to food and the importance of these 2 fundamentals in keeping a healthy lifestyle.

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

- **Food** – Children can talk about how food is a fuel for our bodies and how it can help us to develop healthy lifestyles. Children have discussed their favourite foods and what are the most popular foods? We can discuss how food makes us feel and why food is important? - Link food to recipes and make simple food items – learning how to cook by following simple recipes.
- **Noah's Ark** – Children can discuss the importance of water and how precious it is. They understand not to waste water, children can discuss how they would help others – like Noah in an emergency? Children can discuss promises and make links to Mother's Day describing how they would help and how they would keep a promise. Discussing is it good to keep a promise? What is a promise? Discuss the importance of rainbows. What would you promise and what is the importance of a rainbow?

#### Key vocabulary

Food: healthy, celebrations, vegetables, fruit, wastage, important, share, fruit, and vegetable names.

Noah's Ark: water, wastage, healthy, sad, happiness, forgiveness, rainbow promise, odd, even, two's, animals, Easter

#### Attributes

(what we want our pupils to be like):

Tolerant  
Understanding  
Democratic  
Opportunity – create and make links,  
Respectful

#### Cultural Capital:

- Water, rivers, oceans names
- Noah- biblical characters
- Food – exploring variety of food
- Discuss seasons and change in other parts of the world.
- Painting of fruits and vegetables.
- Facts about animals from other parts of the world.

<b>Week Beginning</b>	<b>Learning Themes – Spring - 2024</b>	<b>Food</b>
<b>Spring 2024</b>	<b>Dragonflies</b>	
<b>8.1.24</b>	The Tiger who Came to Tea	
<b>15.1.24</b>	The Runaway Pea	
<b>22.1.24</b>	Colin and Lee Carrot and Pea	
<b>29.1.24</b>	Lunchtime	
<b>5.2.24</b>	Anywhere Farm	
<b>Half Term 12.2.24 – 16.2.24</b>		
<b>Autumn 2023</b>	<b>Learning Themes – Spring - 2024</b>	<b>Noah's Ark</b>
<b>19.2.24</b>	Noah's Ark	
<b>26.2.24</b>	What's the Weather?	
<b>4.3.24</b>	Mother's Day	
<b>11.3.24</b>	Animals	
<b>18.3.24</b>	Easter	

# Tudor Grange Primary Academy – Yew Tree – Spring 1 2024 Half Term Overview –



## Food (Phase 1)

Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5			
Phase 1	The Tiger Who Came to Tea	The Runaway Pea	Colin and Lee Carrot and Pea	Lunchtime	Anywhere Farm			
Visits	Visit local supermarket / corner shop (after school activity- parents meet you at the shops)							
<b><u>PSE – Jigsaw</u></b> Self-Regulation Managing Self Building Relationships	Dreams & Goals  Challenge  I understand what a challenge means.	Dreams & Goals  Never Giving Up  I can keep trying until I can do something.	Dreams & Goals  Setting A Goal  I can set a goal and work towards it.	Dreams & Goals  Obstacles & Support  I know some kind words to encourage people with.	Dreams & Goals  Flight to the Future  I can start to think about the jobs I might do when I am older.			
Jigsaw books	'Love Monster' by Rachel Bright	'The Hare and The Tortoise, Aesop's Fables' (available on-line)	'The Jungle Run' by Tony Mitton	'Don't worry, Hogless Douglas' by David Melling	'The Lion Inside'			

<b><u>CLL</u></b>	
Listening Attention & Understanding	<p>Listen to conversation.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Understand a question or instruction that has two parts.</p>
Speaking	<p>Use longer sentences of four to six words.</p> <p>Use describing words in sentences.</p> <p>Use pronouns in talk.</p> <p>Use intonation, rhythm and phrasing to make meaning clear to others.</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>
<b><u>LITERACY</u></b>	
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes (name, advertising logos and screen icons)</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> <p>Handles books carefully and with growing competence.</p> <p>Listens and respond to stories, rhymes and poems.</p> <p>Talks about the stories they like.</p>	

Join in with repeated parts of familiar stories, rhymes and poems.  
 Anticipates key events and phrases in rhymes and stories.  
 Talks about the key events and principal characters in familiar story, rhymes or poems.  
 Suggests how the story might end.  
 Retells a familiar story using some vocabulary.

Comprehension	<b>Core text:</b> Where's Spot	<b>Core text</b> Dear Zoo	<b>Core text:</b> You choose	<b>Core text:</b> Going on a Bear Hunt	<b>Core text:</b> Brown Bear Brown Bear			
Reading	<b>Complimentary texts:</b> Traditional tales The 3 little pigs. Jack and the beanstalk. The gingerbread man.	<b>Complimentary texts:</b> Peppa pig – tiny creatures. Where the wild things are.	<b>Complimentary texts:</b> We're going on a Lion Hunt. The Jungle Run. Rosie's Walk.	<b>Complimentary texts:</b> There's an ouch in my pouch. Rumble in the Jungle. Pinkie mouse where are you?	<b>Complimentary texts:</b> The Enormous Turnip. The Runaway Pea. Arnie the Accidental Hero.			
Word Reading  Little Wandle	Tuning into Sounds  Letter m and d  What's in the box  Blend from the box  Bertha the bus  Name play	Tuning into Sounds  Letter g and o  What's in the box  Blend from the box  Bertha the bus  Name play	Tuning into Sounds  Letter c and k  What's in the box  Blend from the box  Bertha the bus  Name play	Tuning into Sounds  Letter e  What's in the box  Blend from the box  Bertha the bus  Name play	Tuning into Sounds  Recap m,d,g,o,c,k,e  What's in the box  Blend from the box  Bertha the bus  Name play			
Word Reading  Little Wandle	Develop their phonological awareness, so that they can:  - spot and suggest rhymes  - count or clap syllables in a word							

Rhyme Time	- recognise words with the same initial sound, such as money and mother (alliteration).							
Writing	Enjoy drawing and writing freely, on paper and on different textures and through using touch screen technology. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name.							
	Create an invitation to send to the tiger who is coming to tea.  Name writing  Letter formation	Create afternoon tea invites to send to the tiger who came to tea.  Name writing	Draw favourite vegetables.  Label foods.  Letter formation	Draw around a variety of fruit and vegetables on large paper. Label the vegetables together. Compare similarities and differences.	On a paper plate, draw lunch time food items to make a balanced lunch time meal.  Label foods.  Letter formation	Write about farms.  Label vegetables, and items found at the farm.  Letter formation		
<b><u>MATHS</u></b>								
Number/Numerical Patterns  Pattern, Shape, Space & Measure	<u>Find 1 and represent 1</u>  Story of 1 Numberblocks Series 1 episode 1  Small group environment walks to find 1  Value of 1, subitise 1, match 1, identify 1, represent 1	<u>Weight</u>  Light or heavy  Pull  Balance scales  Comparing weights	<u>Story of 2</u>  Find 2 – sorting 1 and 2.  Making 2 and representing 2.	<u>Represent 2</u>  Introduce the 5 frames in small groups.  Use 5 frames and different objects to explore 1 and 2.	<u>2D Shapes</u>  2D shape walk.  Shape pictures.			

<u>UW</u>								
Past & Present  History	Talk about past and present events that happened in their own life.							
People Culture & Communities	Remember and talks about significant events in their own experience.							
RE	RE - Chinese New Year  RE – Shabbat							
The Natural World  Geography	Shows care and concern for the environment. Begin to understand the effect their behaviour can have on the environment.							
Science  Talk about the differences between materials and changes they notice.	Talk about different weathers and seasons (Winter). Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Begin to understand the need to respect and care for the natural environment.  Link these statements as close to science exp for 'Food' as possible.							
	Bake cupcakes – discuss changes. Liquid to solid.	Exploring Vegetables- Give children selection of fruit, magnifying glasses. What can they notice. What	Fruit and vegetable tasting.  Discuss likes and dislikes.	Mouldy bread science experiment.  <a href="https://www.youtube.com/watch?v=EdYQWf6i2VY">https://www.youtube.com/watch?v=EdYQWf6i2VY</a>	Planting seeds. What do plants need to grow?  Monitor growth.			

		are the similarities and differences?						
IT Safe Use of Technology	Understand how to use ICT apparatus safely (e.g., batteries, plug sockets, ICT and water, limits on screen time). Know what to do if something makes them uncomfortable 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. Talk about my ideas. Talk about my plans. Solve problems.							
<b><u>EAD</u></b>								
Creating with Materials	<b>3D</b> Combine objects to represent ideas. <i>Making towns- block play/ junk modelling/ printing</i> - link to Goldilocks & 3 bears – use porridge to paint, collage  <b>Painting</b> Experiment with different techniques. <i>Bubble Art</i> - Handa's Fruits  <b>Digital Art</b> Begin to create images and effects with lines, shapes and colour using a graphic package. <i>Create a picture on 2Paint</i> Oliver's fruits and vegetables							
ARTISTS	Artist – <i>Deni Yang – Bubble Art</i>							

Being Imaginative & Expressive	<b>Expressing and responding</b> Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.							
	Charanga Everyone - step 1	Charanga Everyone - step 2	Charanga Everyone - step 3	Charanga Everyone - step 4	Charanga Everyone - step 5			
Musician	Composer /Musician– Louis Armstrong Children to listen to the music and express how it makes them feel. What do we know about this music composer? <b>Discover Jazz</b>							
<b>Role Play - Café</b> 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.								
<b><u>PHYSICAL</u></b>								
Gross Motor	Get Set 4 PE Gymnastics Unit 1  LESSON 1  Theme: Jack and the Beanstalk  To create short sequences using shapes, balances and travelling actions.	Get Set 4 PE Gymnastics Unit 1  LESSON 2  Theme: Jack and the Beanstalk  To develop balancing and safely using apparatus	Get Set 4 PE Gymnastics Unit 1  LESSON 3  Theme: Jack and the Beanstalk  To develop jumping and landing safely from a height	Get Set 4 PE Gymnastics Unit 1  LESSON 4  Theme: Goldilocks and the Three Bears  To develop rocking and rolling	Get Set 4 PE Gymnastics Unit 1  LESSON 5  Theme: Goldilocks and the Three Bears  To explore travelling around, over and through apparatus			

Fine Motor

Increasingly independent as they get dressed and undressed- dress dolls/puppets with clothes  
Get dressed with green play overalls outdoors.  
Begin to use anticlockwise movement and retrace vertical lines.  
Begin to draw intercepting lines and simple shapes.

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



## Noah's Ark (Phase 1)

Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5			
Phase 1	Noah's Ark	What's the Weather?	Mother's Day	Animals	Easter			
Visits	Canal visit after school – look at the canal where does the water go?  Mother's Day Assembly							
<b>PSE – Jigsaw</b>	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me			
Self-Regulation	Everybody's Body	We like to move it, move it!	Food Glorious Food	Sweet Dreams	Keeping Clean			
Managing Self								
Building Relationships								
Jigsaw Books	'Never Talk to Strangers' by Irma Joyce	'Not Everyone is Nice' (Let's Talk Book) by Ann Tedesco	This is How we Keep Healthy by DK	My First Yoga ABC by Teresa Anne Power	Brush, Brush, Brush! By Alicia Padro			

<b><u>CLL</u></b>								
Listening Attention & Understanding	Listen to simple stories. Understand and act on longer sentences. Identify action words by following simple instructions.							
Speaking	Use verbs and nouns. Asks 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.							
<b><u>LITERACY</u></b>								
<ul style="list-style-type: none"> <li>• Handles books carefully and with growing competence.</li> <li>• Listens and respond to stories, rhymes and poems.</li> <li>• Talks about the stories they like.</li> <li>• Join in with repeated parts of familiar stories, rhymes and poems. Anticipates key events and phrases in rhymes and stories.</li> </ul>								
Comprehension	<b><u>Core text:</u></b> Hairy Maclary	<b><u>Core text:</u></b> The Very Hungry Caterpillar	<b><u>Core text:</u></b> Each Peach Pear Plum	<b><u>Core text:</u></b> The Runaway Pea	<b><u>Core text:</u></b> Jasper’s Beanstalk			
Reading	<b><u>Complimentary texts:</u></b>	<b><u>Complimentary texts:</u></b>	<b><u>Complimentary texts:</u></b>	<b><u>Complimentary texts:</u></b>	<b><u>Complimentary texts:</u></b>			

	Noah's Ark After the Storm Flash, Crash Rumble & Roll	Rainbows -Non Fiction Feel the Wind Weather & Seasons Elmer & the Rainbow	My Mum is Fantastic	How Mrs Noah missed the Ark	Easter story			
Word Reading  Little Wandle Phonics	Tuning into Sounds Letter u What's in the box. Blend from the box Bertha the bus Name play	Tuning into Sounds Letter r What's in the box. Blend from the box Bertha the bus Name play	Tuning into Sounds Letter h What's in the box. Blend from the box Bertha the bus Name play	Tuning into Sounds Letter b/f What's in the box. Blend from the box Bertha the bus Name play	Tuning into Sounds Letter l/j What's in the box. Blend from the box Bertha the bus Name play			
Writing  inc LENS  focused and CP writing activities	Enjoy drawing and writing freely, on paper and on different textures and through using touch screen technology. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name.							
	Write a list of animals. Write about Noah's ark	Draw a rainbow, label colours. Matching phoneme to grapheme	Writing lists of animals Draw your favourite animal and label	Create Mother's Day cards. letter formation Name writing	Create Easter Cards letter formation Name writing	Chick life cycle		

**MATHS**

Number/ Numerical  
Patterns

Story of 3  
Value of 3, subitise 3, match 3, identify 3, represent 3  
Find 3 – number blocks series 1 episode 4 number 3)  
Find 3  
Small group environment walks to find 3  
Numbers 1, 2, 3

Story of 4 Number blocks series 1 Episode 6 (4)  
Value of 4, subitise 4, match 4, identify 4, represent 4  
Use numricon up to 4. Use number cards up to 4.  
Make groups 1, 2, 3, 4.

Pattern, Shape,  
Space & Measure

Making lengths  
Playdough making different length snakes. Long and short.  
Construction, long roads and short roads.

Comparing lengths – longer, shorter or the same.  
Comparing height – tall and short.  
Measure children’s height.

<u>UW</u>	
Past & Present  History	Talk about people they know and the jobs they do.
People Culture & Communities	Recognise and describe special times or events for family or friends.
RE	Noah's Ark  The Rainbow  Easter (Christianity)  Mother's Day
The Natural World  Geography	Shows care and concern for the environment.  Begin to understand the effect their behaviour can have on the environment.
Science  Ask questions and make comments about the world around me.	Talk about different weathers and seasons (Winter).  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  Begin to understand the need to respect and care for the natural environment.

	<p>Floating &amp; Sinking. Predict which objects from around the classroom will float and sink. Record findings in a simple way.</p>	<p>Floating &amp; Sinking- Vegetables. Predict which vegetables will sink and float. Record findings.</p>	<p>Rainbow science experiment  <a href="https://www.youtube.com/watch?v=IYvvBr0bYHI">https://www.youtube.com/watch?v=IYvvBr0bYHI</a></p>	<p>Bouncy egg experiment. Can the children predict what will happen to the egg after being left in vinegar?</p>	<p>Life cycle of a chick.  Learn the chick lifecycle. Create life cycle wheels.</p>			
<p>IT  Programming</p>	<p>Understand that operations can be predicted and have a cause and effect (e.g., press a button turns on/off).  Sequence a series of photographs to recount a story.  Take a simple 'problem' and split it into smaller steps.  Explore playing with programmable toys.</p>							
<p>D &amp; T</p>	<p>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 my ideas. Talk about my plans. Solve problems.</p>							
<p><b><u>EAD</u></b></p>								
<p>Creating with Materials</p>	<p>Drawing /Painting Use simple shapes in drawings. <i>Van Gough - Sunflowers - Observational flower drawing</i> - link to another flower daffodils for Mother's Day  3D Represent ideas using 3D materials. <i>Giuseppe Arcimboldo- fruit art (transient)</i> - use real fruit to make a rainbow cut up strawberries for the red arch, banana for the yellow arch etc etc  Print making Begin to combine different media and materials to create different effects. <i>Press printing and rubbings to create a Spring picture.</i> - Easter pictures/ rainbows – colour mixing</p>							
<p>ARTISTS</p>	<p><i>Van Gough, Giuseppe Arcimboldo</i></p>							
	<p><b><u>Dance</u></b> Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. Enjoys joining in with moving, dancing and ring games.</p>							

Being Imaginative & Expressive	Charanga – Our World  Lesson 1  Find the pulse,  Copy/clap the rhythm  Explore high/low pitch	Charanga – Our World  Lesson 2  Find the pulse,  Copy/clap the rhythm  Explore high/low pitch	Charanga – Our World  Lesson 3  Find the pulse,  Copy/clap the rhythm  Explore high/low pitch	Charanga – Our World  Lesson 4  Find the pulse,  Copy/clap the rhythm  Explore high/low pitch	Charanga –Our World  Lesson 5  Find the pulse,  Copy/clap the rhythm  Explore high/low pitch			
Musician	Composer /Musician– Dolly Parton Children to listen to the music and express how it makes them feel. What do we know about this music composer? <b>Discover Country Music</b>							
<p>Role Play – Noah’s Ark</p> <p>Use props when pretending.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment.</p> <p>Make imaginative and complex small worlds.</p>								
<b><u>PHYSICAL</u></b>								
Gross Motor	Get Set 4 PE Dance Unit 1  LESSON 1	Get Set 4 PE Dance Unit 1  LESSON 2	Get Set 4 PE Dance Unit 1  LESSON 3	Get Set 4 PE Dance Unit 1  LESSON 4	Get Set 4 PE Dance Unit 1  LESSON 5			

	<p>Theme: head, shoulders, knees and toes.</p> <p>To explore different body parts and how they move.</p>	<p>Theme: head, shoulders, knees and toes.</p> <p>To explore different body parts and how they move and remember and repeat actions.</p>	<p>Theme: transport.</p> <p>To express and communicate ideas through movement exploring directions and levels.</p>	<p>Theme: transport.</p> <p>To create movements and adapt and perform simple dance patterns.</p>	<p>Theme: morning routine.</p> <p>To copy and repeat actions showing confidence and imagination</p>			
<b>Fine Motor</b>	<p>Eat finger food and develop likes and dislikes.          Try a wider range of foods with different tastes and textures.          Uses cutlery to feed themselves.          Holds mark-making tools with thumb and all fingers.          Build independently with a range of appropriate resources.          Turns pages in a book, sometimes several at once.          Manipulate malleable materials.          Snip with scissors.          Shows increasing control in holding, using and manipulating a range of tools and objects.          May be beginning to show preference for dominant hand and/or leg/foot.          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>							