



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, exotic fruit names, Africa

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 another country – Africa
- Discuss seasons and change in other parts of the world.
- Painting of Exotic fruits.
- Facts about animals from other parts of the world.

Week Beginning	Learning Themes – Spring - 2024	Food
Spring 2024	Nursery {EYFS 1}	
8.1.24	Goldilocks & the Three Bears	
15.1.24	Handa's Surprise 1	
22.1.24	Handa's Surprise 2	
29.1.24	Oliver's Fruit Salad	
5.2.24	Oliver's Vegetables	
Half Term 12.2.24 – 16.2.24		
Autumn 2023	Learning Themes – Spring - 2024	Noah's Ark
19.2.24	Noah's Ark	
26.2.24	Weather / Rainbows	
4.3.24	Promises Mother's Day	
11.3.24	Animals 2 by 2	
18.3.24	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	Goldilocks & the 3 Bears	Handa's Surprise 1	Handa's Surprise 2	Oliver's Fruit Salad	Oliver's Vegetables			
Visits	Visit local supermarket / corner shop (after school activity- parents meet you at the shops)							
<u>PSE – Jigsaw</u> 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'			

<u>CLL</u>	
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>
<u>LITERACY</u>	
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes (name, advertising logos and screen icons) - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <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	Core text: Where's Spot	Core text Dear Zoo	Core text: You choose	Core text: Going on a Bear Hunt	Core text: Brown Bear Brown Bear			
Reading	Complimentary texts: Traditional tales The 3 little pigs. Jack and the beanstalk. The gingerbread man.	Complimentary texts: Handa's surprise. Peppa pig – tiny creatures. Where the wild things are.	Complimentary texts: Handa's Hen. We're going on a Lion Hunt. The Jungle Run. Rosie's Walk.	Complimentary texts: There's an ouch in my pouch. Rumble in the Jungle. Pinkie mouse where are you?	Complimentary texts: 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							

Rhyme Time	<p>- count or clap syllables in a word</p> <p>- recognise words with the same initial sound, such as money and mother (alliteration).</p>							
Writing	<p>Enjoy drawing and writing freely, on paper and on different textures and through using touch screen technology.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>							
	<p>Write about Goldilocks and the 3 bears.</p> <p>Name writing</p> <p>Letter formation</p>	<p>Write about the animals in Handa's surprise.</p>	<p>Write about the fruit and which is your favourite.</p>	<p>Write what fruit you would like in your fruit salad.</p> <p>Label fruit.</p>	<p>Write about vegetables.</p> <p>Label vegetables.</p>			
<u>MATHS</u>								
<p>Number/Numerical Patterns</p> <p>Pattern, Shape, Space & Measure</p>	<p><u>Find 1 and represent 1</u></p> <p>Story of 1</p> <p>Numberblocks Series 1 episode 1</p> <p>Small group environment walks to find 1</p> <p>Value of 1, subitise 1, match 1, identify 1, represent 1</p>	<p><u>Weight</u></p> <p>Light or heavy</p> <p>Pull</p> <p>Balance scales</p> <p>Comparing weights</p>	<p><u>Story of 2</u></p> <p>Find 2 – sorting 1 and 2.</p> <p>Making 2 and representing 2.</p>	<p><u>Represent 2</u></p> <p>Introduce the 5 frames in small groups.</p> <p>Use 5 frames and different objects to explore 1 and 2.</p>	<p><u>2D Shapes</u></p> <p>2D shape walk.</p> <p>Shape pictures.</p>			

<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.						
	Making Porridge – changes	Fruit tasting 1	Fruit tasting 2	Planting seeds	Planting vegetables		
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.						
<u>EAD</u>							
Creating with Materials	<p>3D Combine objects to represent ideas. <i>Making towns- block play/ junk modelling/ printing</i> - link to Goldilocks & 3 bears – use porridge to paint, collage</p> <p>Painting Experiment with different techniques. <i>Bubble Art</i> - Handa's Fruits</p> <p>Digital Art 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</p>						
ARTISTS	Artist – <i>Deni Yang – Bubble Art</i>						
Being Imaginative & Expressive	<p><u>Expressing and responding</u> Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>						
	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? <i>Discover Jazz</i>
----------	---

Role Play - Café

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.

<u>PHYSICAL</u>								
------------------------	--	--	--	--	--	--	--	--

Gross Motor	Get Set 4 PE Gymnastics Unit 1	Get Set 4 PE Gymnastics Unit 1	Get Set 4 PE Gymnastics Unit 1	Get Set 4 PE Gymnastics Unit 1	Get Set 4 PE Gymnastics Unit 1			
	LESSON 1 Theme: Jack and the Beanstalk To create short sequences using shapes, balances and travelling actions.	LESSON 2 Theme: Jack and the Beanstalk To develop balancing and safely using apparatus	LESSON 3 Theme: Jack and the Beanstalk To develop jumping and landing safely from a height	LESSON 4 Theme: Goldilocks and the Three Bears To develop rocking and rolling	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	Weather/ Rainbows	Promises Mother's Day	Animals 2 by 2	Easter 1			
Visits	Canal visit after school – look at the canal where does the water go? Mother's Day Assembly							
<u>PSE – Jigsaw</u> Self-Regulation Managing Self Building Relationships	Healthy Me Everybody's Body	Healthy Me We like to move it, move it!	Healthy Me Food Glorious Food	Healthy Me Sweet Dreams	Healthy Me Keeping Clean			
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			

<u>CLL</u>								
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.							
<u>LITERACY</u>								
<ul style="list-style-type: none"> • Handles books carefully and with growing competence. • Listens and respond to stories, rhymes and poems. • Talks about the stories they like. • Join in with repeated parts of familiar stories, rhymes and poems. Anticipates key events and phrases in rhymes and stories. 								
Comprehension	<u>Core text:</u> Hairy Maclary	<u>Core text:</u> The Very Hungry Caterpillar	<u>Core text:</u> Each Peach Pear Plum	<u>Core text:</u> The Runaway Pea	<u>Core text:</u> Jasper’s Beanstalk			
Reading	<u>Complimentary texts:</u>	<u>Complimentary texts:</u>	<u>Complimentary texts:</u>	<u>Complimentary texts:</u>	<u>Complimentary texts:</u>			

	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	Writing colours of the rainbows Matching phoneme to grapheme	Writing lists of animals Write about your favourite animal	Writing about our Mother's/Nan	Last supper writing Easter 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.								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">Floating & Sinking</td> <td style="width: 12.5%;">Floating & Sinking</td> <td style="width: 12.5%;">Bouncy egg experiment</td> <td style="width: 12.5%;">Bouncy egg experiment</td> <td style="width: 12.5%;">Life cycle of a chick</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table>	Floating & Sinking	Floating & Sinking	Bouncy egg experiment	Bouncy egg experiment	Life cycle of a chick			
Floating & Sinking	Floating & Sinking	Bouncy egg experiment	Bouncy egg experiment	Life cycle of a chick					

<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).</p> <p>Sequence a series of photographs to recount a story.</p> <p>Take a simple ‘problem’ and split it into smaller steps.</p> <p>Explore playing with programmable toys.</p>														
<p>D & 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><u>EAD</u></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</p> <p>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</p> <p>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>Being Imaginative & Expressive</p>	<p><u>Dance</u> 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> <table border="1" data-bbox="327 1177 2190 1356"> <tr> <td data-bbox="327 1177 573 1356"> <p>Charanga – Our World Lesson 1</p> </td> <td data-bbox="573 1177 797 1356"> <p>Charanga – Our World Lesson 2</p> </td> <td data-bbox="797 1177 1043 1356"> <p>Charanga – Our World Lesson 3</p> </td> <td data-bbox="1043 1177 1290 1356"> <p>Charanga – Our World Lesson 4</p> </td> <td data-bbox="1290 1177 1514 1356"> <p>Charanga –Our World Lesson 5</p> </td> <td data-bbox="1514 1177 1738 1356"></td> <td data-bbox="1738 1177 1962 1356"></td> <td data-bbox="1962 1177 2190 1356"></td> </tr> </table>							<p>Charanga – Our World Lesson 1</p>	<p>Charanga – Our World Lesson 2</p>	<p>Charanga – Our World Lesson 3</p>	<p>Charanga – Our World Lesson 4</p>	<p>Charanga –Our World Lesson 5</p>			
<p>Charanga – Our World Lesson 1</p>	<p>Charanga – Our World Lesson 2</p>	<p>Charanga – Our World Lesson 3</p>	<p>Charanga – Our World Lesson 4</p>	<p>Charanga –Our World Lesson 5</p>											

	Find the pulse, Copy/clap the rhythm Explore high/low pitch	Find the pulse, Copy/clap the rhythm Explore high/low pitch	Find the pulse, Copy/clap the rhythm Explore high/low pitch	Find the pulse, Copy/clap the rhythm Explore high/low pitch	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? Discover Country Music							
Role Play – Noah’s Ark 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.								
<u>PHYSICAL</u>								
Gross Motor	Get Set 4 PE Dance Unit 1 LESSON 1 Theme: head, shoulders, knees and toes. To explore different body	Get Set 4 PE Dance Unit 1 LESSON 2 Theme: head, shoulders, knees and toes. To explore different body	Get Set 4 PE Dance Unit 1 LESSON 3 Theme: transport. To express and communicate ideas through	Get Set 4 PE Dance Unit 1 LESSON 4 Theme: transport. To create movements and adapt and	Get Set 4 PE Dance Unit 1 LESSON 5 Theme: morning routine. To copy and repeat actions			

	parts and how they move.	parts and how they move and remember and repeat actions.	movement exploring directions and levels.	perform simple dance patterns.	showing confidence and imagination			
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>							