



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	Reception {EYFS 2}	
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	Dreams & Goals Never Giving Up	Dreams & Goals Setting A Goal	Dreams & Goals Obstacles & Support	Dreams & Goals Flight to the Future Award Ceremony			
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	Ask questions about the stories. Listen attentively in different situations.							
Speaking	Engage in non-fiction books. Describe events in some detail. Retell the story using story language and their own words. Describe and explain my ideas							
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"> • Discuss views and ideas about stories. • Anticipates key events and phrases in story or rhyme. • Uses vocabulary from texts in a range of different contexts. • Makes up own endings to stories. 								
Comprehension	<u>Core text:</u> Owl Babies	<u>Core text:</u> Gruffalo	<u>Core text:</u> Handa’s Surprise	<u>Core text:</u> Mr Gumpy’s Outing	<u>Core text:</u> Rosie’s Walk			

Reading	<u>Complimentary texts:</u> One Snowy Night Animals in Winter Seasons - Winter	<u>Complimentary texts:</u> Jack & the Beanstalk The Tiny Seed Titch Plant a bean	<u>Complimentary texts:</u> Handa's Surprise The Tiger who came to Tea Pass the Jam. Jim Kid's first cookbook	<u>Complimentary texts:</u> Handa's Hen Tasty Poems Each Peach Pear Plum The Usborne book of growing food	<u>Complimentary texts:</u> The Enormous Watermelon / Turnip The Enormous Potato			
Word Reading Little Wandle Phonics	Week 2 oo oo ar or	Week 3 ur ow oi ear	Week 4 air er words with double letters: dd mm tt bb rr gg pp ff	Week 5 longer words	Assessment week			
TRUST Writing Units	Handa's surprise – Jane Considine- The Write Stuff							
CP activities	<p>Beginning to form capital letters correctly.</p> <p>Writes same number of words on paper as spoken sentence.</p> <p>Beginning to write simple phrases and sentences with words with known grapheme-phoneme correspondences, using finger spaces.</p> <p>Spells a few common exception words/tricky words matched to the school's phonic programme.</p> <p>Writes for a purpose (instructions - planting seeds, recounts – goldilocks, creating a map of instructions)</p>							

MATHS								
Number/Numerical Patterns	MN Wk11: Subitising Focus on linking subitising amounts to 5 with numerals.	MN Wk12: Ordinality Ordering numbers to 5. Focus on each number being 1 more than the previous number.	MN Wk13: Composition Focus on the composition of five and considering missing numbers.	MN Wk14: Composition Beginning to consider '5 and a bit' numbers using fingers and die frames as key representations.	MN Wk14: Composition Beginning to consider '5 and a bit' numbers using fingers and die frames as key representations.			
Pattern, Shape Space & measure	WR: Length & height Describe and compare length and height	WR: Length & height Describe and compare length and height	WR: Length & height Describe and compare length and height	WR: Time (2) Order and sequence events in time	WR: Time (2) Order and sequence events in time			

UW								
Past & Present History	Compare and contrast characters from stories, including figures from the past. Food over time – how it has changed – look at images							
People Culture & Communities	Describe different jobs that people do and why they are important. Recognise some similarities and difference between life in this country and life in other countries - Hana’s surprise- Africa hot climate							
RE	RE - Chinese New Year RE – Shabbat							
The Natural World Geography	Know where they live (town/city/country). Know about some features of where they live (language, flag, map).							
The Natural World Science Talk about reversible and irreversible changes.	Understand the effect of changing seasons on the natural world around them. (Winter). Talk about ways to look after the natural world. Carry out an investigation in which they make a sensible prediction, observe, notice, make comparisons and draw conclusions (states of matter- ice to water, cooking). Talk about reversible and irreversible changes.							
	Making Porridge – changes	Fruit tasting 1	Fruit tasting 2	Planting seeds	Planting vegetables			
IT Safe Use of Technology	Explain how to use ICT apparatus safely (e.g., batteries, plug sockets, ICT and water, limits on screen time). Use passwords to access devices. Know what to do if something makes them uncomfortable online.							

D & T	<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>
<u>EAD</u>	
Creating with Materials	<p>3D Build a construction, using a variety of objects, from observation or imagination. <i>Making towns- block play/ junk modelling/ printing</i> - link to Goldilocks & 3 bears – use porridge to paint, collage</p> <p>Painting Explore and experiment with different techniques to create an effect. <i>Bubble Art</i> - Handa's Fruits</p> <p>Digital Art 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></p> <p>Express feelings and ideas through music.</p> <p>Talk about how different music makes them feel.</p> <p>Express opinions about different types of music.</p>

	Charanga Step 1 Everyone!	Charanga Step 2 Everyone!	Charanga Step 3 Everyone!	Charanga Step 4 Everyone!	Charanga Step 5 Everyone!			
	Step 1 We Are Family by Sister Sledge	Step 2 Thula Baba - a South African Lullaby	Step 3 ABC by The Jackson 5	Step 4 My Mum is Amazing by Zain Bhikha	Step 5 Conga by Miami Sound Machine			

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? Discover Jazz
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Role Play – Café

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 Gymnastics Unit 2 LESSON 1 Theme: Jack and the Beanstalk To create short sequences using shapes, balances and travelling actions.	Get Set 4 PE Gymnastics Unit 2 LESSON 2 Theme: Jack and the Beanstalk To develop balancing and safely using apparatus	Get Set 4 PE Gymnastics Unit 2 LESSON 3 Theme: Jack and the Beanstalk To develop jumping and landing safely from a height	Get Set 4 PE Gymnastics Unit 2 LESSON 4 Theme: Goldilocks and the Three Bears To develop rocking and rolling	Get Set 4 PE Gymnastics Unit 2 LESSON 5 Theme: Goldilocks and the Three Bears To explore travelling around, over and through apparatus			
Fine Motor	Cut along a line continuously. Encourage a preference for a dominant hand.							

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



Noah's Ark (Phase 1)

Area of Learning Phase 1	Week 1 Noah's Ark	Week 2 Weather/ Rainbows	Week 3 Promises Mother's Day	Week 4 Animals 2 by 2	Week 5 Easter 1			
Visits	Canal visit after school – look at the canal where does the water go? Mothers 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 Padron			
<u>CLL</u>								
Listening Attention & Understanding	Understand a range of complex sentence. Listen and make comments about what I have heard. Concentrate until an activity is completed.							

Speaking	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Express my opinions and give reasons.</p> <p>Use correct tenses in talk.</p> <p>Use conjunctions in talk.</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>	

LITERACY		
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- Discuss views and ideas about stories.
- Anticipates key events and phrases in story or rhyme.
- Uses vocabulary from texts in a range of different contexts.
- Makes up own endings to stories.

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			
Reading	<u>Complimentary texts:</u> Noah’s Ark After the Storm Flash, Crash Rumble & Roll	<u>Complimentary texts:</u> Rainbows -Non Fiction Feel the Wind	<u>Complimentary texts:</u> My Mum is Fantastic	<u>Complimentary texts:</u> How Mrs Noah missed the Ark	<u>Complimentary texts:</u> Easter story			

		Weather & Seasons Elmer & the Rainbow						
Word Reading Little Wandle Phonics	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Week 2 review Phase 3: er air words with double letters longer word	Week 3 words with two or more digraphs	Week 4 longer words words ending in – ing compound words	Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/			
TRUST Writing Units	Non- Fiction- Jane Considine the Write Stuff. How to Get Your Teacher Ready for School							
CP Activities	<p>Write short sentences with words with known grapheme-phoneme correspondences and a few common exception words, using a capital letter and full stop.</p> <p>Spells a few common exception words/tricky words matched to the school’s phonic programme.</p> <p>Writes for a purpose (report, weather report for Noah’s Ark fact file – link to animals – facts about them)</p>							

MATHS								
Number	<p>MN Wk16:</p> <p>Counting</p> <p>Counting sequence; ordinality of 1 - 5.</p> <p>1 more and 1 less than within 10. Linking ordinality and cardinality through use of staircase pattern.</p>	<p>MN Wk17:</p> <p>Comparison</p> <p>Comparison using knowledge of ordinality rather than comparison by matching of quantities. Children to notice whether a change creates a number which is more or less than another.</p>	<p>MN Wk18:</p> <p>Composition</p> <p>Composition of 7 as 2 groups. Focus on 5 and a bit.</p>	<p>MN Wk19:</p> <p>Composition</p> <p>Composition of numbers within 10. Focus on doubles.</p>	<p>MN Wk20:</p> <p>Composition</p> <p>Sorting and re-sorting objects according to their attributes. Explore even and odd numbers.</p>			
Numerical Patterns	<p>WR:</p> <p>Spatial reasoning 1-</p> <p>Match, rotate manipulate</p> <p>Select, rotate and match shapes using positional language.</p>							

<u>UW</u>	
Past & Present History	Talk about how people lived in the past. Talk about the similarities and differences between things in the past and things now.
People Culture & Communities	Shows interest in different occupations and ways of life
RE	Noah's Ark The Rainbow Easter (Christianity) Mother's Day
The Natural World Geography	Explore the features of my environment (community). Use maps of my environment to find out more about it (community). Draw information from a simple map.
Science Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.	Understand the effect of changing seasons on the natural world around them. (Spring). Look closely at the natural world and record observations through drawing (Spring) Understand the key features of the life cycle of a plant. Name and describe some familiar plants and their features. Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.

	Spring walk	Plant/ seed/ vegetable growing check- Linked to Spring 1 Science.	Floating and sinking	Bouncy egg experiment	Life cycle of a chick			
IT	<p>Play programming games, e.g., Simon Says.</p> <p>Listen to and follow instructions.</p> <p>Give instructions to a partner to compete a task.</p> <p>Instruct programmable toys (e.g. Beebots, remote controlled car set)</p> <p>Use simple software applications to make something happen (e.g. Bee Bot iPad app).</p>							
D & T	<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>							
<u>EAD</u>								
Creating with Materials	<p>Drawing /Painting Draw accurate representations of objects from observation. <i>Observational flower drawing - daffodils for mother's day – Georgia O'Keefe</i></p> <p>3D Explore malleable media. Impress and apply simple decoration. <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</p>							

	Combine different media and materials to create different effects. <i>Press printing and rubbings to create a Spring picture. Easter pictures/ rainbows – colour mixing</i>							
ARTISTS	<i>Van Gough, Giuseppe Arcimboldo</i>							
Being Imaginative & Expressive	<p><u>Dance</u> Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>							
	Charanga Step 1 Our World Lovely Day performed by Bill Withers	Charanga Step 2 Our World Beyond The Sea sung by Robbie Williams	Charanga Step 3 Our World Mars from The Planets by Gustav Holst	Charanga Step 4 Our World Frogs’ Legs and Dragons’ Teeth by Bellowhead	Charanga Step 5 Our World Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terrell			
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? <i>Discover Country Music</i>							

Role Play – Café

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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 Dance Unit 2 LESSON 1 Theme: at the seaside To copy, repeat and explore actions in response to a theme.	Get Set 4 PE Dance Unit 2 LESSON 2 Theme: under the sea To explore and remember actions considering level, shape and direction.	Get Set 4 PE Dance Unit 2 LESSON 3 Theme: at the fireworks display To explore movement using a prop with control and co-ordination.	Get Set 4 PE Dance Unit 2 LESSON 4 Theme: at the fireworks display To move with control and co-ordination, expressing ideas through movement.	Get Set 4 PE Dance Unit 2 LESSON 5 Theme: at the farm To remember and repeat actions moving in time with the music.			
Fine Motor	Consistently use a tripod grip to control writing tools. Begin to form lower case graphemes accurately, using correct entry and exit points.							

