

St Nicholas – EYFS and KS1 Curriculum

2 yearly cycle

Year A = 2021-2022

	Autumn 1 and 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Theme	<u>In the Toy Box</u>	<u>The Body</u>	<u>Florence Nightingale</u>	<u>Space</u>	<u>Mini-Beasts</u>
Maths	See Maths MTP support from Maths Lead and Termly Overviews				
English	<p><u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 and 3 - Descriptive writing</u> Simple sentences and simple stories about toys to build up sentence writing Creating class writing rules – sounds, finger spaces, full stop, capital letter Year 2 – expanded nouns, list sentences, connectives</p> <p><u>Week 4 - Instructions</u> Teddy bear’s picnic, instructions for making a sandwich to take to a picnic</p> <p><u>Week 5 and 6 – Recounts</u> Teddy bear’s picnic – recount of the picnic Year 1 - simple sentences, time connectives and ordering their writing Year 2 – time connectives, adverbs</p> <p><u>Autumn 2</u> <u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2, 3 and part of 4 - Narrative – Simple problem-resolution</u> Based on the story of Dogger – Losing a toy, looking for it and then finding it again 2-3 weeks</p> <p><u>Week 4 and 5 – Instructions</u> How to make a Puppet A new toy for Kipper’s Toy Box Linked with DT and making a toy puppet.</p>	<p><u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 - Poetry – Acrostic</u> Based on the senses</p> <p><u>Week 3 and 4 - Non-chronological reports</u> About the body</p> <p><u>Week 5 and 6 - Narrative – Stories with Familiar settings</u> Based on the Doctors or Dentist</p>	<p><u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 and 3 – Recounts</u> Diary entry – Day in the life of being Florence Nightingale</p> <p><u>Week 4 - Poems based on observation</u> Poem about what it is like in the hospitals</p> <p><u>Week 5 and 6 - Non-Chronological Reports</u> About Florence and Mary Seacole.</p>	<p><u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 – Instructions –</u> to build a rocket Year 1 - Focusing on writing rules Year 2 – adverbs and time connectives</p> <p><u>Week 3 and 4 – Narrative – Simple Voyage and Return</u> Based on Whatever next and retelling this story</p> <p><u>Week 5 and 6 - Diary entries –</u> our space adventure diary entry Diary entry as Neil Armstrong Year 1 - Time connectives, adjectives and ‘and’ Year 2 – connectives, adverbs, expanded nouns</p>	<p><u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 and 3 - Letters – Persuasion</u> Writing letter to Mrs Glynn and Mrs More to request butterflies</p> <p><u>Week 4 - Instructions</u> How to look after a butterfly</p> <p><u>Week 5 and 6 – Narrative - Shakespeare Study</u> (Introduction to plays) – Midsummer Night’s dream - magical forest scene Year 1 – story structure Year 2 - inverted commas and fantasy stories</p>

Reading – Book Talk books	Kipper’s Toy Box Dogger by Shirley Hughes My friend Bear by Jez Alborough	Look Inside Your Body Noisy Body Book (Usborne)	Florence Nightingale Nurse Clementine Grace and Family/Amazing Grace/Princess Grace Fantastically famous women who changed the world Wonder women Anthology of amazing women Izzy Gizmo	Aliens love Underpants The way back home How to catch a star Whatever Next!	
GPS and Phonics	Read, Write Ink and See Vine Trust Termly Curriculum Overview				
Science	<p>Comparing the materials their toys are made from</p> <p>To investigate materials – To carry out scientific investigations To think independently. To raise questions about working scientifically.</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock - describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>To understand animals and humans – To undertake practical work To solve challenging problems To find links between scientific technologies.</p> <p>- identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense - notice that animals, including humans, have offspring which grow into adults -describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>Physics To investigate light and seeing To understand electrical circuits</p> <ul style="list-style-type: none"> Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes. Identify common appliances that run on electricity. 	<p>Explaining our weather and seasons to aliens:</p> <p>To understand animals and humans – To understand the Earth’s movement in space To undertake practical work To think independently</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p><i>(link to explaining Earth to an alien)</i></p> <ul style="list-style-type: none"> Observe the apparent movement of the Sun during the day. 	<p>KEY SKILLS – To think independently, to carry out scientific investigations, to report scientific findings</p> <ul style="list-style-type: none"> identifying habitats use observations compare habitats explain a habitat use observation skills to explain ideas to sort animals into food groups to research what different animals eat

		<p>- identify how humans resemble their parents in many features</p> <p>KEY SKILLS – to think independently, to use scientific vocabulary, to carry out investigations, to undertake practical work</p> <ul style="list-style-type: none"> • explain different food groups • suggest a healthy meal • understand the importance of nutrition 		<ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	
History	<p>Toys Past and Present</p> <p>To understand chronology To use chronology. To use historical vocabulary. To ask historical questions To interpret and compare sources.</p> <ul style="list-style-type: none"> - place events and artefacts in order on a time line - label time lines with words or phrases such as: past, present, older and newer - recount changes that have occurred in their own lives - use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades, and centuries to describe the passing of time 	<p>Communicate Historically To use chronological language. To use historical vocabulary. Comparing when their parents were children to them as children. Brief topic.</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to 	<p>To investigate and interpret the past – To use chronological language. To ask historical questions. To explain events of the past. To gather evidence. Who are Florence Nightingale and Mary Seacole?</p> <ul style="list-style-type: none"> - ask questions such as: what was it like for people? what happened? how long ago? 	<p>To investigate and interpret the past – To use chronological language. To ask historical questions. To explain events of the past. To gather evidence. First Moon Landings</p> <ul style="list-style-type: none"> - observe or handle evidence to ask questions and find answers to questions about the part 	

		describe the passing of time.	<ul style="list-style-type: none"> - Children should know about lives of significant people from the past, with a focus on Florence Nightingale. - Children should understand the effect that Florence Nightingale and Mary Seacole had on people's lives. - Children should recognise the difference these people have made on society. - Children should be able to explain why these women are famous. - Children should learn how to compare events in the past to the present day. 	<ul style="list-style-type: none"> - use artefacts, pictures, stories, online sources and databases to find out about the past - identify some of the different ways the past has been represented 	
Geography	<p>Investigate Places To ask and answer geographical questions To use geographical resources Traditional, popular Toys around the world. e.g. https://www.youtube.com/watch?v=EyFNqQw_jLM Locating these countries on a world map</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans. 	<p>Investigate Places To ask and answer geographical questions To use geographical resources To use fieldwork and observational skills To read compass points and grid references To understand and explain human features To understand and explain physical features Where food comes from</p>	<p>Investigate Patterns To compare locations To understand the local area</p> <p>Brief topic to compare where Florence travelled to England at the time – 3 lessons</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and 	<p>Investigate Patterns To use geographical language and vocabulary</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<p>Investigate Places To understand the local area, to use fieldwork and observation skills To use fieldwork and observational skills To read compass points and grid references</p> <ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Use simple fieldwork and observational skills

		<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 	of a contrasting non-European country		<p>to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Investigate Patterns To understand the local area</p> <ul style="list-style-type: none"> • Identify land use around the school.
RE	Understanding Christianity and Norfolk syllabus for Non-Christian units				
Computing	See Computing Yearly Overview and Plans				
Art	<p>To master techniques – To develop colour and patterns using brush techniques</p> <p>PAINTING –</p> <ul style="list-style-type: none"> - Use thick and thin brushes - mix primary colours to make secondary colours - add white to colours to make tints and black to colours to make tones <p>create colour wheels</p>		<p>Develop Ideas To collect visual information To respond to artistic ideas</p> <p>Master Techniques To use cutting techniques To use fixing techniques To sculpt with a range of resources To use digital media to create images (links with computing)</p> <p>Creating their own artwork to represent the hospital and light.</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, 		<p>KEY SKILLS – to collect visual information, to develop colour and patterns using brush techniques, to respond to artistic ideas</p> <p>Master Techniques To use drawing skills To use printing techniques</p> <p>Designer - Andy Worhall – 4 coloured picture of a minibeast, such as a ladybird <i>Pattern and colour.</i> <i>Form and space.</i> <i>Paint.</i> <i>Use of textures</i></p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness.

			<p>straws, paper, card and clay as materials.</p> <ul style="list-style-type: none"> • Use techniques such as rolling, cutting, moulding and carving. • Show pattern and texture by adding dots and lines. • Use repeating or overlapping shapes. • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 		<ul style="list-style-type: none"> • Colour (own work) neatly following the lines. • Show different tones by using coloured pencils.
Design and Technology	<p>Making a new toy for Kipper's Toy Box</p> <p>To take inspiration from designs throughout history – To design with a purpose. To use cutting techniques.</p> <ul style="list-style-type: none"> - explore objects and designs to identify likes and dislikes of the designs (link to toys) - to create a design - to cut and join - suggest improvements to existing designs - explore how produces have been created 	<p>To prepare food hygienically To use assembling and cooking techniques.</p> <p><i>Cooking and Nutrition - healthy eating. Where food comes from.</i> <i>Design a healthy meal – what is good for our body?</i></p> <p><i>making fruit skewers / healthy wraps / pasta salad</i></p>		<p>To master practical skills CONSTRUCTION – To construct and assemble products. To design with a purpose. To use mechanics.</p> <p>use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen produce</p>	

				(rocket ship – space link)	
Music	Charanga				
Physical Education	See PE Yearly Overview for Topics				
PSHCE					

Year B = 2022-2023

	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
Class Theme	<u>Kings and Queens</u>	<u>The Arctic</u>	<u>London</u>	<u>Under the Sea</u>	<u>Great Explorers</u>
Maths	See Maths MTP support from Maths Lead and Termly Overviews				
English	<p><u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 and 3 - Narrative – Fairy Tale</u> The Princess and the pea Children to write their own version of the King or Queen and the Under their bed.</p> <p><u>Week 4 – Wanted posters (descriptive language)</u> The Queen of Hearts stole the tarts! Focusing on adjectives</p> <p><u>Week 5 - Instructions</u> Queen of heart stole the tart – instructions to make strawberry tarts</p>	<p><u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 and 3 - Narrative – Repetitive story</u> Polar or penguin is stuck in the snow, need to pull him out. Based on the theme “The enormous turnip”</p> <p><u>Week 4 – Instructions</u> How to prepare for a trip to the Arctic</p> <p><u>Week 5 and 6 – Voyage and Return</u> Polar bear looks for a new land to live on but none are as good as home. E.g, too hot, too rainy, too noisy</p>	<p><u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 and 3 - Non-Chronological Reports</u> places in London – London events</p> <p><u>Week 4 and 5 Narrative – Stories with familiar settings</u> Paddington bear - London</p> <p><u>Spring 2</u> <u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 and 3 – Recounts</u> Based on Great Fire of London</p> <p><u>Week 4 and 5 - Letter Writing</u> To the people who restored the Monument Focus on question sentences and connectives</p>	<p><u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 - Poems on a theme – sea creatures</u> Year 1 - Focus on adjectives Year 2 – expanded nouns, similes, adverbs</p> <p><u>Week 3 and 4 - Non-chronological reports</u> Creating fact files about sea creatures e.g. turtles/sharks/dolphins – looking at appearance, diet, habitat of various sea creatures</p> <p><u>Week 5 and 6 – Narrative – Problem-resolution</u></p>	<p><u>Week 1 – whole school themed week – TBC</u></p> <p><u>Week 2 and 3 - Recount (diary)</u> Being one of the explorers</p> <p><u>Week 4 and 5 - Overcoming the monster</u> Sending an explorer on to find the monster</p> <p><u>Week 6 - Performance Poetry</u> As an explorer</p>

				Based on the Snail and the Whale by Julia Donaldson	
Reading – Book Talk books		<i>The rainbow bear</i> <i>The least polar bears</i> <i>Oi get off our train</i> <i>Over in the arctic</i> <i>Penguins can't fly (non-fiction)</i> <i>The snowflake mistake</i>	<i>Paddington bear</i> <i>The great Fire of London: 350th Anniversary of the Great fire of 1666</i> <i>Vlad and the great fire of London</i> <i>Toby and the Great fire of London</i> <i>The Great fire of London unclassified</i>	The Snail and the Whale Surprising Sharks Rainbow Fish Don't eat your teacher Finding Nemo	
GPS and Phonics	Read, Write Ink and See Vine Trust Termly Curriculum Overview				
Science	<p>Kings and Queens – noise of the guards parades – how far you can hear the drums or the marching of feet</p> <p>Physics To investigate sound and hearing</p> <ul style="list-style-type: none"> Observe and name a variety of sources of sound, noticing that we hear with our ears. Construct a simple series electrical circuit. 	<p>KEY SKILLS – To think independently, to carry out scientific investigations, to report scientific findings</p> <ul style="list-style-type: none"> identifying habitats use observations compare habitats explain a habitat to create a food chain 	<p>Best Materials to build a bridge or boat to go on the Thames Chemistry To investigate materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	<p>To understand animals and humans – To use scientific vocabulary To use written and verbal explanations To report scientific findings</p> <ul style="list-style-type: none"> identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals identify and describe the basic needs of animals, 	<p>KEY SKILLS – to use scientific vocabulary, to think independently, to solve challenging problems</p> <p>Plants they might find whilst out exploring</p> <ul style="list-style-type: none"> to identify the life cycle of a plant to use observations to explore seed dispersal to gather evidence to support ideas to explain the life cycle of a plant to use observations

				including humans, for survival	to explain ideas
History	<p>Understand Chronology To use chronology. To use chronological language. To explain events of the past. To Interpret and compare sources.</p>		<p>KEY SKILLS - to explain events of the past, to use chronological language, to ask historical questions</p> <p>L.I I can create a timeline L.I I can order historical events L.I I can recall a historical event</p> <p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> • Recognise there are reasons why people in the past acted as they did • Place events and artefacts in order a timeline • Use dates on a timeline where appropriate 		<p>Investigate and Interpret the Past To ask historical questions To gather evidence To interpret and compare sources. To question events</p>
Geography		<p>KEY SKILLS – to use geographical resources, to use geographical language and vocabulary, to compare locations</p> <ul style="list-style-type: none"> • to identify places on a map • to identify the UK, Arctic, North and South Pole • to describe a place • to compare two locations 	<p>KEY SKILLS – to use geographical resources, to understand and explain physical features, to read compass points and grid references</p> <p>L.I I can identify the countries and capital cities L.I I can identify rivers on a map L.I I can identify a forest on a map</p> <p><u>London</u></p>	<p>To investigate places – To use geographical resources. To compare locations</p> <p>–</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>– name and locate the world's</p>	

				surrounding continents and oceans	
RE	Understanding Christianity and Norfolk syllabus for Non-Christian units				
Computing	See Computing Yearly Overview and Plans				
Art		<p>KEY SKILLS – To use drawing skills, to develop colour and patterns using brush techniques,</p> <ul style="list-style-type: none"> • to create a sketch • to use shading for landscape picture • to use the techniques of shading and sketching 	<p>Banksy? Take inspiration from the Greats To take inspiration from artists</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<p>To master techniques – To develop colour and patterns using brush techniques. To collect visual information.</p> <p>PAINTING –</p> <ul style="list-style-type: none"> - Use thick and thin brushes - mix primary colours to make secondary colours - add white to colours to make tints and black to colours to make tones <p>create colour wheels</p>	
Design and Technology	<p>Making the jam tart – Queen of Hearts</p> <p>Master Practical To prepare food hygienically To use assembling and cooking techniques To use cutting techniques</p>		<p>KEY SKILLS –to use cutting techniques, to construct and assemble products, to design with a purpose, to evaluate, refine and improve</p> <p>Sculpture London Bridge!</p> <p>To create a design To follow my design To evaluate my design</p>		<p>First plane? Take inspiration from design throughout History To explore and compare product design</p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.

Music	Charanga				
Physical Education	See PE Yearly Overview for Topics				
PSHCE					