

Early Years, 1 and 2 Curriculum Plans Summer 2022

Subject area	Content	Key vocabulary
Science	<p><u>Seasonal Changes</u></p> <p>We will apply what we learned about materials and their properties last term when designing and making our homes, considering which material is most suitable for which purpose.</p> <p>We will learn about spring and summer, noticing differences to the other seasons in relation to trees, flowers and animal life cycles and the things humans do and wear. We will learn about water ~ what it is, where it comes from, why we need it and how we can change it ~ freezing and thawing, evaporation and condensation.</p> <p>Linked to PSHE and Sex and Relationships Education, we will learn about different parts of our bodies, both internal and external, noticing similarities and differences and how we have changed since we were babies and toddlers.</p>	<p>Wood, paper, fabric, plastic, glass, metal, wool, stone ~applying this vocabulary in DT.</p> <p>Summer, baby, parent, bud, stem, stalk, leaf, petal, pollen (names of flowers ~ daisy, lavender, rose etc.</p> <p>Hot, cold, freeze, thaw, melt, cloud, heat, cool, condensation, evaporation.</p>
History	<p><u>What Were Homes Like Long Ago?</u></p> <p>We will complete our learning around comparing our homes with homes in the past with the most fun part of the project when we all roll up our sleeves and set to work in Mrs A's Victorian Laundry!</p>	<p>long ago, past and present, old/modern, features, similarities, differences, design, artefacts, household objects, washstand, range, stove, dolly tub, flat-iron, mangle</p>
Personal, Social, Health and Economic Education Relationships and Sex Education	<p><u>Being my Best</u></p> <p>We will be remembering what we need to eat to stay healthy following on from our work in DT earlier in the year. We will also be thinking about how we learn to do new things and overcome barriers. We will talk about being active learners and how being active listeners is an important part of that.</p> <p>We will talk about how we can stay healthy including safe use of medicines, and organs inside as well as on the outside of our bodies.</p> <p><u>Growing and Changing</u></p> <p>Linked to science, we will be thinking about how we change as we get older and especially how we have changed since being a baby. We will think about what a baby needs to be happy and healthy. We will learn about when secrets are good and when they aren't and (linked to PSHE and SRE) who we can ask for help if we are worried or sad.</p>	<p>Family, friends, feelings, emotions ~ happy, sad, worried, anxious, content, relaxed, angry, frustrated, upset, excited, frightened etc.</p> <p>Difference, tolerance, kindness, empathy</p> <p>Medicine, drugs, healthy, diet, food groups, exercise, mental healthy,</p> <p>Baby, toddler, child, teenager, adult, care, love, clean and comfortable, safety, secret, share.</p>

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RE	<p>Who is Jesus? Why is he inspiring for some people?</p> <p>We will explore why Jesus is seen as inspirational to some people by exploring aspects of his life and teachings. We will consider what makes an inspiring person and why Jesus is so important to Christians. We will focus on prayer, which some Christians may explain in terms of 'talking to Jesus'. We will use play, storytelling, simple drama, art and craft and speaking and listening to explore some of the stories of Jesus and suggest meanings for the stories. We will reflect on the importance of Jesus for Christians today. We will have the opportunity to interview a Christian visitor about the importance of Jesus for them. We will cover lots of themes in this unit: stories of inspirational people; religious stories; writings and holy</p>	<p>Christ, Jesus, Christian, Gospel, Jew, Teacher, Rabbi, Synagogue, Temple, bread, shepherd, light, God, belief, faith, inspiration, excitement, disappointment, betrayal, remembrance, wonder, bewilderment, reflection, celebration, festival</p>
PE	<p><u>Gymnastics</u> ~ We will complete our gymnastics focus and move our lessons outdoors as much as possible, with a focus on applying and developing further our jumping, balance, coordination and agility.</p> <p><u>Basic Moves ~ athletics</u></p> <p><u>Running skills</u> ~ developing a strong early running technique. Using this to jog, sprint and hurdle. We will continue to work on awareness of ourselves in a space when</p> <p><u>Sending and Receiving</u> the ball. We will work with a wide range of objects including beanbags, a balls, balloons, scarves and ribbons. Our focus is on eye-hand coordination, particularly the crucial part our eyes play when sending and receiving the ball.</p> <p><u>Swimming</u> ~ we will go swimming every Monday from May23rd to the end of term. Confidence in the water and enjoying being in the pool is our main priority for our youngest children (and dressing and undressing with some independence). Once established and for older children in this class swimming independently, developing simple strokes and learning how to stay safe are our next focus.</p>	<p>Run, walk, jump, distance, height, hurdle. obstacle, throw, weight, heavy, light, coordination, accuracy</p> <p>Log roll, egg roll, forward roll, stretch, balance, extend, curl, hold, link, phrase, finish, smooth, apparatus, mat, bench, frame, ropes, ladder, beam, table</p>
Geography	<p><u>Hot and Cold Places</u> ~ we have completed this work now so our focus this term is on RE.</p> <p><u>Forest School</u></p> <p>We will be having on outdoor learning which will include visits to our local woods for Forest School sessions.</p>	
French	<p>This term we will be learning how to follow directions. We will sing songs, play lots of games and listen to lots of French. After learning the vocabulary, we will follow simple instructions to direct us around a maze and will be able give directions to a buddy.</p>	<p>À gauche, À droite, tout droit, au bout de, Ouest, Nord, Sud, Est, arrêtez,</p>

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<p>P4C Philosophy for Children</p>	<p>We will continue to explore what makes us unique and how we are same, same but different, linking this learning to UNICEF Rights of the Child. On the same theme we will link this to creativity and individuality through our 'Who Left the Light On?' learning.</p> <p>We will talk about our feelings and emotions with some stories as stimulus but also developing child led enquiry questions.</p>	<p>Name, unique, rights, universal, unconditional, Indivisible, inherent, inalienable.</p> <p>Creative, individual, scared, worried, anxious, nervous, excited, angry, happy etc.</p>
<p>Art and Design</p>	<p><u>Portraits and Self-portraits</u></p> <p>We'll begin our new Art topic by looking at portraits and self-portraits by a range of artists, both contemporary and from the past. We will investigate what inspired these artists, learn about different techniques they used and discuss similarities between their works. Using different art media to record our observations, we will explore our own facial features, their relative sizes and positions on our faces. Finally, we will apply our learning when we create our own self-portraits, communicate ideas about ourselves.</p>	<p>pose, expression, background, features, content, subject, compose/ composition, scale, miniature, life-size, profile, silhouette, materials, processes, techniques, textures, patterns, communicate ideas, analyse</p>
<p>Computing</p>	<p><u>Online Safety</u></p> <p>We are really enjoying learning about staying safe online with Jesse and Friends from U Think U Know. We will learn the songs that accompany the animations. We are learning about watching videos, taking and sharing photographs and playing games. There is really useful information for parents on this website:</p> <p>https://www.thinkuknow.co.uk/</p> <p>We will learn how to programme simple toys and ourselves by making pathways and discussing pathways and directional language.</p> <p><u>Creating Media</u></p> <p>We will learn how to take a digital photograph using an iPad. Children in Year Reception and 1 will independently open and complete their planner for child-initiated independent learning each morning and nursery children will prepare for this by completing their planning board. Children in Year 1 will learn how to open a document and insert a picture and text box when we are completing research for our homes project in DT.</p>	<p>Share, safe, trust, adult, parent, teacher, permission, think, ask</p> <p>Forwards, backwards, sideways, straight, curved, 90 degree turn etc.</p> <p>Photo icon, frame, view, click.</p> <p>Mouse, icon, open, copy, click, draw, text box, search insert, image, save</p>

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Design and Technology	<p><u>Homes</u></p> <p>We've researched homes in the local area and around the world, finding out about local materials used to make them and how this can protect the earth's valuable and finite resources.</p> <p>Now we are learning to make door hinges and wooden frames for houses and this is helping us to develop measuring with a ruler skills and learning about 3D shapes in maths.</p> <p>We are also learning about animal homes, what they are made from and why, where they are located and why and what they are called (ie a nest, burrow, sett, drey etc.)</p> <p>The next step is to use and apply all this learning when researching, designing and making our own homes. Once each person has decided what they want to design and make they will carry out research, draw a design, gather their resources and get to work!</p> <p>We will review, evaluate and improve our work as we go along.</p> <p>We will also develop our imagination, creativity and communication skills when enjoying playing homes and other games using the big blocks, loose parts and the new tents we have for indoor and outdoor play.</p>	<p>Home, roof, walls, door, windows, porch, stairs, steps, rooms, floor, porch, bricks, concrete, wood, logs, reeds, leaves, thatch, slates, tiles, glass, frames, hinges, handles.</p> <p>Rectangle, cuboid, triangular prism, cylinder, sphere,</p> <p>Search, insert, draw, text box, save as, describe, inspire, ideas, design, resources, cutting, joining, finishing.</p> <p>Explore, pretend, imagine, create, PLAY!!!</p>
	<p><u>Explore Sound and Create a Story</u></p> <p>This Unit of Work celebrates a wide range of musical styles and supports the key areas of ; Listening, Singing, Playing Composing and Performing.</p>	