

Early Years, 1 and 2 Curriculum Plans Spring 2022

Subject area	Content	Key vocabulary
<p>Science</p>	<p><u>Seasonal Changes</u></p> <p>We will continue to investigate materials and their properties, sorting materials and learning scientific vocabulary to describe their properties. We will discuss which properties make materials suitable for their purpose (for example, why glass is a good material to use for windows ~ transparent, waterproof, weather resistant). We will plan and conduct experiments on a range of materials, predicting what we think will happen and why. We will then discuss what we observe\discover. We will link our materials learning to winter and to Design and Technology ‘Homes’. We will learn about animal homes.</p> <p>We will learn about the winter season, including temperature and weather, clothing, trees and plants. We will explore thawing and freezing ice.</p>	<p>Wood, paper, fabric, plastic, glass, metal, wool, stone, concrete.....etc.</p> <p>Soft, rough, smooth, hard, transparent, translucent, opaque, bendy, rigid, shiny, dull, multi-coloured, flexible, patterned,</p> <p>Natural, man made.</p> <p>Nest, burrow, den, sett, lodge etc.</p>
<p>Design and Technology</p>	<p>At the beginning of term we will make our fruit and vegetable snack or drinks, following our individual designs, evaluating our finished products. Have a look on the Design and Technology page on the website to see our delicious creations!</p> <p><u>Homes</u></p> <p>Continuing our focus on homes we will revisit the range of Three Little Pig stories we have been sharing. We will explore the materials used to make them . We will explore homes from around the world , considering the materials used to make them (Are they local materials? How are the homes made to suit the environment they are in?)What properties do homes have that make them suitable for the purpose they are used for. We will look at animal homes the same way (science link).</p> <p>We will have a walk in the village to look at and talk about the different homes we can see. We will compare them, talking about what is similar and what is different. We will study our own homes and draw them.</p> <p>To acquire the skills we need, we will learn how to saw wood and join it using card strips. We will learn how to make a hinge in a variety of ways to open a door.</p> <p>Then we will design and make our own homes, deciding who our home will be for, how we will make it suitable for them and what we will need. Then we will make them, evaluating and improving as we go.</p>	<p>Home, house, bungalow, semi-detached, flat, apartment, house boat, static caravan, cottage, eco-home, igloo, castle, stately home, rondavel, yurt, honai, hanok, stilt house etc....</p> <p>Door, window, wall, roof, roof truss, slate, tile, glass, steel, brick, concrete, bamboo, ice,</p> <p>Room names and furniture names.</p> <p>Square and strip wood, hacksaw, vice, sanding block, laminate, hinge.....</p> <p>Design, cut, join, glue, evaluate, improve</p>

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History	<p><u>What Were Homes Like Long Ago?</u></p> <p>This term we are going to continue work started last term, comparing our homes with homes in the past. We will look for key features, identifying similarities and differences between homes built at different times. We'll investigate a range of household objects, try to work out what they were used for and compare them with their modern equivalents. Finally, we'll 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>
Computing	<p><u>Data and Information</u></p> <p>We will explore object labels and use them to sort and group objects by their properties.</p> <p><u>Creating Media</u></p> <p>We will use computers to create and format text and use computer programmes to compose music.</p>	<p>We will reinforce the vocabulary we are using in our science materials focus (linked to DT).</p> <p>Line, shape, fill tool, paintbrush, pencil, erase, undo, Mondrian, Matisse</p>
French	<p>La Météo' - The Weather</p> <p>In French, we will be learning all about the weather. This will link up to geography learning throughout school this term. Through songs, chants, games and activities we will learn to ask 'Quel temps fait-il?' ('What is the weather like?') and how to name different types of weather. We will have the opportunity to learn from and with the older children in school who will perform in French for us and organise some games and activities for us to take part in.</p>	<p>Quel temps fait-il, il fait chaud, il pleut, il y a du soleil, il fait froid, il fait mauvais, il neige, il fait du vent, il fait beau, sunny, cold, rainy, hot, snowing, windy</p>
Music	<p>This term we will be studying 'Feeling Through Music'. This topic takes on a musical exploration of reggae where we get a feel for the 'offbeat', we explore inclusive songs that spread positive messages through group singing and even do some improvising! Throughout this topic we will be learning new key terms and will develop of 'feel' of different musical styles.</p>	

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Philosophy for Children (P4C)	<p><u>Same, Same But Different</u></p> <p>we will use the stimulus from this great book to explore similarities and differences between two boys living on opposite sides of the earth, with opportunities to discuss how we are the same and how we are different.</p>	<p>Same, different, difference, continent, country,</p>
PE	<p><u>Gymnastics</u> Curriculum objectives:</p> <ul style="list-style-type: none"> • Develop fundamental movement skills. • Extend agility, balance and coordination. • Engage in co-operative physical activities. • Master basic jumping actions. <p>We will learn about and practise rocking and rolling actions so we can complete 2–3 different rocking and rolling actions and link them together into a short movement phrase, making sure we move smoothly between the actions adding other actions to help as necessary. EYFS ~ Using apparatus we will decide whether to crawl, walk or run across a plank, depending on its length and width. Revise and refine our rolling • crawling • walking • jumping • running • hopping • skipping • climbing skills. Progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group, developing overall body-strength, balance, co-ordination and agility.</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 (cont)</u> This term we will observe and record the weather in our area. We will also use maps, atlases, globes and digital mapping to name the world’s seven continents and identify hot and cold areas in the world in relation to the equator and the North and South poles. We will have the opportunity to identify and discuss geographical similarities and differences between two parts of the world considering homes (linked in to D.T. and science); what you would need to take on a trip there; what it may look like; and what animals you may find there. There will be opportunities to use P4C enquiries to support our understanding of ‘place’ within this topic as well as exploring the Sustainable Development Goals 6. Clean Water and Sanitation, 15. Life on Land and 11. Sustainable Cities and Communities.</p>	<p>North Pole, South Pole, hot, rainforest, savannah, dry, hot desert, shelter, Arctic, Antarctic, Antarctica, ice, snow, hibernate, Equator, sun, wet, grassland, heat, iceberg, tundra, blubber, cold, adapt, temperature, climate, weather, polar, tropical, thrive, adapted, Northern Hemisphere, Southern Hemisphere.</p>

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<p>RSE</p> <p>Relation-ships and Sex</p> <p>Education</p> <p>PSHE</p>	<p>Keeping Myself Safe</p> <p>We will be learning all about how we can keep ourselves healthy and safe. We will be thinking about what we eat, how we keep active and how we can make sure we get enough sleep. We will also be thinking about our feelings and how different things make us feel.</p> <p>We will be learning about using online devices safely and what to do if something happens that we don't like.</p> <p>We will also be learning about what we should do if something happens that makes us feel worried. We will be learning about the PANTS rule (NSPCC) and what private means.</p> <p>Rights & Responsibilities</p> <p>We will be thinking about the things we need to do to keep ourselves healthy, like brushing our teeth and washing our hands. We will share what we love about school and home and how we can look after it and anything we can do to make it better.</p> <p>We will be learning about money and the different ways we can look after our money and the choices we have about spending our money.</p>	<p>balanced diet, nutrition, exercise, sleep, hydration, energy, exercise, active, fit, healthy, emotions, feelings, safe, unsafe, worries, trusted adults, private.</p> <p>health, hygiene, environment, learning environment, care, resources, money, saving, choice</p>
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 books; beliefs and questions; symbols and expression.</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>