

Talk 4 Writing Year A Lower School Curriculum Overview

EYFS and Year1 - Continuous Provision offered T4W principles following mainly oral storytelling, story mapping and developing innovations and rewrites. Year One and Two to follow the three core principles of imitation, innovation rewrites with inventions writing as a target by Spring 2 term depending on children's abilities and assessing for those with greater depth capabilities. Key books have been highlighted other spine books will be used as and when required in line with topics. (EYFS and Year 1)

Reception/Year1 Year B		NP=Narrative Poem	P = Poem	S=Story	CNP Cumulative narrative poetry		
Area of learning focus:	Who am I?	Who lives in the Land of make believe?	Who would I ask to help me?	Who came to visit Percy's park?	What do Bill and Ben grow in their garden?	What did Barnaby Bear see at the Seaside?	
	Autumn 1 st half Oliver's Vegetables Funnybones	Autumn 2 nd half The Three Little Pigs	Spring 1 st half The Hare and the Tortoise	Spring 2 nd half Going on a Bear Hunt changing to Going on a Holiday for Summer 2	Summer 1 st half The House That Jack Built	Summer 2 nd half The Sand Horse	
Topic Title - Magical Mel T4W focus - EYFS labels captions /Wanted Posters Year 1 Posters/instruction writing how to make a skeleton? Key focus Capital Letters and Full Stops in sentences. Catch a skeleton etc. Non-Fiction and Story emphasis b/m/e/story structure. Non-Fiction writing to be carried over into science. Complimentary ST planning		Fairy Tales/Traditional Tales - T4W focus - EYFS Story mapping/retell/sequencing Year 1 sequencing/letter writing/invites. Non-Fiction Story emphasis characters/settings Capital Letters/Full Stops/Finger Spaces/Nouns/Adjectives Complimentary ST planning to enhance		People Who Help Me. T4W focus EYFS labelling and captions/ sequencing/word patterns and phrases moving towards sentences Year1 re writing story changing to their story invention Story emphasis setting Complimentary ST planning to enhance		Mini-Beasts and Spring Animals T4W focus Creating and shaping stories through patterns and rhythms creating lists/fiction and non-fiction comparison reports on bears. Non-Fiction Complimentary ST planning to enhance above.	
Growing - Community and School Gardens T4W focus - writing reports. EYFS Writing sentences or phrases in reports. (Non-Fictions . Complimentary ST planning to enhance above.		Holidays and Travel Beach and Sea T4W focus - language use and beautiful verb and adjective word work to extend sentence writing. Developing uses of word work games ready for Year 2 - the sentence of three etc. Complimentary ST planning to enhance above.					

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to enhance above through cross curricular planning- please see short term planning. Structured class modelled inventions.	above through cross curricular planning - please see short term planning. Structured class modelled inventions	above.			
Science	Science	Science	Science	Science	Science
<p><u>Animals including humans</u> Year 1 and 2 Kingfishers - To notice that animals, including humans, have offspring which grow into adults To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Reception Year 1 Flamingos- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated</p>	<p><u>Plants</u> To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p><u>Everyday Materials</u> To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of</p>	<p><u>Living things and their habitats</u> To explore and compare the differences between things that are living, dead, and things that have never been alive To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and</p>	<p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name <u>Plants</u> To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable</p>	<p><u>Uses of everyday materials</u> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and</p>

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with each sense. Our Body		everyday materials on the basis of their simple physical properties.	plants, and how they depend on each other To identify and name a variety of plants and animals in their habitats, including micro-habitats	temperature to grow and stay healthy.	stretching.
History 100 years 2014-2018 World War - Edith Cavell. British Values emphasis.	Geography .UK Locational Knowledge	History Topic on Homes and how they have changed.	Geography Contrasting a Non-European Country to the UK looking at Human and Physical Developing Different locations - Jungles? Cities?	History/Geography Grace Darling UK locational knowledge and one contrasting European country	Geography/History Seaside Holidays/comparing with other locations How seaside holidays have changed.
To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' To learn about changes within living memory. Where	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	To build upon last session comparing old to new. Links to aspects of life to make comparisons. To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	To learn about significant historical events, people and places in their own locality. To use cross curricular teaching with Geography. Daily weather patterns & Islands/Oceans Human and Physical Geography. Place knowledge.	History - explore some of the reasons why families choose to holiday in different locations Geography - identify and describe different locations History Identify differences between ways of life at different times How to find out about the past from a range of sources of information. Recognise why people did things, why events

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appropriate, these should be used to reveal aspects of change in national life. To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Florence Nightingale and Edith Cavell.		trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses		Contrast from previous learning with France.	happened and what happened as a result Identify differences between ways of life at different time Identify differences between ways of life at different times Ask and answer questions about the past
Paths	Music and Lower School Performance	Paths	Music discrete teaching Rain Rhythms links to cross curricular seasons.	Paths	Paths/Music Investigate the composer Gustav Holst links to the world with planet compositions.
As per Planning alongside social stories	Babushka - pace, rhythm and pulse.	As Per planning alongside social stories		As per Planning alongside social stories	Social Stories and Music linked to PATHS
RE	RE	RE	RE	RE	RE
Harvest - Bible Story - The Sower and the Seeds Church Visit D&T Harvest food animals	Main Religions and Light inc - The Christian Journey	Special Places	Bible Stories - Easter	Beliefs and Religious Leaders	Judaism .
PE	PE	PE	PE	PE	PE
REAL PE	REAL PE	REAL PE	REAL PE	REAL PE	REAL PE
DT	Art	DT	Art	DT	Art
Food - work with food to produce items/ food for a café.	Colours - use to reflect different types of moods - links to seasons	Homes/creating their own wallpaper and investigating patterns/design and make parts of features of a home.	Artist Study - Van Gogh - will link to colour work previously carried out and German.	Scarecrows - designing and using different materials for a scarecrow in the garden.	Fish Sculptures.

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Modern Foreign Languages to be confirmed- German Numbers 0-12	German Early Years Answering the register Numbers 0-12 12-20	German Introducing oneself Asking - how are you?	Colours - German Plus review all taught sessions	Animals - German Plus review all taught sessions	Weather - German Plus review all taught sessions
ICT CH Digital literacy	ICT CH digital literacy	ICT CH Information Tech	ICT CH Information Tech	ICTCH Computer Science	ICT Computer Science
Coding On the Move	Coding Fairy Stories Purple Mash Fairytales Reception	Purple Mash Homes Reception	Purple Mash Animals Reception	Purple Mash Painting Reception	Purple Mash Painting Reception
Communicating and Collaborating	Navigation and Research	Data Creating and Digital Media	Modelling	Control a toy by programming	Predict, estimate and create a set of sequential multi-step instructions to control a device.