



## Rattlesden C of E Primary Academy

Believe Embrace Shine Together I can do all things through Christ who strengthens me.' Phillipians 4:13

|                     |              |                 |           |
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| Curriculum Overview | Willow Class | EYFS and Year 1 | 2021-2022 |
|---------------------|--------------|-----------------|-----------|

|                                       | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|---------------------------------------|---|--|---|--|---|--|
| School Value                          | Compassion  | Hope   | Respect and Reverence   | Perseverance   | Responsibility  | Service  |
| Significant days/weeks                | Recycle week<br>Languages day<br>Mental Health awareness week<br>Autumn equinox | Christmas<br>Children in need<br>Bullying awareness week<br>Divalli<br>Guy Fawkes<br>Armistice day<br>Hanukkah<br>Black History Month<br>Winter solstice | Safer internet day<br>STEM Week<br>Chinese New Year<br>Spring equinox | Shrove Tuesday<br>Sports/comic Relief<br>Easter I<br>World Book day<br>Holi<br>St George's day | Outdoor classroom day<br>Walk to school week<br>Earth day           | World Ocean day<br>World refugee day<br>(Pride month - TBC?)<br>Eid<br>Summer solstice |
| Additional events, visitors and trips | Lackford Lakes - Darwin experience  |  | Bury St Edmunds: Moyses Hall Cathedral                                |  | 150 year Anniversary of the school                                  | Queen's Platinum Jubilee - June<br>Beach trip to Felixstowe plus docks                 |
| Community links                       | Harvest<br>Church Christmas Service<br>Christmas crafts<br>Sharing assembly     | Sharing assembly<br>Nativity   | Sharing assembly  | Easter Crafts<br>Church Easter Service<br>Sharing assembly                                     | Sharing assembly  | Sports day<br>Sharing assembly   |
| Topic link                            | Amazing Animals   |  | Splendid Structures   |  | Over the Ocean  |  |
| Threads                               | Discoveries and inventions<br>Key figures                                       |  | Arts and Architecture<br>Discoveries and inventions<br>Key figures    |  | Environment and Sustainability<br>Beliefs and Values<br>Key figures |  |
| <b>Subject areas</b>                  |   |  |   |  |   |  |

|                | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|----------------|--|--|--|--|---|---|
| Books/texts    | Dear Zoo<br>Oi Frog<br>Percy the Park Keeper   |  | Billy Goats Gruff<br>Iggy Peck the Architect<br>A World of Cities  |  | Dougal's Deep Sea Diary<br>The Storm Whale<br>The Night Pirates   |   |
| English        | Seasonal Poetry<br>Recount of trip<br>Instructions on how to care for an animal<br>Letter  |  | Seasonal poetry<br>Narrative (Traditional tales)<br>Report   |  | Seasonal Poetry<br>Narrative (adventure)<br>Diary entry   |   |
| English Year 1 | Phonics<br>Revision of Phase 3 and 4   | Phonics<br>Introduction to<br>Phase 5  | Phonics<br>Phase 5   | Phonics<br>Phase 5   | Phonics<br>Consolidation  | Phonics<br>Consolidation  |
|                | Handwriting with Letterjoin    Spellings to match digraphs and trigraphs taught that week  |  |  |  |   |   |
| English EYFS   | Phase 1 and introduction to<br>Phase 2   | Phase 2  | Phase 3  | Phase 3<br>consolidation   | Phase 4   | Phase 4<br>consolidation  |
|                | Development of fine and gross motor skills<br>Learning to form lower and uppercase letters with Letterjoin   |  |  |  |   |   |
| Maths - Year 1 | Place value (within 10)<br>Addition and Subtraction (within 10)<br>Place value (within 20)<br>Geometry: 2 and 3D shape   |  | Place value (within 50)<br>Addition and Subtraction (within 20)<br>Measurement: Height and Length<br>Volume and Weight   |  | Multiplication and Division<br>Fractions<br>Place value (within 100)<br>Geometry: Position and Direction<br>Measurement: Time and Money   |   |
| Maths - EYFS   | Matching and sorting<br>Compare amounts<br>Compare size, mass and capacity<br>Explore pattern  | Representing<br>numbers to 5<br>Composition of<br>numbers to 5<br>Positional<br>language<br>2D shape | Making pairs    Combining two<br>groups            Comparing mass<br>and capacity    Time<br>Measuring height and length   | Comparing<br>numbers to 10<br>Number bonds to<br>10<br>3D shape<br>Pattern | Building numbers<br>beyond 10<br>Adding and taking away<br>Spatial reasoning  | Doubling<br>Sharing and<br>grouping<br>Odd and even<br>Patterns and<br>relationships<br>Mapping |
| Science        | <u>Animals (inc. humans)</u><br><ul style="list-style-type: none"> <li>Identify and name a variety of common animals including amphibians, reptiles, and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (amphibians, reptiles, and mammals, including pets).</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Yr2)</li> </ul> |  | <u>Materials</u><br><ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Yr2 )</li> <li>Find out how the shapes of solid objects made from</li> </ul> |  | <u>Animals (inc. humans)</u><br><ul style="list-style-type: none"> <li>Identify and name a variety of common animals fish and birds. (water based mammals yr1/2)</li> <li>Describe and compare the structure of a variety of common animals (fish and birds).</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Human part of animals inc. humans.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Yr2)</li> </ul> |   |

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|                       |   |  | some materials can be changed by squashing, bending, twisting and stretching. (Yr2)<br>• Notice that animals, including humans, have offspring which grow into adults. (yr2) (in RE and EYFS too) R/1 Chicks, 1/2 tadpoles |  | • Notice that animals, including humans, have offspring which grow into adults. (yr2)   |
| RE                    | Why is the word 'God' so important to Christians?   | Why do Christians perform nativity plays at Christmas? | How can we help others when they need it?  | Why do Christians put a cross in an Easter garden? | What makes every single person unique and precious?<br>How can we care for our wonderful world?   |
| Computing             | Internet Safety<br>Exploring technology around us and how we use it<br>Taking photos, saving, retrieving a file and printing                                      |  | Internet Safety<br>Algorithms and Programming a BeeBot   |  | Internet Safety<br>Using a mouse and keyboard on a computer (Yr1)<br>Using a programme to create a piece of art<br>Using a computer to retrieve information |
| Design and Technology | Design and evaluate a Christmas card  |  | Design and evaluate an Easter card   |  | Plan and make elements of a healthy picnic  |
| Geography             | Using animals around the world to visit countries, continents, oceans and seas.<br>St Andrew's Day - Scotland   |  | Bridges around the world. Mapping of our local Rattlesden area<br>St David's Day - Wales<br>St Patrick's Day - Ireland   |  | Features of seaside / coastal landscapes<br>St George's Day - England   |
| History               | Guy Fawkes<br>Remembrance Day<br>Significant people: Charles Darwin and Sir David Attenborough  |  | Compare historical buildings in Rattlesden to those in London.<br>Significant people: Christopher Wren Isambard Kingdom Brunell  |  | History of boats ( inc. titanic)<br>Grace Darling   |
| Music                 | Classical music, dynamics & tempo (animal theme using Carnival of the Animals by Saint Saens) Vivaldi - Four Seasons 'Autumn'<br><br>Nativity singing and dancing |  | London Bridge is Falling down. Exploration of pulse and rhythm Slick City Spats<br>Performing an Easter song or poetry. Vivaldi - Four Seasons 'Winter & Spring'   |  | Vocal & body sounds: by the sea (Kapow)<br>BBC Let's Move Pirates<br>Vivaldi - Four Seasons 'Summer'  |
| P.E.                  | Ball skills<br>Team games   | Gym Trail  | Gymnastics   | Dance  | Tennis<br>Athletics   |
| P.S.H.E.              | What is the same and different about us? Plus - Rules and routines.   | Who is special to us? Plus - Making friends.           | What helps us to stay healthy? Plus - Feelings.  | What can we do with money?                         | Who helps to keep us safe?<br>How can we look after each other? Plus Recognising strengths in self and others.  |
| Art and Design        | Collage (Suffolk Art ad design book)<br>Bridget Riley focus (Zebra Patterns)  |  | Georgia O'Keefe Skyscrapers Observational drawings from around Rattlesden.   |  | Formal elements of art (Kapow) inspired by water.<br>Natural art linked to the seaside  |

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| Forest School        | Identify woodland animals, birds and minibeasts<br>Describe weather and seasonal change<br>Name and describe trees<br>Maintain a steady beat using natural materials as instruments<br>Create collages with natural materials<br>Follow instructions to keep oneself safe |                | Describe weather and seasonal change<br>Explore changing state of materials<br>Build large structures with natural materials<br>Make maps and follow directions |                 | Identify wild animals, birds and minibeasts<br>Name and describe flowering plants<br>Explore the local environment<br>Create clay models<br>Work together cooperatively as part of a group |      |
| Continuous provision | Pet shop  | Santa's Grotto | Building site   | Different homes | Pirates  | Cafe |

We have these plans in mind but will adapt them as we follow the interests and needs of the class. We may do mini topics or may go in a slightly different direction than the plan. We believe children in the EYFS need a balance between experiencing new things and building on prior knowledge and interests