

Curriculum overview 2022-23



| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| SAP | <p>Wonderful Me</p> <p>The purpose of this unit is to help with children’s transition to a new setting and settling back into the SAP. This unit provides children the opportunity to learn about everybody which helps with understanding the World and communication and language.</p> | <p>The Tiger who Came to Me</p> <p>Children will be exploring a text, taking turns and sharing. They will have a tea party with friends.</p> | <p>Seasons Come, Seasons Go</p> <p>In this unit, children will be learning about different seasons and exploring the outdoors. Children will have the opportunity to explore different sensory experiences (play snow, leaf printing etc.)</p> | <p>Can you find a dinosaur?</p> <p>Children will have the opportunity to explore small world play with dinosaurs, moving in different ways and will have the opportunity for dancing sessions in afternoon sensory circuit.</p> | <p>Let’s grow</p> <p>In this unit, children will be planting and watching things grow and creating a SAP garden.</p> | <p>Things that go</p> <p>In this unit, children will be learning about different types of transport. They will be making different types of transport to use within the setting from a range of materials. They will have the opportunity to have a trip on a bus.</p> |

Curriculum overview 2022-23



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| <p>Pre-school</p> | <p style="text-align: center;">Me and My Family</p> <p>In this unit, children will be bringing their own interests and fascinations into the setting. Children will be playing with increasing confidence on their own and with other children, because their Key Person is nearby. Children will have the opportunity to celebrate and value cultural, religious community events and experiences.</p> | <p style="text-align: center;">Super shapes and Mega numbers</p> <p>Children will be learning to say 1 number for each item (knowing 1 is 1 etc) and exploring positional language- up, down, next to. Children will be using number names in play and taking part in finger rhymes with numbers. Children will be increasing their independence and begin to correct their own mistakes and learn to keep on trying when things are difficult.</p> | <p style="text-align: center;">Transport</p> <p>The purpose of this unit of learning is to enable children to have first-hand experiences of using public transport, learning about the importance of road safety and the green cross code. -</p> | <p style="text-align: center;">The wonderful world of animals</p> <p>The purpose of this unit of learning is to explore and respond to different natural phenomena in their setting and on educational visits. Children will be given first hand experiences of animals, (animals that they wouldn't have had access to- snakes, turtles) and to calm fears they may have towards animals</p> | <p style="text-align: center;">Colours, Colours, Colours</p> <p>In this unit, children will be starting to make marks intentionally. They will be exploring paint using fingers and other parts of their bodies as well as brushes and other tools. Children will be exploring colours and how they can be changed. They will be learning what primary and secondary colours are.</p> |
| <p>Nursery</p> | <p style="text-align: center;">Wonderful Me</p> <p>The purpose of this unit is to develop children's sense of self and belonging within the school setting. It is designed to encourage pupils to become more outgoing towards unfamiliar people, to develop their confidence and to feel safe within</p> | <p style="text-align: center;">We're going on a bear hunt</p> <p>The key purpose of this topic is to give children an interest in high-quality texts,</p> | <p style="text-align: center;">For the love of books</p> <p>The main purpose of this topic is to develop children's understanding of the five key concepts of print: print has meaning, print can have</p> | <p style="text-align: center;">Farmyard fun</p> <p>The purpose of this topic is to continue to develop children's understanding of</p> | <p style="text-align: center;">Dinosaur roar</p> <p>This topic is about channelling the children's energy through following their interests. We</p> |

Curriculum overview 2022-23



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| | <p>their new setting.</p> <p>During this unit, children become familiar with new routines, such as carpet and Key Person time. They also have lots of opportunities to talk about their home life in order to help them feel a connection between their home and new school.</p> <p>Furthermore, children are exposed to several nursery rhymes during this topic. The purpose of this is to help them relate to familiar stories that they have heard at home and to develop a love for stories and books.</p> | | <p>begin to teach them about the structure of stories and how to handle books and to develop their language comprehension skills.</p> <p>We also want to nurture the children's sense of adventure and open up their understanding of the world in order to widen their knowledge.</p> | <p>different purposes, we read english text from left to right and top to bottom, the names of the different parts of a book and page sequences. We will support children to do this by creating our own story books using a familiar structure of character, place, problem and solution. We also hope children will become familiar with the texts and be able to retell a familiar story. Two texts that we will be using for this topic are Oliver Jeffers' Lost and Found and The Way Back Home. We will encourage children to see themselves as authors, as well as discussing popular authors.</p> | <p>their world as it will teach them about planting and growing, different occupations and how food is grown and distributed differently around the world through the text, Handa's Surprise. It will also deepen their understanding of non-fiction texts.</p> | <p>also hope that it will support those children with less confidence to find their voice. We plan to involve children in lots of fun and messy activities during this topic. We also hope that it will further develop their sense of adventure and exploration.</p> |
| <p>Reception</p> | <p>Wonderful Words</p> <p>In this unit of learning, children will have the opportunity to listen and talk about stories. They will retell familiar stories and listen carefully to rhymes and songs, paying attention to how they sound. Children will also</p> | <p>Let's Celebrate</p> <p>In this unit, children will explore different kinds of celebrations e.g. weddings, birthdays, funerals etc. and to know how and why we celebrate and how and why others do. They will</p> | <p>Time to Shine</p> <p>In this unit of learning, children will learn a range of songs. They will have the opportunity to develop performance skills and to experience a range of instruments and</p> | <p>On the move</p> <p>Children will name a variety of different vehicles and will be able to talk about how they have changed over time, starting with vehicles they are familiar with. Children will compare similarities and differences and to start to organise them</p> | <p>Once upon a time..</p> <p>children will begin to widen their range of vocabulary that is not in everyday use. They will begin to understand story</p> | <p>Mad about minibeasts</p> <p>In this unit of learning children will name and describe a variety of minibeasts and learn about the life cycle of a minibeast. They will be exploring their</p> |

Curriculum overview 2022-23



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| | learn poems and songs. | have the experience of organising a birthday party for Maisy Mouse. | types of music. They will explore their appreciation for performance work cooperatively to put on a show. | chronologically. | structure. e.g. talk about plot, main problem, main characters etc and they will begin to develop their own narratives. | local environment and begin writing sentences about their learning. |
| Year 1 | <p>Year 1 explorers</p> <p>In this unit of learning, children will explore fieldwork skills-the geography of school, grounds, key human and physical features of its surrounding environment. Children will also be settling into their new classroom, year group area, and will explore the main school building, grounds and its surroundings.</p> | <p>Now and Then</p> <p>This is a history based unit of learning exploring the Queen’s coronation in 1953 and what life was like in 1953. They will be exploring changes in living memory - national life and life in Forest Gate. They will be comparing homes now and in the past. They will be looking at artefacts and develop their chronological awareness skills e.g. place artefacts in order.</p> | <p>Welcome to Earth</p> <p>This is a geography based unit that will explore the countries of the UK. They will be looking at maps and locating countries and the oceans.</p> | <p>One day on blue planet</p> <p>This is a geography based unit of learning where children will be comparing England to a non EU country (Kenya). They will be exploring the text Handa’s Surprise and will be looking at the weather in Kenya, the clothing, population, coastal/inland - Savannah, village life and the city life of Nairobi compared to London.</p> | <p>Once upon a Royal Mail delivery</p> <p>This is a history based unit of learning where children will be exploring the history of the Royal Mail. Children will be looking at the changes in postal uniforms and the right clothing for the weather. Children will be exploring what the first stamp looked like.</p> | <p>X Marks the Spot</p> <p>This is a geography based unit of learning where children will be exploring the compass directions. They will be taking part in a treasure hunt and exploring coding games in computing. They will be looking at the text How to find Gold.</p> |

Curriculum overview 2022-23



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| <p>Year 2</p> | <p>Home and Away</p> <p>Building on prior learning from year 1 and developing a deeper understanding of different communities and cultures. We will compare children’s local area to a small area in Bangladesh (population, types of jobs, land features and land uses.)</p> | <p>UK explorers</p> <p>This is a Geography based unit to explore geographical characteristics of the UK including England, Scotland, Wales and Northern Ireland (eg. weather, landscape, coastline, borders, hills, forests). Children will make comparisons between the 4 countries.</p> | <p>Up Up and Away</p> <p>Children will have the opportunity to explore a significant event from beyond living memory -The first aeroplane flight. The build up to the first powered flight will be explored and the impact of that in our modern world. We will learn about Amelia Earhart, the first woman to fly solo across the Atlantic Ocean.</p> | <p>Globetrotters</p> <p>This is a Geography and History based unit. Children will have an opportunity to explore the local community and our place in the wider world. Pupils will learn about the 7 continents and oceans of the world and they will study the explorer Ibn Battuta and the deep sea diver Erika Bergman.</p> |
| <p>Year 3</p> | <p>Changes Through The Ages: Stone Age, Bronze Age, Iron Age</p> <p>Children will explore the concept of how far back history goes by asking questions, looking at artefacts to understand the changes over time and how gradual steps have led to life today.</p> | | <p>Changes Through The Ages: - What did the Romans do for us?</p> <p>Children will understand the legacy of the Roman Empire, including what they did and how they have impacted life in modern Britain eg. roads,buildings,democracy.</p> | <p>Travelling Tales</p> <p>This is a Geography based unit. Children will have the opportunity to learn about and understand the geographical similarities and differences (human/physical) between the UK and a European country (London and Canary Islands- focus on one island).</p> |
| <p>Year 4</p> | <p>Ancient Egypt</p> <p>Pupils will have an overview of where and when the first civilisations appeared. The Main purpose is to provide pupils with a chronological awareness</p> | <p>Getting to know the UK</p> <p>This is a Geography focused topic- pupils will name and locate counties. They will also identify key topographical features of different counties and look</p> | <p>A Walk in London</p> <p>The topic lends itself to a local history study. Pupils will also further their geographical knowledge by learning about</p> | |

Curriculum overview 2022-23



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| | into origins of first civilisations, using primary/secondary sources to find out about the past. Pupils will also be able to compare life in different time periods. | into different land uses within the UK. | different physical features eg. the Thames river. Pupils will also use fieldwork to learn about other physical features within their local area. |
| Year 5 | <p>The legacy of the Ancient Greeks</p> <p>This is a history based unit following the requirements of the NC. Pupils will study Greek Life and achievements and their influence on the Western world. Children will develop their chronological awareness and will use their historical knowledge to develop their enquiry skills.</p> | <p>Our Place in the World</p> <p>This is a geography and PSHE based unit following the requirements of the N.C. Children will have the opportunity to explore physical and human characteristics of locations in the UK and Eastern Europe, whilst focusing on identifying the impact and protecting the environment.</p> | <p>She-roses</p> <p>This unit includes aspects of the history NC requirements. Within this unit there will be a focus on the inequality of women in British history, in particular the suffragette movement, using evidence to build up a picture of life.</p> |
| Year 6 | <p>Exploring the Americas</p> <p>Children will have an opportunity to explore the human and physical geography in North and South America. We will look at issues around human geography (air pollution, lack of clean water, urbanisation) and be able to articulate and present these issues to another year group.</p> | <p>How dark were the Dark Ages?</p> <p>This is a history based unit following the requirements of the NC. Children will have an opportunity to gain a deeper understanding into why, where and when the Scots and Anglo Saxons invaded Britain.</p> | <p>Our past, present and future.</p> <p>This unit includes aspects of the history National Curriculum and the PSHE requirements. During this unit of learning, children will gain a greater understanding of their local community and shared histories related to the British Empire and immigration post World War II.</p> |