Wonderful World Content Summer 2025

Communication & Language

- Listening to a range of stories and re-telling them Answer 'how' and 'why' questions in response to stories
- Active questioning during storytelling – encouraging children to give reasons for their answers using 'because'.
- Anticipating key events in stories by trying to predict endings through partner work etc
- Making up alternative or own endings for stories
- Encouraging discussions in role-play and using complete sentences and ambitious vocabulary

Personal, Social, Emotional Development

- Expressing their own feelings and comparing these to the feelings held by characters in the stories
- Discuss how to look after one another carefully and maintain friendships through sharing and being considerate.
- Turn-taking through playing board games together
- RSE Curriculum (Educator Solutions)

Physical Development

- Finding out how exercise can keep us healthy
- Knowing that a varied diet can help to keep our bodies healthy
- Having an EYFS Sports Day
- Creating a gym in the role-play area
- Running games in the outdoor area
- Creating tracks and obstacle courses outside
- Making a road system outside for the bikes to travel around safely
- Handwriting outside on the ground using chalks
- Painting using small brushes for co-ordinated movements
- Athlete Visit – Rich Potter
- Cosmic Yoga
- Cutting skills

Literacy

- Reading fiction and non-fiction books and learning to find information e.g. about healthy lifestyles, people who help us
- Writing about the trip to Thrigby Wildlife Park.
- Sentence writing focus each week – uplevelling sentences using wow words
- Revising RWI Set 2 sounds
- EMW – Writing sentences in EMW books about pictures.
- Fiction books – The Enormous Turnip, Oliver's Vegetables, Hungry Caterpillar, Handa's Surprise.
- Non Fiction writing about animals.
- Using Beebots – positional language

Maths

- Adding with number bonds to 5 and 10
- Problem Solving – Jasper's beanstalk – measuring
- 3d shapes
- Sharing
- Problem solving – addition and subtraction
- Counting to 50
- Counting back from 10
- Time – sequencing, o'clock and half past
- Positional language – using Beebots
- Money
- Number bonds

Expressive Arts and Design

- Junk models – musical instrument
- Father's day cards
- Bear fork pictures
- Charanga – Big Bear Funk
- Musical instruments – used for listening and setting the scenes in stories.
- Large construction parts – make dens

Understanding the World

- Plant potatoes
- Kenya
- Thrigby Wildlife Park
- Animals – linked to Thrigby visit
- Summer season
- Lifecycle – butterfly, frog
- Tasting different fruit and vegetables.
- Healthy food plates – balanced diet
- Food kebabs
- Hippodrome trip
- Using Beebots - programming

Wonderful World Objectives Summer 2025

Communication & Language

*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
*Express their ideas and feelings about their experiences using full sentences.
*Listen attentively and respond to what they hear with relevant questions, comments and actions
• Make comments about what they have heard and ask questions to clarify their understanding.
• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Personal, Social, Emotional Development

*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
• Explain the reasons for rules, know right from wrong and try to behave accordingly.
• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
*Work and play cooperatively and take turns with others.

Physical Development

*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
• Use a range of small tools, including scissors, paintbrushes and cutlery.
• Begin to show accuracy and care when drawing.
*Negotiate space and obstacles safely, with consideration for themselves and others.
*Demonstrate strength, balance and coordination when playing.
*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy

*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
*Anticipate (where appropriate) key events in stories.
• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
* Say a sound for each letter in the alphabet and at least 10 digraphs.
• Read words consistent with their phonic knowledge by sound-blending.
• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Write recognisable letters, most of which are correctly formed.
• Spell words by identifying sounds in them and representing the sounds with a letter or letters
. • Write simple phrases and sentences that can be read by others

Maths

'Have a deep understanding of number to 10, including the composition of each number.
•Subitise (recognise quantities without counting) up to 5.
• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
• Verbally count beyond 20, recognising the pattern of the counting system.
• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Expressive Arts and Design

*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
• Share their creations, explaining the process they have used.
• Make use of props and materials when role playing characters in narratives and stories.
*Invent, adapt and recount narratives and stories with peers and their teacher.
• Sing a range of well-known nursery rhymes and songs.
• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Understanding the World

• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
• Understand the past through settings, characters and events encountered in books read in class and storytelling.
*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
Explore the natural world around them, making observations and drawing pictures of animals and plants.
• Know some similarities and differences between the natural world around them

Summer 2025 – **Wonderful World** Curriculum Plan Year 1 and 2

Note – This document should be used alongside the progression maps documents

History objectives
- Look at Changes within living memory

Overview of History Content
Studied transport and toys through history. Transport – looked at developments in transport which gave us the ability to explore the world. Looked at advantages of different types of transport. Sorted old and new. Looked at toys and photographs of toys. Created toy timelines. Watched Magic Grandad.
VE Day 80 years celebration.

Science Objectives
Plants
– Observe and describe how seeds and bulbs grow into mature plants
Find and describe how plants need water, light and suitable temperature to stay healthy
Identify and name a variety of common wild and garden plants including evergreen and deciduous trees
Identify and describe the basic structure of a variety of common flowering plants including trees
Overview of Science Content
Identified what a plant needs to grow.
Created a collage picture of a flower and labelled it.
Germinating seeds experiment – light/dark, water/no water.
Identified local trees and flowers.
Grew flowers and vegetables.

DT Objectives
Design purposeful, appealing products.
Generate ideas through drawing.
Select from and use a wide range of materials according to characteristics.
Explore and use mechanisms.

Overview of DT Content
Designed and made string puppets (Y1)
Make a cup and ball game (Y1)

Geography Objectives
– Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Devise a simple map and use symbols
Geographical similarities and differences between UK and non-EU country=
Overview of Geography Content
Created own maps of Rackheath with own symbols, looked at Google Earth and paper maps of Rackheath to find out what is actually in Rackheath.
Y2 – looked at standard (OS) Map symbols and created own symbols
Learnt about human and physical features of coasts.
Learnt about coastal beaches and compare 2 different beaches.
Spheros linked to Maths and map work.
Learning about different countries linked to Euros.
Y2 – 7 Wonders of the World.

Art objectives
To use drawing and painting to develop and share ideas.
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Learn about the work of a range of artists, craft makers and designers.
Overview of art content
Y2: Learnt about the work Van Gogh Created own landscapes drawings and paintings.
Colour theory, primary and secondary colours, tints and shades.
Y1&2: Plant Collages linked to Science; relief string prints linked to plants, also looking at famous print artists
Learnt about famous weavers and made paper weaving; Weaving with textiles/ribbon.

PE
master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Overview of PE content
Sport's Day and Fun Sport's Day.
Athlete Visit from Rich Potter
Athletics, fitness, target games following Get Set 4 PE scheme of work
Striking and fielding games (y2), Net and Wall games (y1) following Get Set 4 PE scheme of work

RE Explain some ways in which Christianity and Humanism respond to difficult times, giving reasons for some of the differences and similarities in their approaches. • Talk about how religious and non-religious beliefs and practices can help people to get through difficult times. **Overview of RE content** **Y2:** How do Christians belong to their faith? Why do people have different views about God? **Y1:** The 5 senses linked to beliefs (Christian, Hindu, Jewish)	**Music** • use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically; experiment with, create, select and combine sounds using the interrelated dimensions of music **Overview of Music content** Charanga – Y1 Round and Round – using recorders and glockenspiels; composition; Purple Mash 2Beat Y2 Friendship Song Singing assemblies.	**PSHE** We are following the objectives of the PSHE association linked to KS1 and using the Educator Solutions RSE programme of study We follow the PSHE Association Programme of Study for PSHE Education. https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning School trip to Bewilderwood
Computing Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use technology safely and respectfully, keeping personal information private; identify where & how to go for help & support when they have concerns about content or contact. **Overview of Computing content** Purple Mash Composing Music Unit (Y1) Spheros linked to Maths and map work	**Languages**	

Summer 2025 – **Wonderful World** Curriculum Plan Year 3 and 4

Note – This document should be used alongside the progression maps documents

History objectives

-Study the Maya Civilisation c.AD900.

Overview of History Content

-We looked at a variety of historical sources to ask questions, investigate and learn about the ancient Maya civilization.
-We looked at why the Maya empire grew and what made them so successful.
-We studied their religion and beliefs; what they ate; the types of homes they lived in; roles in society; why food was so important to them and their daily lives.
-We looked at the Maya number system and why they were so advanced in their number knowledge.

Science Objectives

-identify that humans and some animals have skeletons and muscles for support, protection and movement.

Overview of Science Content

Year 3 and 4 looked at vertebrates and invertebrates and different bones in the human body. Children completed an investigation to explore whether the size of their femur impacts the distance they can jump.

DT

-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches
-select from and use a wider range of tools and equipment to perform practical tasks
-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
-investigate and analyse a range of existing products
-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world
-apply their understanding of how to strengthen, stiffen and reinforce more complex structures
-understand and use mechanical systems in their products
-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Overview of DT Content

Year 3 and 4 – design and made their own Mayan masks using papier Mache. They also learnt about Mayan weaving and created their own woven designs.

Geography Objectives

-locate the worlds countries, using maps to focus on Europe (including location of Russia and North and south America, concentrating on their environments, regions, key physical and human characteristics, countries and major cities.

Art

-to create sketch books to record their observations and use them to review and revisit ideas
-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil,

PE

-use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate

Overview of PE content

-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics and Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night. -Describe and understand climate zones, biomes and vegetation belts, rivers and mountains. **Overview of Geography Content** -We looked at the world map and studied they key areas of an atlas. -The children located the northern, southern hemispheres, the equator, north and south poles. -We studied the position and significance of latitude and longitude. We also explored the prime meridian. -We looked at time zones and consider the why they exist. -We looked at biomes and climate and the impact these have on habitants of these areas. -We compared the climate of the tropics to the UK.	charcoal, paint, clay] -about great artists, architects and designers in history. **Overview of art content** -We explored artwork (statues, monument, drawing and sketches) from ancient Maya times. Studied Maya masks. -The children created their own masks using clay. We also explored Maya weaving techniques and created their own woven design.	Both Year 3 and Year 4 competed in various athletics activities. We considered sprinting, catching, hurdles, relays, shot put and javelins. Also… -Year 4 studied rounders. They learnt about batting and fielding. -Year 3 studied cricket. They learnt about batting and scoring.
RE	**Music** -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations **Overview of Music content** Both classes took part in weekly 40-minute ukulele lessons. Both classes have been learning how to play the C, F, A minor and G chord. Both classes also take part in 15-minute singing assemblies.	**PSHE** We are following the PSHE Association's programme of study for RSHE: https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning
Computing -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	**Languages** -listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and	

Overview of Computing content -Both Year 3 and 4 researched countries during our Geography topic and found out key fact facts, such as their population, flag and famous landmarks etc. Alongside this, we researched questions about the Mayan civilisation to discover things such as the most popular pet, the role of a Maya priest and the materials they used to build their homes.	meaning of words -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* **Overview of Languages content** Year 3 – during French the children learnt about classroom objects and colours. They also learnt about character descriptions and used appropriate vocabulary to describe themselves (with verbal and written form).	

Summer 2025 – **Our Wonderful World** Curriculum Plan Year 5 and 6

Note – This document should be used alongside the progression maps documents

History objectives Non-European Study - A study about a non-European society that provides contrasts with British history – Study of Aztec. **Overview of History Content** Aztec timeline Location of the Aztecs A study of Aztec society: Looking at daily life, food, customs, roles in society, religion and sacrifice We looked at Aztec artefacts and map. Studied the capital city Tenochtitlan and looked at the end of the Aztecs – The coming of the Spanish Year 5 Study of Aztec gods (Top trump cards) Study of role of sacrifices	**Science Objectives** **- *Evolution and Inheritance*** - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Overview of Science Content** Looking at certain animals and how they have adapted to their environment Comparing fossils to dinosaurs Charles Darwin Case study Created own living animals based on adaptations (y5) David Attenborough Style commentaries of new animals Study of Finch beaks linked to Darwin	**DT** **Design** - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces **Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - apply their understanding of computing to program, monitor and control their products. **Overview of DT Content** Y5 Making a moving vehicle to be pulled by sphero Y6 lego maze
Geography Objectives - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - understand geographical similarities and differences through the study of human and	**Art** - create sketch books to record their observations and use them to review and revisit ideas - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, paint, clay] - learn about great artists, architects and	**PE** - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [cricket, football,Athletics], and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance [through athletics]

physical geography of a region of the United Kingdom and Mexico (links to History) **Overview of Geography Content** Study of Mexico comparing it to the UK - Weather - Relief of land - Comparing cities - Biomes MEXICO DAY - Day of the dead study - Food tasting - Clay Aztec Calendar stone - Art collage - 3D skull Postcards for a holiday somewhere in Mexico Looking at Mexican food (HISTORY LINKS)	designers in history. **Overview of art content** Clay Sun/calendar Stones Clay Fossil prints Y5 – LS Lowry Study Y5 – Perspective art Y6 – Optical illusion art Dead of the dead masks (shading & pattern work)	**Swimming** - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations. **Overview of PE content** Swimming, Cricket, Football, Athletics
RE Y6 – Identify and explain core beliefs about humanism and how these might affect making decisions about a wedding. Describe how people show their beliefs and values in their wedding ceremony. **Overview of RE content** Discuss what believes a Humanist might have. Discuss weddings which they have been to. What makes a wedding memorable? Discuss the symbols and rituals that people might like to have at weddings. As a whole class and then in pairs choose the symbols and rituals that two different non-religious couples might wish to have at their wedding.	**Music** - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the interrelated dimensions of music. - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - develop an understanding of the history of music. **Overview of Music content** - Ukulele lessons every Wednesday morning (Year 5) focusing on chords, tablature, reading music, musical notation, rhythm, tempo, reggae music	**PSHE** We are following the PSHE Association's programme of study for RSHE: https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning We also follow Educator Solutions RSE programme of study for our Relationship, Sexual Health Education.

Computing - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Overview of Computing content** Purple mash coding Spheros programs Debugging code Digital postcards using image editing	**Languages** listen attentively to spoken language and show understanding by joining in and responding - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - read carefully and show understanding of words, phrases and simple writing - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. **Overview of Languages content** Colours, days of the week, months of the year, weather, family, pets, the body, writing basic sentences linked to these areas.	