



# Year Group

## Termly Curriculum Overview

### Spring Term 2      2022 - 2023

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| <p style="text-align: center;"><b>Religious Education</b></p> | <p><b>Daily Collective Worship on the following weekly themes...</b><br/>         Week 7 - Spring/New Life<br/>         Week 8 – Lent<br/>         Week 9 - Prayer<br/>         Week 10 - -Sorry<br/>         Week 11 – Sharing/Service<br/>         Week 12 – Holy Week/Easter</p> <p><b><u>RE Topics this half term:</u></b><br/> <u>Relating – Meals</u><br/>         Children will be able to talk about their experiences and feelings about meals which are special to them and say what they wonder about why people share special meals They will be able to recognise the story of Jesus’ special meal at the Last Supper and retell it. Children will start to be able to ask and respond to questions about meals which are special to them.<br/> <u>Lent/Easter - Changes</u><br/>         Children will review what they know about Lent. Lent a time to change a time to grow more like Jesus and look forward to Easter. They will begin to know and develop their understanding about how we change and grow. They will explore the season of Lent and that Lent is a time to change in preparation for the celebration of Easter. They will learn about Ash Wednesday, the story of Palm Sunday, Jesus died on Good Friday and about Easter Sunday.</p> |
| <p style="text-align: center;"><b>Maths</b></p>               | <p><b>Measurement</b><br/>         This half term the pupils will learn:</p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for length and height</li> <li>• To use language; long/short, longer/shorter, tall/short, double/ half when talking about the length and height of objects</li> <li>• Compare, describe and solve practical problems for mass and weight</li> <li>• To use language; heavy/light, heavier than/ lighter than when talking about the mass and weight of objects</li> </ul> <p><b>Number</b><br/>         The focus for number this half term will be fractions and the pupils will learn:</p> <ul style="list-style-type: none"> <li>• To recognise and find half of an object, shape or quantity</li> </ul> <p>They will also consolidate prior learning by:</p> <ul style="list-style-type: none"> <li>• Reinforcing number and place value of numbers by reading and writing numbers 0-50</li> <li>• Practise their counting skills counting forwards and backwards 0- 100</li> <li>• To count in 2s, 5s and 10’s</li> <li>• To know number bonds that total 20</li> </ul>  |
| <p style="text-align: center;"><b>English Reading</b></p>     | <p><b>Focus Texts:</b><br/>         Focus text: The Last Wolf<br/>         Narrative: A Hunting Story<br/>         Purpose: To narrate<br/>         Instructions: Recipes Purpose: To instruct</p>   |

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|  | <p>Word skills:</p> <ul style="list-style-type: none"> <li>• To apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to grapheme for all 40+ graphemes and where applicable the alternative sounds for the graphemes</li> <li>• To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> </ul> <p>Comprehension skills:</p> <p>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• To recognise and join in with predictable phrases</li> <li>• To discuss word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Discussing the significance of the title and events</li> <li>• To make inferences on the basis of what is being said and done</li> <li>• To predict what might happen on the basis of what has happened so far</li> <li>• To participate in discussion about what is read to them, taking turns and listening to what other say</li> </ul> <p>*In addition to the daily English lesson and story time pupils will also be given the following reading opportunities.<br/>Pupils choice – Daily (reading for pleasure)<br/>Guided Reading -Daily<br/>Home Readers – Weekly<br/>* Daily Phonics lessons (L&amp;S phase reinforcing phases 3 and 4 and focusing upon phase 5) Including application practising the focus phonemes of the day.</p> |
| <p style="text-align: center;"><b>English</b><br/>Spelling, Punctuation,<br/>Grammar</p> | <p>Daily English basis skills sessions on the following:</p> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught</li> <li>• Spell common exception (tricky) words.</li> <li>• Use the spelling rule for adding s and es to words - plural of nouns and the third person singular of verbs.</li> <li>• Use ‘ing’ and ‘ed’ where no change is need for the spelling of the root words e.g. helping, helped, eating</li> <li>• Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><i>Punctuation</i></p> <ul style="list-style-type: none"> <li>• To punctuate sentences using capital letters, full stops, question marks and exclamation marks</li> <li>• Use a capital letter for names of people, places, the days of the week and personal pronoun ‘I’</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Combining words to make sentences</li> <li>• Joining words and clauses using and, because, so and but</li> <li>• Sequence sentences to form short narratives</li> </ul>  |
| <p style="text-align: center;"><b>English</b><br/>Writing</p>                            | <p>Focus skills this half term:</p> <ul style="list-style-type: none"> <li>• Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> </ul>  |

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| <p style="text-align: center;"><b>Science</b></p>                 | <p><b>Identifying Plants</b></p> <ul style="list-style-type: none"> <li>• Find out about plants – what is a plant?</li> <li>• Identify and describe garden plants</li> <li>• Identify and describe wild plants</li> <li>• Identify and describe a range of trees</li> <li>• Identify different parts of a plant</li> </ul> <p>Make observations of growing plants</p>  |
| <p style="text-align: center;"><b>History</b></p>                 | <p><b>Significant Individuals ‘Women Who Changed the World’</b></p> <ul style="list-style-type: none"> <li>• Rosa Parks (international)</li> <li>• Emmeline Pankhurst (national)</li> <li>• Kitty Wilkinson (local)</li> </ul> <p style="color: red;">NC: 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.</p> <p style="color: purple;">Links to leadership</p> <p style="color: blue;">Links to transport</p>  |
| <p style="text-align: center;"><b>Physical Education</b></p>      | <p><b>Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>• To develop fundamental movement skills, becoming increasingly competent and confident</li> <li>• To access a broad range of opportunities to extend their agility, balance and coordination, individually and with others</li> <li>• Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Exploring travelling movements</li> <li>• Developing quality when performing gymnastic shapes</li> <li>• Developing stability and control when performing balances</li> <li>• Developing technique and control when performing shape jumps</li> <li>• Developing technique in the barrel, straight and forward roll</li> <li>• Linking gymnastic actions to create a sequence</li> </ul>  |
| <p style="text-align: center;"><b>Computing</b></p>               | <p><b>Animated Story Books</b></p> <p>During this unit the children will:</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Recognise common uses of information technology beyond school.</li> <li>• Use technology safely and respectfully, keeping personal information private;</li> </ul>  |
| <p style="text-align: center;"><b>Design &amp; Technology</b></p> | <p><b>Structures – Bird Feeders freestanding structures</b></p> <p>DESIGNING</p> <ul style="list-style-type: none"> <li>• Work confidently within a range of contexts, such as imaginary, story based, home, school, gardens, playgrounds, local community, industry and the wider environment</li> <li>• State what products they are designing and making</li> <li>• Describe what their products are for</li> <li>• Use simple design criteria to help develop their ideas, generating, developing, modelling and communicating ideas · generate ideas by drawing on their own experiences ·</li> <li>• Model ideas by exploring materials, components and construction kits and by making templates and mock-ups ·</li> </ul> <p>MAKING</p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next</li> <li>• Select from a range of tools and equipment, explaining their choices</li> <li>• Select from a range of materials and components according to their characteristics practical skills and techniques</li> <li>• Follow procedures for safety and hygiene</li> </ul> |

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|                              | <ul style="list-style-type: none"> <li>• Measure, mark out, cut and shape materials and components</li> <li>• Assemble, join and combine materials and components</li> <li>• Use finishing techniques, including those from art and design</li> </ul> <p>EVALUATING</p> <ul style="list-style-type: none"> <li>• Evaluate own ideas and products</li> <li>• Talk about their design ideas and what they are making</li> <li>• Suggest how their products could be improved</li> </ul> |
| Music                        | <p><b>Round and Round</b></p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Listen &amp; Appraise apps, new progressive Warm-up Games, Flexible Games and new progressive improvisation resources are all used. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p>   |
| PHSE                         | <p><b>Drug, alcohol and tobacco Education</b></p> <ul style="list-style-type: none"> <li>• What do we put into our bodies?</li> </ul>   |
| Relationships, Sex Education | <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• To recognise how I am cared for and kept safe in my family.</li> </ul>  |
| Curriculum Enrichment        | <p>Visit to a local park (Sefton, Greenbank, Caulderstones)</p> <p>Link to DT and birds and bird box structures.</p> <p>Link to science; pupils observe and discuss seasonal changes and RE signs of new life.</p>  |