



Year Group

Termly Curriculum Overview

Spring Term 1 2022 - 2023

<p style="text-align: center;">Religious Education</p>	<p>Daily Collective Worship on the following weekly themes...</p> <p><u>Week 1 - New Year</u></p> <p><u>Week 2 - Friendship</u></p> <p><u>Week 3 - Wonder</u></p> <p><u>Week 4 - Good/Bad</u></p> <p><u>Week 5 - Candlemas/Light</u></p> <p><u>Week 6 – Celebration</u></p> <p>RE Topics this half term:</p> <p><u>Community - Special People</u></p> <p>Children will be able to talk about their experience and feelings about the special people they know or have heard about and say what they wonder about how special people help them. They will be able to recognise some stories about Jesus and recognise how everyone helps each other because they belong to the parish family. They will be able to ask and respond to questions about what makes a person special and be able to retell some stories about Jesus’ life.</p> <p><u>Relating – Meals (to be continued in Spring 2)</u></p> <p>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</p>
<p style="text-align: center;">Maths</p>	<p>Number</p> <p><u>Number & Place Value:</u></p> <p>Represent and use numberbonds and related subtraction facts within 20</p> <p>To know numberbonds that total 20</p> <p>To read and write numbers to 50</p> <p><u>Multiplication & Division:</u></p> <p>To count in 2s, 5s and 10’s</p> <p>Count in multiples of 2 to 20</p> <p>Count in multiples of 5 to 50</p> <p>Count in multiples of 10 to 100</p>
<p style="text-align: center;">English Reading</p>	<p>Focus Texts: Hermelin</p> <p>Narrative: A detective story.</p> <p>Purpose: To Narrate</p> <p>Recount: Letters</p> <p>Purpose: To recount</p> <p><i>Word skills:</i></p> <ul style="list-style-type: none"> To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. <p><i>Comprehension skills:</i></p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

	<ul style="list-style-type: none"> • being encouraged to link what they read or hear read to their own experiences • discussing word meanings, linking new meanings to those already known. • drawing on what they already know or on background information and vocabulary provided by the teacher. • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far <p>*In addition to the daily English lesson and story time pupils will also be given the following reading opportunities. Pupils choice – Daily (reading for pleasure) Guided Reading -Daily Home Readers – Weekly * Daily Read Write Ink Phonics lessons - Including application of focus sounds.</p>
<p>English Spelling, Punctuation, Grammar</p>	<p>Daily English basis skills sessions on the following:</p> <p><i>Punctuation</i></p> <ul style="list-style-type: none"> • Use capital letters for names and the start of a line. • Use of full stops. • Leaving spaces between words. <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Imperative verbs when writing instructions. • Write in clear sentences • Children will orally edit then write corrected sentences • Joining words and joining clauses using ‘and’. <p><i>Spellings</i></p> <ul style="list-style-type: none"> • The days of the week • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Weekly spellings will be given using focus sounds from English – Appendix 1: Spelling</p>
<p>English Writing</p>	<p>Focus skills this half term:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupil • read aloud their writing clearly enough to be heard by their peers • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
<p>Science</p>	<p>Everyday Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify everyday materials, including wood, metal, plastic, glass, water and rock, • Describe the simple physical properties of a variety of everyday materials. <p>Compare and group together a variety of everyday materials on the basis of their simple properties</p>

<p style="text-align: center;">Geography</p>	<p>Topic - A snapshot of the UK <u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Human and physical geography</u> Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <u>Geographical skills and Fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
<p style="text-align: center;">Physical Education</p>	<p>Net and Wall Games Developing fundamental movement skills, becoming increasingly competent and confident; Accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others; Engaging in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p>Dance</p> <ul style="list-style-type: none"> • Perform basic body actions; • Use different parts of the body singly and in combination; • Show some sense of dynamic, expressive and rhythmic qualities in their own dance; • Choose appropriate movements for different dance ideas; • Remember and repeat short dance phrases and simple dances • Move with control • Vary the way they use space • Describe basic body actions and simple expressive and dynamic qualities of movement
<p style="text-align: center;">Computing</p>	<p>Maze Explorers Children will understand the functionality of the direction keys. They will create and debug a set of instructions (algorithms). They will change and lengthen an algorithm.</p> <p>Grouping and Sorting Children will sort items using a range of criteria.</p>
<p style="text-align: center;">Art and Design</p>	<p>Sculpture (Toys Old and New) Children will:</p> <ul style="list-style-type: none"> • Research a variety of clay sculptures. <ul style="list-style-type: none"> • Create texture, manipulate and join clay. • Design and make a sculpture of a toy.
<p style="text-align: center;">Music</p>	<p>N/A this half term</p>
<p style="text-align: center;">PHSE</p>	<p>Identity, society and equality</p> <p>Me and others.</p>
<p style="text-align: center;">Relationships, Sex Education</p>	<p>Physical Children recognise how they are cared for and kept safe in their families.</p>
<p style="text-align: center;">Curriculum Enrichment</p>	<p>Visit from Mr Mckenna our school caretaker - RE Special people link</p>