*responsibility * independence * whole school learning * ready to learn * thinking * fun * parental involvement * resilience * high quality teaching * creativity * pace * reasoning * local area * risk takers * exciting * make a positive contribution *

* grow your own * community links * critical thinking * character building * achieve economic wellbeing * applying skills * co-operation * child centred *

* celebrations * unexpected * purposeful * enterprise * positive * aspirations * bespoke * global citizens * cooking * learning behaviour * stay safe * enquiry *

Spring Term 2019 'Wonderful World'

Design Technology
Mechanical Control

Children will cover many objectives, including:

Key Stage 1	Key Stage 2
Design: -design purposeful, functional , appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and , where appropriate information and communication technology **Make:** -select from and use a range of tools and equipment to perform practical tasks explaining their choices (e.g. cutting, shaping, joining and finishing) -select from a wide range of materials and components, including construction materials and textiles according to their characteristics **Evaluate:** -explore and evaluate a range of existing products explaining what they like and dislike about the existing product -evaluate their ideas and products against design criteria -suggest how their product could be improved **Technical Knowledge** - explore and use mechanisms (eg levers, sliders, wheels and axles)	**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 and computer-aided design **In late KS2 pupils should also:** - carry out research, using surveys, interviews, questionnaires and web-based resources - identify the needs, wants, preferences and values of particular individuals and groups **Make:** -select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) - select from and use a wider range of materials and components, including construction materials 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 - understand how key events and individuals in design and technology have helped shape the world **Technical Knowledge:** Years 3 & 4 - investigate pneumatic systems to design and make an object that has a moving part controlled by pneumatics Year 5 - investigate cam mechanisms, draw on and extend earlier work on levers and sliders Year 6 – understand and use mechanical systems (eg gears, pulleys, cams, levers and linkages)

Science
Materials and Their Properties
Children will be able to:

Years 1 & 2	Years 3 & 4	Years 5 & 6
Year 1 - to distinguish between an object and the material from which it is made - to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - to describe the simple physical properties of a variety of everyday materials. - to compare and group together a variety of everyday materials on the basis of their simple physical properties **Year 2** - to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching **As well as to work scientifically, by doing a range of tasks including:** - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, and comparative and fair tests - making systematic and careful observations	**Year 3 (Rocks)** - to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - to describe in simple terms how fossils are formed when things that have lived are trapped within rock - to recognise that soils are made from rocks and organic matter. **Year 4 (States of Matter)** - to compare and group materials together, according to whether they are solids, liquids or gases - to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **As well as to work scientifically, by doing a range of tasks including:** - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	**Year 5/6** - to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - to know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - to demonstrate that dissolving, mixing and changes of state are reversible changes. - to explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda - pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving.

French

French for this term will focus on embedding the 4 key areas of language development:
Listening: listening to spoken French from a range of sources and showing understanding by joining in.
Speaking: engaging in conversations, developing accurate pronunciation and intonation and building up words, phrases and sentences.
Reading: appreciating stories songs, poems and rhymes in French
Writing: writing phrases from memory and developing knowledge of basic grammar.

Years 1 & 2 Children will cover…	Years 3 & 4 Children will cover…	Years 5 & 6 Children will cover…
Through songs, games, role play and physical activities children will learn: - Introduction to the subject pronoun 'I' and the first person forms of following verbs in the present tense: je m'appelle, j'ai sept ans, j'aime les chats. -Greetings - ' Story: 'La Chenille qui fait des trous' – The Hungry Caterpillar',	**Through stories, podcasts, games, songs and rhymes, children will learn:** -The festival of 'Galette des Rois'. The festival of the feast of Epiphany. -Verbs: to understand, to like, to read, to play -Simple negatives -Hobbies	**Through stories, podcasts, games, songs and rhymes, focus on :** - Introduction to the second and third person singular conjugations of the verb 'to be' -'Our world' continents, countries, landscapes.

ART

This unit will focus on Texture (collage, weaving, threads, fibres, fabrics, surfaces) linked to the environment theme.
As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Years 1 & 2	Years 3 & 4	Years 5 & 6
- Simple paper and/or material weaving using a card loom. - Mix colours and paint strips of paper to weave with. - Add objects to the weaving - buttons, twigs, dried flowers. - Explore colour in weaving. - Build on skills of using various materials to make collages – using some smaller items. - Use texture to provide information – e.g. manmade/ natural materials, a 'journey' of where they have been etc. - Sort according to specific qualities, e.g. warm, cold, shiny, smooth etc. - Discuss how textiles create things – curtains, clothing, decoration - Develop skills of overlapping and overlaying to create effects. - Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. - Use simple appliqué work attaching material shapes to fabric with running stitches. - Start to explore other simple stitches - backstitch, cross -stitch. - Use various collage materials to make a specific picture.	- Use smaller eyed needles and finer threads. - Use colour to express an idea in weaving - seasons, moods, or create a picture – swamp, seascape. - Awareness of the nature of materials and surfaces – fragile, tough, durable. - Tie dying, batik – ways of colouring or patterning material. - Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. - Start to place more emphasis on observation and design of textural art. - Use initial sketches to aid work. - Continue experimenting with creating mood, feeling, movement and areas of interest. - Look at artists Linda Caverley, Ellen Jackson, Alison King.	- Interpret stories, music, poems and use environment and townscapes as stimuli. - Select and use materials to achieve a specific outcome. - Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. - Consider methods of making fabric. - Look at work of other artists using textiles i.e, Molly Williams, Jill Denton, Linda Caverley. - Develop experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. - Apply knowledge of different techniques to express feelings. - Use found and constructed materials.

Geography

Geography will link closely to our 'Wonderful World' Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

Children will:

Years 1 & 2	Years 3 & 4	Years 5 & 6
- Identify seasonal and daily weather patterns in the United Kingdom. - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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 - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Describe and understand key aspects of: - Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes - Human geography including trade links. - Types of settlements in Early Britain linked to History. Why did early people choose to settle there? - Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science? - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of : - Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. - Distribution of natural resources focussing on energy. - Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. - Human geography including trade between UK and Europe and rest of world. - Compare a region in UK with a region in N. or S. America with significant differences and similarities e.g. Link to Fairtrade of bananas in St Lucia - Understand some of the reasons for similarities and differences.

Computing— Coding and E-Safety

EVFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
E-Safety: -To understand what is meant by personal information. -To be able to identify what is personal information -To know that when they need help online children would speak to a trusted adult. Coding: -Recognise, use and understand directional language. -Introduce the concept of sequencing. -Perform a simple program on the floor robot. -Children recognise that a set of 'step by step' instructions creates a - program. -Program a Bee-Bot unaided and annotate a simple program using symbols.	E-Safety: -Know what is meant by personal information and develop an awareness of why it is special. -Understand the need for keeping personal - information private – whether online or offline. -Know what to do when concerned about content or being contacted online. -Children can understand the importance of communicating safely and respectfully online. Coding: -Understand what algorithms are. -Use a simple app on an iPad to create a word algorithm. (Scratch Junior / Daisy the Dinosaur) -Apply the same principles of sequential instruction using the Bee-Bot Software on a PC/ ipad. -Y2: Create code using Hopscotch. Children are familiar with variables and 'debugging' programs.	E-Safety: -Develop an awareness of online protocols, in order to stay safe on the web. -Identify cyberbullying and its consequences. -Identify the risks on online gaming and know how to protect themselves. -Know how to respond /report any concerns they have about online issues. Coding: -Understand how to create and give a computer a set of instructions to follow. -Understand the basics of visual coding. -Understand what makes a good game and how to create and share games. (Bloxels Edu – build your own video game)	E-Safety: -Develop an awareness of online protocols, in order to stay safe on the web. -Recognise what is acceptable and unacceptable behaviour when using technologies and online services. -Evaluate their use of technology including the use of email, social networking, online gaming and mobile phones and consider how they present themselves online. Coding: -Explain what binary code is and what it is used for. -Identify what a QR code is and for what it is used. (Code Breakers) -Create their own QR codes. -Decipher codes.

PE - Dance and Tag Rugby (KS2)

Dance: Children will learn to combine different movement patterns as an individual and in groups in order to develop, improve and refine a dance. Children will be taught to move to a clear and defined beat using different music. Children will use examples of existing dances such as the Haka in order to adapt and create their own.
Tag Rugby: Children will learn the skills of throwing, catching, passing and receiving in a range of small sided games. They will develop their awareness of tactics and using space.

PE - Dance and Football (KS1)

Dance: Children will combine simple movements with increasing levels of control in order to develop and improve a whole class dance.
Football: Children will develop simple ball control skills and how to apply these in small game situations. They will also begin to develop an appreciation of simple tactics in a game situation

KEY STAGE 1 (YEARS 1 & 2)	KEY STAGE 2 (YEARS 3-6)
Children will:: - Perform dances using simple movement patterns. - 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 . - Participate in team games, developing simple tactics for attacking and defending	Children will: - Perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. - Develop flexibility, strength, technique, control and balance - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

History

History will link closely to our ' Wonderful World' theme. Pupils in Key Stage 1 will be taught about "significant historical events, people and places in their own locality", including studying the history of the school and inviting older local residents to talk to the children (e.g. about how the local environment has changed — for better or worse). In Key Stage 2, studying the impacts on Britain's people and landscape of various invaders and settlers can lead to thinking about how we, and future generations, can affect the environment, for better or worse.
Children will work on the following, amongst other, objectives:

Years 1 & 2	Years 3 & 4	Years 5 & 6
- Recognise why people did things, why events happened and what happened as a result. - Identify differences between ways of life at different times. - Recognise the difference between past and present in their own and others lives. - They know and recount episodes from stories about the past. - Sequence artefacts closer together in time. - Check with reference book. - Sequence photographs etc. from different periods of their life. - Describe memories of key events in lives.	- Use evidence to reconstruct life in time studied. - Identify key features and events of time studied. - Look for links and effects in time studied. - Offer a reasonable explanation for some events. - Find out about every day lives of people in time studied. - Compare with our life today. - Identify reasons for and results of people's actions. - Understand why people may have wanted to do something. - Place events from period studied on time line. - Use terms related to the period and begin to date events. - Understand more complex terms e.g. BC/ AD.	-Study different aspects of different people - differences between men and women. - Examine causes and results of great events and the impact on people. - Compare life in early and late ' times' studied. - Compare an aspect of lie with the same aspect in another period. - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - Compare beliefs and behaviour with another time studied. - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. - Know key dates, characters and events of time studied. - Place current study on time line in relation to other studies. - Use relevant dates and terms. - Sequence up to 10 events on a time line.

Maths

This term, children will be covering some the following in their maths lessons:

Reception: Continuing to recognise and count numbers; size, weight and capacity; 3D shape
Years 1/2: Addition and subtraction (within 20 for Year 1); multiplication and division (for Year 2); measurement (weight, length and height); properties of shape; statistics and fractions (for Year 2)
Years 3/4: Multiplication and division; money; statistics; length and perimeter (and area for Year 4); fractions (and decimals for Year 4)
Years 5/6: Multiplication and division; fractions, decimals and percentages; volume, ration and algebra (for Year 6)

A detailed overview of our maths curriculum can be found on our website.

RE

During the first half of the Spring Term, all classes from Years 1-6 will be learning about Islam. Skylark Class will consider what Muslims believe, Kingfisher will learn about mosque, and Owl Class will think about what the Five Pillars of Islam teach us. During the latter part of the term, children will learn about Easter, including why we put a cross in the Easter garden, why Easter is so important to Christians, why the day that Jesus died is called Good Friday, and what Jesus did to save human beings. Some objectives covered will include:

Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils will learn: - That Muslims believe in one God, Allah. - That Muslims are people who follow the faith called Islam. - That Allah is the Arabic name for God the Creator. - That Muhammad (pbuh) is a prophet and the last messenger of Allah in Islam. - That the Qur'an is the special book for Muslims and is written in Arabic. It contains the holy words of Allah given to Muhammad. - To tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). - Examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. - To think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	Pupils will learn: - That Muslims believe there is no God but Allah and that he is without equal. - That the Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic. - That the mosque is a place of worship and learning and is led by an Imam. - That Salat (prayer) is offered five times a day at set times. - The key features, artefacts & symbols that are found in a mosque, and their explicit meanings. - To order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story. - To offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. - To make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. - To describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. - To make links between some of the stories and teachings in the Bible and life in the world today.	Pupils will learn: - What the Five Pillars are. - How the pillars influence the daily life of a Muslim. - Key celebrations for Muslims which are linked to the pillars. - To outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. - To explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. - To suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. - To make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. - To weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

Literacy

This term, literacy will link to our topic of 'Wonderful World', using fictional texts based on environmental issues, and non-fiction texts (linked to our geography topic) focusing on both saving the planet and climate change. Each class will read age appropriate texts and will focus on the following styles of writing:

-Years 1 & 2: Short stories, poems, non-chronological reports, explanation texts and information texts.
-Years 3 & 4: Short stories based on imaginary worlds, newspaper reports, persuasive letters and explanation texts.
-Years 5 & 6: Flashback stories, newspaper reports and other recounts, argument texts and science experiments using formal/ impersonal language.

A detailed overview of our literacy curriculum can be found on our website.

Music

This term children will be studying a range of musical genres. To start the term, Robin Class will complete a unit called *'Our World'* Skylark will Class will work on *"Rhythm in the Way We Walk"*, Kingfisher Class will complete a unit called *'Let Your Spirit Fly'* and Owl Class will focus on a song called *'I'll Be There'*.
During these topics, children will have the opportunity to do the following:

Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Musical learning focus -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments -Singing and learning to play instruments within a song -Sharing and performing the learning that has taken place How this Unit is organised -Listen and Respond to a different style of music each week/step -Explore and Create - using voices and classroom instruments -Sing and Play - nursery rhymes and action songs -Share and Perform	- Begin to recognise very basic style indicators and start to recognise different instruments - Have fun finding the pulse together and start to understand what pulse is/does/means etc. - Start to use correct musical language during discussion and when describing feelings. - Begin to recognise the sound of the musical instruments used. - Begin to identify basic musical structure. - Learn the purpose of the song and context within history. - Describe how music makes them feel. - Talk about the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.	- 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 . - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and un-tuned instruments musically. - Listen with concentration and understanding to a range of high-quality live and recorded music. - Experiment with, create, select and combine sounds using the interrelated dimensions of music. - Within the context of the song being learnt, the children will embed the foundations of the dimensions of music, pulse, rhythm and pitch.	- Continue to show their increasing depth of knowledge and understanding. - Recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. - Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. - Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds. - Use correct musical language to confidently describe the music they are listening to and their feelings towards it. - Appropriately and confidently discuss other dimensions of music and how they fit into the music they are listening to.