

Whole School Curriculum Overview - Spring Term 2017 -2018



Spring 1							Spring 2						
Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Stories from a range of cultures Write narrative Diaries Recount / Dictionary	Stories by the same author. We will be looking at the stories written by Roald Dahl, and concentrating on 'Charlie and the Chocolate Factory'. The children will be looking at the similarities and differences between the books, and will be writing a new chapter called 'The secret room at Wonka's' - We will be studying nonsense and humorous poems and limericks. Spellings: Word Mountains will be tested on a weekly basis	Poetry Iron man 5 weeks Dairy writing Recount writing newspaper writing suffixes ness ful following a consonant prefixes sub and tele apostrophes for contraction ch ss ion ure less mess ful ly statutory spelling list	Performance poetry <u>The City of Ember</u> Sci-fi narrative	Myths and legends Persuasion (sports relief or comic relief) Greek Myths and Legends	Viking Myths and legends Non-Fiction - Balanced argument re: Viking invasion of Lindisfarne Tuesday - Journalistic writing - imagery - personification - recount	English	Information Texts Recount Diaries Poetry 2 – Pattern and Rhyme	The children will be writing narratives that use the language of fairy tales and traditional tales- Jess and the Bean Root/ Jack and the Beanstalk. The true tale of the three little pigs. Non-fiction- write about how a plant grows. Poetry- poems about plants and growth. Poems to perform. There will be a world book week	Egyptian Cinderella Poem? prefixes super auto homophones k as ch statutory spelling list	Harry Potter Fantasy narrative	Stories from other cultures Performance Poetry Journey to Jo'burg	Girl of Ink and Stars - Narrative structure and techniques - Imagery - Recount
	Number: Place Value (within 50) (Multiples of 2, 5 and 10) Number: Addition and Subtraction (within 20) Measurement: Length and Height Measurement: Weight and Volume	Number-multiplication and division Statistics Geometry: properties of shapes Practise KIRFS for a weekly test. Maths: KIRFS will be tested on a weekly basis	Number x + Measurement Money	Multiplication and division Area Fractions	Number and place value -Decimals, percentages and their equivalence to fractions -Problem solving, reasoning and algebra -Mental addition and subtraction -Written addition and subtraction -Mental multiplication and division -Geometry: properties of shapes -Measurement -Statistics	Number – Decimals Number – Percentages Number – Algebra		Number: Place Value (within 50) (Multiples of 2, 5 and 10) Number: Addition and Subtraction (within 20) Measurement: Length and Height Measurement: Weight and Volume	Geometry- properties of shapes Number- fractions Measurement- length and height You can help your child by practising 'KIRFS' at home for a weekly test.	Statistics Measurement – length and perimeter Number fractions	Fractions Decimals	Mental multiplication and division -Problem solving, reasoning and algebra -Written multiplication and division -Problem solving, reasoning and algebra Measurement -Decimals, percentages and their equivalence to fractions - Number and place value -Statistics -Measurement – converting units, volume,	Number – Algebra Measurement – converting units Perimeter, area and volume Number – Ratio
Science	Seasonal Changes Observe changes across the four seasons, including weather Use observations and ideas to suggest answers to questions. Gather and record data to	Science Plants, and what they need to grow and be healthy. There will be a Science week.	Forces and Magnets Compare how things move on different surfaces. notice that some forces need contact between two objects, but magnetic forces can act at a	States of matter	Properties and changes of materials. <i>Compare and group together everyday materials based on their properties. Know that materials will dissolve in liquid</i>	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	Science	Plants Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common	Science The children will be learning about living things and growing plants. They will be growing their own sunflower.	Animals including humans (nutrition, skeletons and muscles) Identify that animals including humans need the right types and amounts of nutrition and that	Living things and their habitats Animals including humans (food chains)	Properties and changes of materials. <i>Compare and group together everyday materials based on their properties. Know that materials will</i>	Animals, including humans Describe the ways in which nutrients and water are transported within animals, including humans. Identify and

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	help in answering questions. Ask simple questions and recognise that they can be answered in different ways. r.		distance observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles. Predict whether two magnets will attract or repel each other depending on which poles are facing. Science Week		to form a solution. Use knowledge of solids, liquids and gasses to separate mixtures. Give reasons based on evidence for comparative and fair tests. Demonstrate that dissolving, mixing and changes of state are reversible. Explain that some changes result in the formation of new materials, and this change is not usually reversible.	years ago. Recognise that living things produce off spring of the same kind but normally off spring 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.		flowering plants, including trees. Observe closely, using simple equipment Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Ask simple questions and recognise that they can be answered in different ways. nt		they cannot make their own food. They get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement		dissolve in liquid to form a solution. Use knowledge of solids, liquids and gasses to separate mixtures. Give reasons based on evidence for comparative and fair tests. Demonstrate that dissolving, mixing and changes of state are reversible. Explain that some changes result in the formation of new materials, and this change is not usually reversible.	Parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and life style on the way their bodies function
Computing	<p>Data Handling Sort, organise and classify objects based on their properties. Represent and interpret simple data as pictograms.</p> <p>Safeguarding Identify trusted adults and ensure that a trusted adult knows what they are doing online and inform them if online content makes them feel scared, sad or confused. Behave in a kind and considerate way to others in the real and virtual world. Understand that the internet is fun, but there are rules for keeping safe.</p> <p>E-Safeguarding Safer Internet</p>	Use a graphics programme to design a new chocolate bar or chocolate machine Literacy E safety	<p>Media Strand M12 Combine and refine text, sound and graphics to communicate information for a given audience. M13 Recognise the key features of different types of information/genres and use appropriate layouts M14 Understand how audio can enhance multimedia projects including radio and films by creating/choosing appropriate audio to fit a given context. M15 Capture, create and enhance new and existing digital images to communicate ideas. M16 Plan and create a simple animation. M17 Understand that evaluation and improvement is a vital part of a design process and technology</p>	E-Safety Information literacy - use search technologies effectively, appreciate how results are selected and be discerning in evaluating digital content	<p>Computer Science Design, write and debug programs that accomplish specific goals, including controlling of 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 algorithms and understand internet services. Programming (www.ticbradford.com/computing-curriculum/resources/computer-science/search-by/age?value=Y5) E-safety</p>	Half termly e-Safety lesson Data Handling Identify and collect appropriate data to answer their questions. Use data in an appropriate application to test a theory/hypothesis. Refine, search, filter, sort and graph data for purpose in a data base or spreadsheet. Use a spreadsheet to create real life models of information to offer a solution to a real life problem. Collect and represent data using info graphics.	Computing	<p>Information Literacy Use technology purposefully to source and manipulate digital content.</p> <p>E-Safeguarding SWGFL Lesson 2 ABC Searching</p>	E safety – keeping safe on the internet Safeguarding	<p>Data Handling Strand DH6 Collect and organise information to find answers to questions. DH7 Create different graphs that show data for different purposes across the curriculum. DH8 Store and access data using a database</p> <p>Linked to MATHS</p>	E-safety Media - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<p>Computer Science Design, write and debug programs that accomplish specific goals, including controlling of 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 algorithms and understand internet services. Programming (www.ticbradford.com/computing-curriculum/resources/computer-science/search-by/age?value=Y5) E-safety</p>	Half termly e-Safety lesson Data Handling Identify and collect appropriate data to answer their questions. Use data in an appropriate application to test a theory/hypothesis. Refine, search, filter, sort and graph data for purpose in a data base or spreadsheet. Use a spreadsheet to create real life models of information to offer a solution to a real life problem. Collect and represent data using info graphics.

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			allows changes to be made quickly and efficiently. SWGFL Show Respect Online										
History		<u>History</u> The life of Roald Dahl and the changes that happened in Britain during his lifetime. The Great Fire of London.			Ancient Greece – what life was like	The Vikings An in-depth study, including: Vikings raids and invasion; resistance by Alfred the Great and Athelstan, first King of England; further Viking invasions and Danegeld etc	History			Earliest civilisation – The achievements of the earliest civilization an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt		Ancient Greece – influences left	The Vikings An in-depth study, including: Vikings raids and invasion; resistance by Alfred the Great and Athelstan, first King of England; further Viking invasions
Geography	Human and Physical Geography To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles. Location Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Place Knowledge To understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a small area in a contrasting non-European country. Geographical Skills and Fieldwork Use world maps, atlases and globes to identify UK and its countries, as well as the countries, continents and	<u>Geography</u> Capital cities in the UK		Rivers Water cycle	N/A		Geography		<u>Geography</u> Field trip to Harlow Carr. The children will be carrying out field work and using observational skills	Geographical skills and fieldwork -Using maps, atlases and globes. The effects of The River Nile Localities of cities within a country - Memphis etc.	Rivers water cycle	N/A	

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	oceans studied at this key stage.												Blakehill Primary School
RE	<p>(Special Days – Chinese New Year)</p> <p>Special Places Articulate views on personal places and spaces. Demonstrate and understanding of and respect for a place of worship. Know about 2 places of worship. (Gurdwara and Church)</p>	RE Myself	Places of worship Christianity Judaism	Journeys Hindu journeys	Special people – Christian and Buddhist <i>Know the key event in the life of a religious leader which began their work. Identify key beliefs about leaders. Know that different people have different beliefs about some leaders. Know the main activities of the leaders and their significance for their followers. Know that religious leaders are portrayed in a variety of ways.</i>	<p>Special journeys Christianity and Islam</p> <p>To study the special places, beliefs, festivals and celebrations of Christianity and Islam</p>	RE	<p>(Special Days – Chinese New Year)</p> <p>Special Places Articulate views on personal places and spaces. Demonstrate and understanding of and respect for a place of worship. Know about 2 places of worship. (Gurdwara and Church)</p>	RE Myself	Places of worship Christianity Judaism	Hindu journeys; reflection of these journeys	Special people – Christian and Buddhist <i>Know the key event in the life of a religious leader which began their work. Identify key beliefs about leaders. Know that different people have different beliefs about some leaders. Know the main activities of the leaders and their significance for their followers. Know that religious leaders are portrayed in a variety of ways.</i>	<p>Special Journeys Christianity and Islam</p> <p>To study the special places, beliefs, festivals and celebrations of Christianity and Islam</p>
PHSE	<p>Risk Know rules for keeping safe. Know about people who look after them. Recognise that they share responsibility for keeping safe.</p>	PSHCE Health and Wellbeing	Citizenship – consequences of anti-social behaviour on communities. Responsibilities, rights and duties.	Relationships; respect, honesty, appropriate relationships and attitudes.	Citizenship, rules, law, democracy.	<p>Drugs To study, discuss and understand personal, health and social issues regarding anti-bullying, friendship, drugs, puberty and change.</p>	PHSE	<p>Health Making simple choices to improve health and well being</p>	PSHCE Health and Wellbeing		Health; how to keep healthy and safe.	Money	<p>Drugs To study, discuss and understand personal, health and social issues regarding anti-bullying, friendship, drugs, puberty and change</p>
Music	<p>Music through the decades 1940s – 2010</p> <p>Music Express Scheme/Charanga</p>	Music through the decades	exploring pitch exploring beat	Music of the decades	Jazz music	<p>Jazz music</p> <p>Guitars</p> <p>Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	Music	<p>Music from around the world</p> <p>Music Express Scheme/Charanga</p>	Music from around the world	exploring pitch exploring beat	World music/ music from around the world	World music	<p>World music</p> <p>Guitars</p> <p>Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>
	<p>Dance Remember and repeat short dances Chinese Dragon dancing</p>	Athletics. Outdoor games Outdoor PE is on Fridays. Indoor PE is on Mondays. Please ensure that your child	In: Gymnastics: creating sequences Out: cricket competition	Swimming OAA (Outdoor Adventurous Activities)	Dance Invasion games	In: Athletics LO: Choose the best place for running over a variety of distances. LO: Throw accurately and		<p>Gymnastics Making shapes with our body</p> <p>Athletics</p>	Games: multi sports festival Athletics Outdoor PE is on Fridays. Indoor PE is on Mondays. Please ensure	In: Dance: another culture Out: Net and wall games: pass and receive (Frisbee tennis)	Athletics Outdoor activities	Dance Net and wall games	<p>Indoor: Dance LO: Perform complex moves that combine strength and stamina gained through gymnastics</p>

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PE	Invasion Games Sending and receiving (Hockey)	has their PE kits in school on these days, and that it is all clearly named.				refine performance by analysing technique and body shape. Outdoor: Games (Invasion and Net & Wall) LO: Field, defend and attack tactically by anticipating the direction of play. - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model within a team	PE	What happens when we exercise?	your child has their PE kits in school on these days, and that it is all clearly named.				cs activities (such as School cartwheels or handstands). LO: Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. LO: Perform expressively and hold a precise and strong body posture. LO: Perform and create complex sequences. LO: Express an idea in original and imaginative ways Outdoor: Games (striking & fielding, Invasion and Net & Wall) LO: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). LO: Strike a bowled or volleyed ball with accuracy. LO: Field, defend and attack tactically by anticipating the direction of play.
Art	Painting Mixing colours to produce weather pictures Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture,	Art: Observational drawing of Roald Dahl. Sculpture.	Chalks Iron pictures	To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	Sculpture	Imitate style of artist <u>Freda Kahlo</u> Pupils will develop their techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Art	Tone Observational drawings of plants Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture,	Art The children will be looking at spring flowers and the work of Monet. They will be printing pictures of Water Lilies.	Pharaohs masks Cobra crown Making jewellery Design a sarcophagus	To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) To learn about great artists, architects and designers in history (Andy Goldworthy)	Sculpture	Recreating <u>Freda Kahlo</u> Pupils will develop their techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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	line, shape, form and space. Learn about the work of a range of artists, craft makers and designers.			To learn about great artists, architects and designers in history (Andy Goldworthy)				line, shape, form and space. Learn about the work of a range of artists, craft makers and designers.					
Design Tech	Design and Make Items linked to weather theme, eg weather vane, wind chimes and kites Design purposeful, functional, appealing products for themselves and other users. Select from and use a range of tools and equipment to perform practical tasks	<u>Design and Technology</u> Design and make a fire engine using KNEX- explore wheels and axels			Food Technology Changing liquids to solids	Food Technology - Make Simple American dishes. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	Design Tech	- Cooking and Nutrition Understand where food comes from.				Food Technology Changing liquids to solids	Food Technology - Make simple American dishes. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
MFL			Je me presente Presenting oneself Days of the week Numbers to 20			Italian Speak in sentences and engage in conversations	MFL			Je me presente Describing the weather Vocab related to the very hungry Caterpillar			Italian Speak in sentences and engage in conversations
VISITS	Gurdwara		trip re booked Blakehill to Westbourne					Church		trip re synagogue booked			