

Half termly curriculum map

Spring – 2nd half term

Outer Space drama workshop WOW DAY

The Stone value that we are focusing on this term is **COMPASSION**

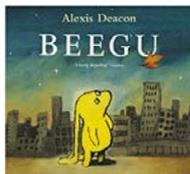
Learning skills that we are practising this half term:
Leadership, Collaboration, Independence

Class 2
**To Infinity and
Beyond!**

English

Instructions – The children will be using **Toy Story** to write instructions for how to fix a broken Woody. They will be thinking about imperative verbs and sequencing the steps.

Newspapers The children will be reading the texts **If you decide to go to the moon** and **Beegu** to write newspaper reports focusing on the formal language.



Non-chronological reports

– The children will also be reading a range of **non-fiction books about Space**. They will be using facts and information to write non-chronological reports on this subject.

Maths

Word problems

The children will learn how to answer both 1 step and 2 step word problems using the bar model for all four operations.

Shape

The children continue to learn about shapes, focusing specifically on 3D shapes. We will be comparing 2D and 3D shapes using mathematical terminology for this topic. For example, edges, vertices and faces.

Fractions

The children begin to learn about fractions, what they are and what they represent. They will be finding $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of shapes and numbers. They will also be learning to recognise simple equivalent fractions (e.g. $\frac{1}{2}$ is the same as $\frac{2}{4}$).

Time

The children begin to learn about reading time. They will be reading analogue clocks to o'clock, half past, quarter past and quarter to times.

Science

Materials – properties of materials

To perform simple tests.

To gather and record data to help in answering questions.

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.

To identify and classify.

Computing

We are astronauts

To understand that algorithms are a set of instructions that computer programs follow to work.

To create and debug simple computer games.

To predict the behaviour of simple computer games.

Design and Technology

To design purposeful, functional, appealing products for themselves and other users based on design criteria.

To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

To evaluate their ideas and products against design criteria.

Topic – Geography

To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

To 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.

<p><u>P.E.</u> <u>Athletics</u></p> <p>To 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.</p> <p><u>Unit 4 REAL PE Creative Skills</u></p> <p>To work collaboratively as a team.</p> <p>To understand how to apply skills within a range of sports.</p>	<p><u>Music</u> <u>I wanna play in a band</u></p> <p>To learn and understand about the interrelated dimensions of music.</p> <p>To identify rhythm in music and use it to create your own pulse.</p> <p>To be able to use your voice to re-create a sound in the correct pitch.</p> <p>To understand that music is made up of notes and be able to play these using glockenspiels.</p>	<p><u>Citizenship</u> <u>Good to be me</u></p> <p>To recognise, name and deal with their feelings in a positive way.</p> <p>To think about themselves, learn from their experiences and recognise what they are good at.</p> <p>To know about the process of growing from young to old and how people's needs change.</p>
<p><u>British values/SMSC</u></p> <p>Throughout the year there will be a continuous focus on upholding 'fundamental British values':</p> <p>Democracy –linked to P.E. – Discuss how different races have been treated in sports and what we think about this.</p> <p>The rule of law – Linked to Geography - Laws in different countries – are there any similarities or differences between laws around the world? Why might they be different? Are some laws so important that we all have them?</p> <p>Individual liberty – linked to Design and Technology topic We all have different ideas and designs. Each one should be valued and recognised as important. We will be thinking about how to give people positive praise and constructive feedback so that it is always done in a positive manner.</p> <p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith – linked to Religious Education We will be looking at Easter within the Christian faith, discussing why not all religions believe this and how we can show respect despite not believing in something ourselves.</p>	<p><u>RE</u> <u>Why does Easter matter to Christians?</u></p> <p>To understand the important elements of the Easter celebration.</p> <p>To understand why Christians celebrate this event.</p> <p>To know the importance of what happened for Christians.</p> <p>To be able to talk about their own experiences and feelings towards Easter.</p> <p>To be able to recognise and discuss some important stories or symbols linked to Easter.</p>	