



Willow Grove Primary School

Curriculum Information for Spring Term 1

Class: Cherry Class

Department: Orchards

<p><u>English</u></p>	<p>Your child will be given the opportunity to learn about:</p> <p>Class read: "Who let the Gods Out" – Maz Evans, "James and the Giant Peach" – Roald Dahl</p> <p><u>Non-Fiction: Information texts/non-chronological reports</u> <u>Fiction: Myths and Legends</u></p> <p>-Handwriting as a key skill -Regular time reading as a class, in small groups and independently. -Opportunities for independent writing.</p> <p><u>Decoding reading and writing through phonics (Sounds Write)</u></p>
<p><u>Maths</u></p>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Number - Place value, multiplication and fractions</u> <u>Geometry & Measurement – time</u></p> <p>Mental multiplication skills and addition/subtraction skills within these components of maths.</p> <p>The children will be given the opportunity to be able to apply their skills and knowledge to demonstrate a deeper and secure understanding. They will also have access to SEAL interventions if needed.</p>
<p><u>PSHE</u> Jigsaw</p>	<p><u>Dreams and Goals:</u></p> <ul style="list-style-type: none">• Understand that they will need money to help me achieve some of their dreams• Identify what they would like life to be like when grown up• Know about a range of jobs carried out by people they know and have explored how much people earn in different jobs• Appreciate the contributions made by people in different jobs• Identify a job they would like to do when grown up and understand what motivates them and what they need to do to achieve it• Appreciate the opportunities that learning and education are giving them and understand how this will help to build a future• Describe the dreams and goals of young people in a culture different to their own• Reflect on how these relate to their own dreams and goals• Understand that communicating with someone in a different culture means we can learn from each other and identify a range of ways that we could support each other• Appreciate the similarities and differences in aspirations between themselves and young people in a different culture• Encourage peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship• Understand why they are motivated to make a positive contribution to supporting others

<p><u>Theme :</u> <u>History and Art</u></p>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> • Art: <ul style="list-style-type: none"> - Developing skills & inspiration - Drawing, painting, - Colour mixing sculpture - Greek Pottery • Greek History: <ul style="list-style-type: none"> - Who were the Ancient Greeks and what did they achieve - Greek Gods and Goddesses - Greek Myths - Greek Wars, Empire and Soldiers - The Olympic Games and it's influence on the Modern Olympics - Daily Life in Ancient Greece
<p><u>Science</u></p>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Earth & Space:</u></p> <ul style="list-style-type: none"> • Describe and explain movement of the Earth and other planets relative to the sun • Describe and explain the movement of the Moon relative to the Earth • Explain and demonstrate how night and day are created • Describe the Sun, Earth and Moon (using the term spherical) • Working scientifically and analysing scientific evidence
<p><u>Computing</u></p>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Programming:</u></p> <ul style="list-style-type: none"> • Look at how you can control a simple circuit connected to a computer • Write a program that includes count-controlled loops • Explore how loops can stop when a condition is met • Design a physical project that includes selection • Create a program that could control a physical computing project
<p><u>PE</u> Gymnastics</p>	<p>Children will develop:</p> <ul style="list-style-type: none"> • Their ability to control their bodies <p>Improve skills</p> <ul style="list-style-type: none"> • Different ways to move their body/travel • Create a sequence and repeat and improve them • Develop understanding and control of muscles within the body to help them create movements <p>Experience</p> <ul style="list-style-type: none"> • Different ways to move and travel using various equipment
<p><u>Music</u></p>	<p><u>Grandma Rap</u></p> <ul style="list-style-type: none"> • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment that they will create.

	<ul style="list-style-type: none"> • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers)
<u>MFL</u>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p>Months of the year and Family</p> <ul style="list-style-type: none"> • Name months of the year • Use numbers up to 31 • Say their birthday and ask someone's birthday • Say today's date • Name days of the week • Say the year • Ask someone the date • Name members of their family • Say if I have brothers and sisters • Ask someone if they have brothers and sisters <ul style="list-style-type: none"> • Incorporating BSL signs into everyday classroom practice such as greetings and names, discussions on deaf culture and awareness, and learning specific signs related to our curriculum studies.
<u>RE</u>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Enquiry: What do some deities tell Sanatanis about God? (Sanatana Dharma - Hinduism)</u></p> <ul style="list-style-type: none"> • Explain how people show different aspects of their personalities • Explain the Sanatani belief that Brahman is one supreme deity with different aspects • Explain what some Sanatanis might believe about Ganesha • Explain what some Sanatanis might believe about Lakshmi • Explain how different aspects of their own character help others see who they really are • Describe different deities and explain why they may be important to Sanatanisan • Explain how they could show more of their positive aspects
<u>Structured Play</u>	<p><i>Your child will be given the opportunity to learn about:</i></p> <ul style="list-style-type: none"> • Throughout the week your child will have access to several structured play offers. • These include opportunities include access to: Theraplay sessions, construction opportunities, projected play, outdoor play, sensory play and social games The play sessions allow your child to continue to build relationships and feelings of trust and security with their staff and peers. It also promotes regulation, curiosity and creativity; provides an opportunity to explore feelings and most of all, it is fun!

The questions that we will explore are:

- What do some deities tell Sanatanis about God?
- What dreams and goals do people have?
- What dreams and goals do they have.
- What impact has Ancient Greece had on modern Britian?
- How have we explored Space and why is knowledge about Space important to science?
- How can we combine technology and music
- What have I done well, and what can I improve on?

You could help your child by:

- Regularly reading together
- Discuss the differences you may encounter in your local community and across the U.K.
- Look out for opportunities to explore the sky at night observing satellites or meteor showers
- Encourage their use of scratch Jr and other educational coding apps
- Encouraging respect, kindness, tolerance and positivity