



Willow Grove Primary School Curriculum Information for Spring Term 2

Class: Ash

Department: Woodlands

<p><u>English</u></p>	<p>Your child will be given the opportunity to learn about: Class reads: "Who let the Gods Out" – Maz Evens continued. "Revolting rhymes" - Roald Dahl</p> <p><u>Non-Fiction:</u> Recount (biog/autobiog) <u>Fiction:</u> Traditional Tale with a Twist Willow Grove World Book Day: Friday 6th March</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,</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 as well as NCETM interventions.</p>
<p><u>PSHE</u> Jigsaw</p>	<p><u>Healthy me:</u></p> <ul style="list-style-type: none">• Know the health risks of smoking and vaping• Know how smoking tobacco affects the lungs, liver and heart• Know some of the risks linked to misusing alcohol, including antisocial behaviour• Know basic emergency procedures including the recovery position• Know how to get help in emergency situations• Know that the media, social media and celebrity culture promotes certain body types• Know that messages we receive about food come from different places and that these can affect people's attitude to foods.• Know what makes a healthy lifestyle• Make informed decisions about whether or not they choose to smoke when they are older• Make informed decisions about whether they choose to drink alcohol when they are older• Recognise strategies for resisting pressure• Identify ways to keep themselves calm in an emergency• Reflect on their own body image and know how important it is that this is positive• Accept and respect themselves for who they are

	<ul style="list-style-type: none"> • Respect and value their own bodies • Be motivated to keep themselves healthy and happy
<p>Theme: Geography and DT</p>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Rivers</u></p> <ul style="list-style-type: none"> • Name and locate geographical regions [in the UK] and their identifying physical characteristics, & key topographical features (including rivers) • Describe and understand key aspects of physical geography, including rivers and the water cycle • Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>DT: Textiles</u> - Creating a phone pouch</p> <ul style="list-style-type: none"> • Designing, making, evaluate and innovate plans • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task • Explain their choice of materials and components according to the functional properties and aesthetic qualities
<p><u>Science</u></p>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Animals including humans:</u></p> <ul style="list-style-type: none"> • Describe the human life cycle • Understand how a foetus develops in the womb • Describe what happens when I am a teenager. • Describe what happens when I am a senior. • Continue to develop understanding and ability to “work scientifically”
<p><u>Computing</u></p>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Flat-file databases:</u></p> <ul style="list-style-type: none"> • Create a database using cards • Explain how information can be recorded • Order, sort, and group data cards • Explain what a field and a record is in a database • Navigate a flat-file database to compare different views of information • Choose which field to sort data by to answer a given question • Explain that data can be grouped using chosen values • Group information using a database • Combine grouping and sorting to answer specific questions • Choose which field and value are required to answer a given question • Outline how ‘AND’ and ‘OR’ can be used to refine data selection • Choose multiple criteria to answer a given question • Select an appropriate chart to visually compare data • Refine a chart by selecting a particular filter • Explain the benefits of using a computer to create charts • Ask questions that will need more than one field to answer

	<ul style="list-style-type: none"> • Refine a search in a real-world context • Present findings to a group
<p>PE Indoor Team Games</p>	<p>Children will develop: Confidence, cooperation, and teamwork through a range of indoor team games. They will learn how to work with others, follow rules, and show fairness and respect during physical activity.</p> <p>Improve skills: Physical skills such as throwing, catching, passing, dodging, and movement in different directions. They will practise controlling their bodies, reacting quickly, and making simple decisions during games. Children also develop communication skills.</p> <p>Experience: Playing a variety of small-sided team games in a safe and inclusive indoor environment. They will take part in structured activities and simple competitive games, learning how to apply rules, tactics, and teamwork.</p>
<p>Music</p>	<p><u>Orawa</u> <u>Musical focus:</u> Beat, rhythm, repetition, structure, 20th century classical music. <u>Musical learning:</u></p> <ul style="list-style-type: none"> • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to details, recalling sounds and patterns <p><u>Trains</u> <u>Musical focus:</u> To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuto). <u>Musical learning:</u></p> <ul style="list-style-type: none"> • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles.
<p><u>MFL</u></p>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p>Pets, sports and hobbies</p> <ul style="list-style-type: none"> • Name pet animals in Spanish and say if I have any at home • Name some sports and hobbies in Spanish, say what my favourite sport and hobby is, express my point of view about sports and hobbies • Use prior learning to speak simple sentences in Spanish • Combine knowledge of numbers and family to understand simple sentences about pets, sports and hobbies. <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.
<p><u>RE</u></p>	<p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Enquiry: How significant is it for Christians to believe that God intended Jesus to die?</u> <u>Theme: Salvation</u></p> <ul style="list-style-type: none"> • Understand how some people believe in destiny and how others might believe in having free will to make their own choices

	<ul style="list-style-type: none"> • Begin to consider whether the crucifixion was a consequence of the events of Holy Week • Begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God’s plan (Last Supper to praying in the garden) • Begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God’s plan (The trials, Peter’s denial, crucifixion, burial and resurrection) • Start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week • Give an example of someone with a strong sense of purpose in their life and give my opinion on this
<p><u>Structured Play</u></p>	<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!

<p><u>The questions that we will explore are:</u></p> <ul style="list-style-type: none"> • How significant is it for Christians to believe that God intended Jesus to die? • What are the ways in which I can lead a healthy lifestyle? • How can I keep myself from giving into peer pressure? • How do rivers play a part in the water cycle? • What stage of life am I at and what are the different life stages of humans? • What sounds can I hear in a piece of music? • What have I done well, and what can I improve on? • How can I create a functional design that fits a specific purpose using textiles ? 	<p><u>You could help your child by:</u></p> <ul style="list-style-type: none"> • Regularly reading together • Discuss the ways in which peer pressure can affect friendships and influence people • Discuss how bodies change as life progresses, especially as children move towards their teen years. • Encourage children to be aware of water around them, and how it plays a part in the water cycle (rivers, waste water, lakes, the ocean). • Encouraging respect, kindness, tolerance and positivity
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