



Willow Grove Primary School Curriculum Information for Autumn Term 2

Class: Ash

Department: Woodlands

English	<p>In English this term Ash class will continue to follow the Sounds Write phonics curriculum. As always, there will be a focus on sounding and blending, reading and writing and letter formations.</p> <p>We will also be looking at the features of Traditional Tales and modern versions of these with a twist and in particular Roald Dahl's Revolting Rhymes.</p> <p>Ash will also look at story of George and the Dragon which looks at bravery and thinking about our own, alternative ending.</p>
Maths	<p>In Maths we are looking at Place Value within 20 and shape. We will explore 3D shapes and their properties throughout this term. We will continue to work on our SEAL interventions and NCETM strategies and work which helps us to develop our mental arithmetic, addition and subtraction and shapes and patterns.</p> <p>Higher ability children in the group will be concentrating on the gaps in their maths knowledge and in particular time and shape and space knowledge.</p>
PSHE Jigsaw	<p>In the <i>Celebrating Difference</i> unit of the Jigsaw, children will look at the importance of accepting and respecting diversity, inclusion, and respect for others. We will focus on recognising and valuing individual differences such as culture, race, religion, family structure, appearance, and ability.</p> <p>We will explore the negative impacts of bullying and how to challenge stereotypes and prejudice. We will use stories, discussions, and reflective activities, to help children build their empathy and develop strategies to promote kindness, tolerance, and a positive classroom and school community. The aim of all this is to help pupils appreciate that everyone is unique and special and that our differences make us stronger together.</p>
Theme	<p><i>Farm to Fork</i>. Here children will find out the origins of their food comes from and how it reaches their plates. They learn about the journey the food they eat every day comes from- through farming and production processes to distribution and consumption.</p> <p>The topic covers food origins, global trade, environmental impact, and sustainability issues and the choices which have to be made. Pupils will come to understand the links between world geography, agriculture, and everyday life and these will develop our mapping skills as part of the topic and looking at Fairtrade.</p>
Science	<p>Animals including Humans-</p> <p>In this topic, children learn how diet, exercise, and the circulatory system keeps our bodies healthy. We will explore the functions of the heart, blood vessels, and blood, and investigate how lifestyle choices that we make every day affect our health and fitness. The unit encourages scientific enquiry through experiments and promotes understanding of how our bodies work given different conditions.</p>
Computing	<p>In this unit, children learn the key stages of video production, from planning and scripting to filming and editing. They explore how to use digital devices and software to capture and edit video, add audio, and create a final product with a clear purpose and audience in mind. The unit encourages creativity, collaboration, and critical thinking while developing digital literacy skills. And all of this should culminate in the setting up of a webpage. (This will be linked to our Farm to Fork topic in Topic/ Geography.)</p>
PE	<p>In this unit, children develop key movement and coordination skills through throwing, catching, and dodging activities. They learn techniques for accuracy, control, and teamwork, applying these in fun, competitive games like dodgeball. The focus is on improving physical confidence, cooperation, and game awareness.</p> <p>Improve skills They will: use hand-eye coordination, underarm and overarm techniques to improve their tactical team skills in dodgeball and multi-skills games.</p> <p>Experience</p>

	They will work independently, in pairs and small groups to build their confidence in all aspects of movement. They will then use these skills to play tactical games building team spirit.
Music	In this unit, children explore the sounds animals make and how these can inspire music. Lots of animals in the wild use song to communicate e.g. birds, whales and monkeys! They listen to and analyse music influenced by nature, then use instruments and their voices to create their own animal-inspired compositions. The unit encourages creativity, listening skills, and imaginative expression through sound.
MFL <i>Spanish/BSL</i>	Concentrating on learning our numbers from 1 – 10 and progressing number to 20. Learning the alphabet in Spanish. Christmas Vocabulary and how Spanish people celebrate the Christmas festival differently to the way we do, considering how this is similar and why this differs to celebrations in the UK. We will also be continuing with our alphabet in BSL and signing our names.
RE	During this half term and the lead up to Christmas we will be looking at Christian celebrations and traditions. We will be discussing if they help Christians understand who Jesus was, why was he born and is the Christmas story true? We will be focusing upon the meaning of Christmas and what this time of year means to people, not all of whom follow the Christian religion.
Structured Play	In these sessions, children will have access to several structured play offers. These include opportunities to take part in- -The five planned and resources 'sections' which include sensory, construction, small world/role play, social/communication and these opportunities are refreshed on a weekly basis. -Theraplay sessions follow these and all of these 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, social interaction, turn-taking and of course fun and enjoyment during this time.

<p><u>The questions that we will explore are:</u></p> <ul style="list-style-type: none"> • Why is it important to be able to recognise our behaviour and how it affects others? • To know what kind of information about ourselves it is safe to share with other people. • What do we do, who do we talk to when we feel unsafe in any way online? • Does everyone like the same kind of foods? • Where does the food we like come from? • Why does the price of food change? • Why is it important to put the right kinds of food into our bodies? • What are the various functions of our skeleton and major organs? • How do our bodies react/change when face with various demands e.g. during exercise? • How can we prove that certain things actually take place e.g. that our heart rate increases when we exercise? 	<p><u>You could help your child by:</u></p> <ul style="list-style-type: none"> • Read with your child 2-3 times a week. • Practise their times tables and quick fire addition facts. • Listening to examples of the genre of music being covered this half term. (Christmas!) • Use every available opportunity to talk about the need to keep ourselves safe online. • Encourage your child to spend quiet time/relax/be mindful to link in with our healthy living topic. • Ask them to talk about what they are learning in topic and give you some facts about it. • When you are shopping, talk about what is available on the shelves and even look at labels to see where it has come from. • Talk about food from your childhood-is it the same?
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| | <ul style="list-style-type: none">• Listen to Christmas music with your child and talk about which songs are special to you/why? |
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