



# Willow Grove Primary School

## Curriculum Information for Spring Term 1

**Class: Elm**

**Department: Woodlands**

<b><u>English</u></b>	<p>This term, children will be developing their reading and writing skills through a range of engaging texts. We will be exploring the key features of information texts and non-chronological reports, and pupils will use their understanding of these features to plan 4p and create their own reports based on our Myth and Legend – The Loch Ness Monster. Alongside this, we will explore the Loch Ness Monster, explore story writing and create our own story using sentences and paragraphs.</p>
<b><u>Maths</u></b>	<p>Your child will be given the opportunity to learn about: Number - Place value, multiplication and division using grouping. Geometry &amp; Measurement – time Mental multiplication skills and addition/subtraction skills within these components of maths. 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 interventions if needed.</p>
<b><u>PSHE</u></b> Jigsaw	<p>In our Jigsaw topic on ‘Dreams and Goals’ children will be learning how to reflect on their experiences and use this understanding to make new plans and set realistic goals for the future. They will explore how setbacks and disappointments are a natural part of learning and develop strategies to respond to these in a positive and constructive way. Children will learn what it means to be resilient and will be encouraged to demonstrate perseverance when faced with challenges. They will also develop the ability to maintain a positive attitude, adapt their approach when necessary, and continue working towards their goals with confidence and determination.</p>
<b><u>Theme</u></b>	<p>History – as part of Crime and Punishment your child will explore crime and punishments through different periods of time from the Romans to Modern Day. By the end of the topic, your child will be able to compare similarities and differences over periods of time. Art – How can food inspire artists? Our focus will be around Peter Anton and his sculptures he creates with food. We will use clay to sculpt our ART and explore sculpting around objects or materials such as foil to make larger sculptures and structures.</p>
<b><u>Science</u></b>	<p>In our Science topic on <i>Light</i>, children will explore how light behaves through a range of hands-on experiments and investigations. They will learn how to plan and carry out fair tests, making careful observations and recording their findings accurately. Through these investigations, children will develop their understanding of key concepts such as reflection, refraction, and how light travels to create shadows. They will also be encouraged to ask questions, make predictions, and draw conclusions based on evidence, helping them to develop their scientific enquiry skills and deepen their understanding of the world around them.</p>
<b><u>Computing</u></b>	<p>Your child will be given the opportunity to learn about: Programming: • 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>
<b><u>PE</u></b>	<p>Children will develop: • Their ability to control their bodies Improve skills • 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 Experience • Different ways to move and travel using various equipment.</p>
<b><u>Music</u></b>	<p>Grandma Rap • 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. • Chant and play rhythms</p>

	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).
<b>MFL</b>	Concentrating on learning our months of the year and progressing numbers to 20. We will also be continuing our learning on the alphabet in Spanish.
<b>RE</b>	Children will be learning in RE about why certain deities communicate with Sanatani Hindus, exploring how these messages help followers understand different aspects of God and guide them in their beliefs and daily lives.
<b>Structured Play</b>	In these sessions, children will have access to several structured play offers. These include opportunities to take part in-  -Theraplay sessions, construction activities; 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, social interaction, turn taking and of course enjoying this time.

<p><b><u>The questions that we will explore are:</u></b></p> <ul style="list-style-type: none"> <li>• How can we combine technology and music • What have I done well, and what can I improve on?</li> <li>• What are my dreams for the future and how can I make small steps to achieve some of these?</li> <li>• What is the different between Myths and Legends.</li> <li>• What are the main features of a non-chronological report?</li> </ul>	<p><b><u>You could help your child by:</u></b></p> <ul style="list-style-type: none"> <li>• Having conversations with your child about what respect looks like in a variety of relationships.</li> <li>• Talking about the different types of exercise they gain pleasure in doing.</li> <li>• Asking your child to read pamphlets, posters, leaflets and menus when out and about to extend reading skills and vocabulary.</li> <li>• Encourage their use of scratch Jr and other educational coding apps</li> <li>• Regularly reading together • Discuss the differences you may encounter in your local community and across the U.K</li> <li>• Encourage them to choose the appropriate notes and coins when shopping to pay at the till.</li> <li>• Continue to work on their rapid mental maths skills using Times Tables Rock Stars.</li> </ul>
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