



Willow Grove Primary School

Curriculum Information for Summer Term 1

Class: Cherry Class

Department: Orchards

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| <p><u>English</u></p> | <p>Your child will be given the opportunity to learn about: Class reads: Street Beneath my Feet – Charlotte Guillain Malamander – Thomas Taylor</p> <p><u>Non-Fiction:</u> Explanation (of a process) <u>Fiction:</u> Stories with a flashback</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, addition and subtraction</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>Relationships:</u></p> <ul style="list-style-type: none">• Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities• Understand that belonging to an online community can have positive and negative consequence• Understand there are rights and responsibilities in an online community or social network• Know there are rights and responsibilities when playing an online game• Recognise when I am spending too much time using devices (screen time)• Explain how to stay safe when using technology to communicate with my friends• Understand I have rights about my personal data• Know to keep building my own self-esteem• Recognise when an online community feels unsafe or uncomfortable• Recognise when an online community is helpful or unhelpful to me• Recognise when an online game is becoming unhelpful or unsafe• Identify things I can do to reduce screen time, so my health isn't affected• Use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable |

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| <p><u>Theme :</u> <u>History and DT</u></p> | <p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>The Maya</u></p> <ul style="list-style-type: none"> • Where and when did the Maya live? • What made the Maya civilisation so successful? • How do we know about the Maya? • How were the Maya ruled? • What do we know about the Maya City States and the Anglo-Saxon Kingdoms? • How do the leaders of the Maya and the Anglo-Saxons compare? • How does 8th-10th Century England compare to the Maya • How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive? <p><u>Celebrating Culture – Food</u></p> <ul style="list-style-type: none"> • How to prepare and cook a variety of predominantly Savoury dishes safely and hygienically including, where appropriate, the use of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • How food and culture are linked, and how food plays an important part in many societies. |
| <p><u>Science</u></p> | <p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Living things and their habitats:</u></p> <ul style="list-style-type: none"> • describe how plants reproduce in different ways • explain how flowering plants reproduce • explain the stages in the life cycle of a flowering plant • describe and compare the life cycles of insects and amphibians • describe the life cycle of a bird and compare it with other animals that lay eggs • describe the life cycle of mammals and compare it with other animals including birds |
| <p><u>Computing</u></p> | <p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Vectors:</u></p> <ul style="list-style-type: none"> • To identify that drawing tools can be used to produce different outcomes • To create a vector drawing by combining shapes • To use tools to achieve a desired effect • To recognise that vector drawings consist of layers • To group objects to make them easier to work with • To apply what I have learned about vector drawings |
| <p><u>PE</u> Racket Games</p> | <p>Children will develop - skills to control and move their bodies in a variety of ways. Improve their skills in striking a ball using different bats and rackets.</p> <p>Improve skills They will complete a range of activities to develop and improve key skills needed to participate in different activities and games.</p> <p>Experience - They will experience a variety of games equipment; practicing in pairs and small teams to improve technique, strength and understanding.</p> <p>Develop skills in teamwork and team building, awareness of space, holding apparatus/equipment correctly and using positive and supportive encouraging language.</p> |

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| <p><u>Music</u></p> | <p><u>Percussion -Rosewood Gratitude</u> <u>Musical focus:</u> “son” clave rhythm, tuned percussion techniques (bounce, stepping, left/right, hand to hand sticking), creating an arrangement, balafon music from the West Africa, Griot tradition. <u>Musical learning:</u></p> <ul style="list-style-type: none"> • Develop understanding of music written for the balafon. • Recognise patterns from <i>Rosewood gratitude</i> written in staff notation. • Play three patterns from <i>Rosewood gratitude</i> fluently and by ear. • Create their own arrangement of <i>Rosewood gratitude</i>. • Take part in an ensemble performance of <i>Rosewood gratitude</i>. |
| <p><u>MFL</u></p> | <p><i>Your child will be given the opportunity to learn about:</i></p> <p>Sports and hobbies, schools subjects, weather and the seasons</p> <ul style="list-style-type: none"> • Recap naming some sports and hobbies in Spanish, say what my favourite sport and hobby is, express my point of view about sports and hobbies • Identify and name school subjects, say what my favourite subject is and why. • Express my knowledge about the weather and seasons in Spanish • Use prior learning to speak simple sentences in Spanish • Combine knowledge of numbers, months, and colours to understand simple sentences about sports, school subjects, weather and seasons. • 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: What is the best way for a Jew to show commitment to God?</u> <u>Theme: Rites of Passage and Good Works.</u></p> <ul style="list-style-type: none"> • Show an understanding of how people show commitment in their lives • Choose a Jewish practice and describe how it enables Jews to show their commitment to God • Describe how Bar and Bat Mitzvah enable Jews to show their commitment to God • Describe how the different practices can enable Jews to show commitment to God and compare to similar rites of passage that I know about • Show an understanding of why people show commitment in different ways • Describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others • Explain why I think some ways of showing commitment to God might be better than others for Jews • Explain how people may show different levels of commitment in public, although their beliefs might be the same |
| <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. |

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| | <ul style="list-style-type: none"> • 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! |
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| <p><u>The questions that we will explore are:</u></p> <ul style="list-style-type: none"> • How do people show different levels of commitment in public • What are the ways in which I explore the digital world safely? • What lifecycles can I see in the world around me? • Ask how long I spend using a screen and if that is too much • How did the Maya develop their civilisation and are there links to the modern world? • What have I done well, and what can I improve on? • What explanation texts do I come across in everyday life e.g. instructions for games, tutorials etc. | <p><u>You could help your child by:</u></p> <ul style="list-style-type: none"> • Regularly reading together • Discuss the way in which technology can help us but also needs to be monitored and used safely. • Discuss how relationships require mutual respect. • Encourage children to be curious about the world around them, including birds, minibeasts and other animals. • Encouraging respect, kindness, tolerance and positivity • Discussing your own food traditions e.g. Sunday roasts, or childhood favourite meals and the memories that recall for you |
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