



Willow Grove Primary School

Curriculum Information for Summer Term 2

Class: Cherry Class

Department: Orchards

<u>English</u>	Your child will be given the opportunity to learn about: Class reads: <i>The Honey Hunter</i> by Karthika Nair <i>Mirror</i> by Jeannie Baker <i>A Year Full of Stories</i> by Angela McAllister <u>Non-Fiction:</u> adverts <u>Fiction:</u> Stories from another culture -Handwriting as a key skill -Regular time reading as a class, in small groups and independently. -Opportunities for independent writing. <u>Decoding reading and writing through phonics (Sounds Write)</u>
<u>Maths</u>	<i>Your child will be given the opportunity to learn about:</i> <u>Number - Place value, addition and subtraction</u> <u>Number – Multiplication and division</u> 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 SEAL interventions if needed as well as NCETM interventions.
<u>PSHE</u> Jigsaw	<u>Changing me:</u> • Be aware of self-image and how body image fits into how we see ourselves • Know how to develop self esteem • Explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • Understand that puberty is a natural process that happens to everybody and that it will be ok for me • Describe how boys' and girls' bodies change during puberty • Express how they feel about the changes that will happen to during puberty • Understand that sexual intercourse can lead to conception and that is how babies are usually made • Understand that sometimes people need help from doctors to have a baby • Appreciate how amazing it is that human bodies can reproduce in these ways • Identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities • Develop confidence that they can cope with the changes that growing up will bring • Identify what they are looking forward to when returning in September.

	Start to think about changes they will make next year and know how to go about this.
Theme : <u>Geography and Art</u>	<i>Your child will be given the opportunity to learn about:</i> <u>Biomes</u> - Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime meridian, the Greenwich Meridian and time zones (including day and night) - Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <u>Art– Chromatic: How realistic do portraits need to be?</u> - Using watercolour paints with proficiency - Learning to mix skin tones - Using ripped paper collages to create a self-portrait, - Using shapes to guide the composition of a portrait - Using measurements to control proportions in a face Using sketches to create lines for painting a miniature. - Exploring different artists and their interpretation of “portraits”
<u>Science</u>	<i>Your child will be given the opportunity to learn about:</i> <u>Scientists & Inventors and Fair Tests:</u> - How can we design and execute a fair test? - In what ways could we shape the future of science and how can we contribute to it now? - Different inventors and their contributions to science and humanity - How inventions shape our everyday life - Working scientifically as a process to create and invent
<u>Computing</u>	<i>Your child will be given the opportunity to learn about:</i> <u>Selection in Quizzes:</u> - Identify the condition and outcomes in an ‘if... then... else...’ statement - Explain that program flow can branch according to a condition - Create a program that uses selection to produce different outcomes - Use a design format to outline a project - Identify the outcome of user input in an algorithm - Implement an algorithm to create the first section of a program - Test, share and improve a program

<u>PE</u>	Athletics Children will develop • Advanced coordination, stamina and control • Confidence in applying athletic techniques • Understanding of healthy competition Improve skills • Sprinting, endurance running and relay changeovers • Throwing for distance and accuracy using correct technique • Jumping with greater control and power Experience • Competitive athletics events and challenges • Recording and comparing results • Personal goal setting and achievement Develop skills in • Self-evaluation and reflection • Leadership and communication • Perseverance and resilience
<u>Music</u>	<u>Percussion -Rosewood Gratitude Continued</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> • 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>.
<u>MFL</u>	<i>Your child will be given the opportunity to learn about:</i> Recap of year’s vocabulary and weather and the seasons • Recap naming some colours, numbers, sports and hobbies in Spanish • Identify and name school subjects, say what my favourite subject is and why. • Express my knowledge about the weather and seasons in Spanish • Identify different animals, family members and numbers • 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.
<u>RE</u>	<i>Your child will be given the opportunity to learn about:</i> <u>Enquiry: Does belief in the Trinity make better sense of God as a whole?</u> <u>(Christianity- Church)</u> <u>Theme: Trinity</u> • Understand how one item or the same material can show itself in different ways

	• Explain what a Christian might learn from the Bible about the Trinity • Explain what a Christian might learn from Church texts about the Trinity • Explain what other sources might help a Christian learn about the Trinity • Explain how people can have different aspects of their nature • Make links between the consubstantial nature of God in 3 persons and the attributes that these persons share • Reflect on the Christian belief in the Trinity and some of the sources of this belief, and express thoughts on this • explain how people can have different aspects of their nature
Structured Play	<i>Your child will be given the opportunity to learn about:</i> • 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!

<u>The questions that we will explore are:</u> • How does British culture compare with that of another culture? • What are the ways in which I explore the digital world safely? • What scientists do I know about and what do/did they do? • How have I changed since arriving at Willow Grove? • What Biomes are on Earth, and how do they differ? • What are my goals for the next school year? • What influence does the trinity have on the Christian church and its teachings?	<u>You could help your child by:</u> • Regularly reading together • Discuss the way in which technology can help us but also needs to be monitored and used safely. • Discuss how change is a part of life, and it is important to talk about our worries and concerns but also celebrate change too. • Encourage children to be curious about science, and how it impacts our understanding of the world • Encouraging respect, kindness, tolerance and positivity • Explore how art and portraits have changed through history
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