

Curriculum Overview Oaks class – Spring term 2018

<p>Writing (dependent on year group)</p> <p>Using the text 'Lost & Found' we will be focusing on:</p> <ul style="list-style-type: none"> • Diary Writing • Descriptive Writing • Story Writing • Letter Writing • Instruction Writing 	<p>Reading (dependent on year group)</p> <p>We will be reading, listening to and discussing a wide range of fiction and non-fiction books.</p> <p>We will continue to focus on furthering our knowledge of phonics.</p>	<p>Grammar (dependent on year group)</p> <p>Use . ! ? , and '</p> <p>Use simple conjunctions</p> <p>Begin to expand noun phrases</p> <p>Use some features of standard English</p>	<p>Art & Design</p> <p>Northern Lights artwork – marbling and embroidery to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Computing</p> <p>Understand use of algorithms Write & test simple programs Use logical reasoning to make predictions</p> <p>Organise, store, retrieve & manipulate data Communicate online safely and respectfully Recognise uses of IT outside of school</p>	
<p>Number/Calculation Know 2, 5, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols</p>	<p>Geometry & Measures Know and use standard measures. Read scales to nearest whole unit. Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds. Tell time to the nearest 5 minutes. Identify & sort 2-d & 3-d shapes. Identify 2-d shapes on 3-d surfaces</p>	<p>Fractions Find and write simple fractions Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$</p>	<p>Data Interpret simple tables & pictograms Ask & answer comparison questions. Ask & answer questions about totalling</p>	<p>Design & Technology</p> <ul style="list-style-type: none"> • Designing: ideas for my product –mittens for a polar expedition • Making: selecting the tools, equipment, materials and components • Evaluating: my own thoughts about my product 	<p>Geography</p> <ul style="list-style-type: none"> • 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/Greenwich Meridian and time zones (including day and night) • locate the world's countries
<p>Science</p> <p>Differentiate living, dead and non-living ☑ Growing plants (water, light, warmth) ☑ Basic needs of animals & offspring ☑ Simple food chains & habitats</p> <p>Chemistry ☑ Identify and compare uses of different materials ☑ Compare how things move on different surfaces</p>	<p>History</p> <p>Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will devise historically valid questions. This will be done with a focus on the history of Shackleton's Polar Expeditions including:</p> <ul style="list-style-type: none"> • Where he travelled • Why people in history explored unknown regions • Differences between exploring in history and modern day experiences (clothing, equipment, technology etc.) 		<p>Modern Languages French (Year 2)</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express and respond to opinions 	<p>Music African Drumming (Year 2)</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • Learn by heart different songs. 	
			<p>Physical Education</p> <ul style="list-style-type: none"> • play competitive games – New Age Kuring - modified where appropriate and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Religious Education</p> <ul style="list-style-type: none"> • Respond thoughtfully to worldwide beliefs and teachings • Describe and understand the links between stories and other aspects of learning about worldwide religious communities Christianity around the world • Understanding and respecting the beliefs of different religions 	

