

GEOGRAPHY

Italy

In this unit, children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe as well as recapping the countries and cities of the UK. Children will specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania. Children will learn about plate tectonics, earthquakes and volcanoes and will complete two Campania case studies. Children will then use their knowledge to compare their own region in England with Campania and establish similarities and differences between the two.

LANGUAGES

As-tu un animal?

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage, so they are able to say what the pet is called and use conjunctions more confidently.



PE

Gymnastics

In this unit pupils develop balancing, rolling, and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

Dodgeball

Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging, and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

SCIENCE

States of Matter

During this unit of work, children will learn to compare and group materials according to whether they are solids, liquids, or gases. They will learn that some materials change state when they are heated or cooled and be able to identify and name these processes as melting, freezing, evaporating, or condensing. They will learn about the water cycle and be able to identify the part played by evaporation and condensation in the water cycle. Children will work scientifically to plan and conduct investigations involving melting and evaporation. They will learn to associate the rate of evaporation with temperature.

Owl Class Curriculum Overview



Spring One

RE

God: Christianity

We will be exploring how symbols in the Bible help Christians relate to God; what the symbols in the story of Jesus' baptism reveal about the nature of God; what visual symbols and symbolic acts can be seen in a Christian church; and how languages within worship express Christian beliefs.



ART

Cloth, Thread, Paint

In this pathway children are introduced to artists that combine paint and sewing, art and craft, to make work. Children explore how these artists use fabric, paint, and thread to make work in response to landscapes (and sometimes the people within those landscapes).

Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds. Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.

COMPUTING

E-Safety - Project Evolve health and well-being



Information Technology - word processing and PowerPoint
Photo editing functions

PHSE

How will we change and grow?

We will be learning about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene; about where to get more information, help and advice about growing and changing, especially about puberty; the laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others; about why people choose to use or not use drugs (including nicotine, alcohol and medicines); about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.