

Birch Class – Curriculum Overview

Spring 1st half term

Maths	<u>Number: Addition and Subtraction within 20</u>	Year 1: Add by counting on. Find & make number bonds. Add by making 10. Subtraction – Not crossing / Crossing 10. Compare number sentences
	<u>Number: Multiplication and Division</u>	Year 2: Make equal groups – sharing Make equal groups – grouping Divide by 2. Odd & even numbers. Divide by 5. Divide by 10. Year 3: Multiplication-Equal Groups, Multiply and Divide by 3, 4 and 8. Comparing statements, Related calculations, Multiply 2 digits by 1 digit, Divide 2 digits by 1 digit, Scaling, How many ways?
	<u>Measurement: Money</u>	Year 1: Recognising coins and notes, counting in coins Year 2: Recognising coins and notes, counting and selecting amounts, compare amounts, find the total, find change. Year 3: Pounds and pence, add and subtract amounts.
English	<u>Writing</u>	Our English curriculum is text driven. Each term, there will be a variety of key texts which are the stimuli for both reading and writing learning journeys. Throughout the year, the children will write for a variety of audiences and purposes applying their developing skills.
	<u>Spelling</u>	Children will be taught age related spelling patterns through Spelling Shed.
	<u>Grammar and Punctuation</u>	Year 1: Capital and Lowercase Letters, Verbs, Nouns, Suffixes -ing, Finger Spaces, Writing Sentences. Year 2: Verbs, Nouns, Adjectives, Vowels and Consonants, Demarcating Sentences, Using '-ness' Punctuating Sentences Year 3: Powerful verbs, Nouns and Pronouns, Adjectives, Vowels and Consonants, Suffixes: -ly, Past Tense.
	<u>Reading</u>	We encourage reading for pleasure at different points throughout the school day and there is a class story at the end of each day. We will listen to individual readers on a frequent basis and also have a weekly guided reading lesson to develop skills such as comprehension and inference.
Science	<u>Rocks and Fossils</u>	<ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.
French	<u>Numbers 0-12</u> <u>Colours</u>	Children will use spoken French to respond appropriately when register is called; begin to recognise, understand and use numbers 0 to 12. We will be singing songs and playing games to recognise colours.

PE	<u>Ball Games – Dodgeball and bench ball.</u>	Developing gross motor skills like throwing, catching, dribbling, kicking, and hand-eye coordination, enhancing social skills like teamwork, cooperation, and turn-taking, improving agility and balance, promoting spatial awareness, and fostering sportsmanship and fair play.
	<u>Gymnastics</u>	Children will investigate movement, stillness and using space safely. Using basic gymnastic actions on the floor and on apparatus. Short movement phrases eg two rolls, two jumps.
RE	<u>Year 1 and 2:</u> What made Jesus special?	To explore Bible stories that reveal Jesus’ power and divine nature. To talk about how and why Christians believe Jesus was/is the Son of God.
	<u>Year 3</u> How did Jesus change lives?	To deepen children’s insight into the impact Jesus had/has on people’s lives.
GEOG	<u>Contrasting Locality - Zambia</u>	When studying a "contrasting locality" with Zambia, the main objectives would be to compare and contrast the physical and human characteristics of a Zambian location (like a rural village) with a familiar location in the children’s own country, highlighting key differences in factors like climate, housing, economy, infrastructure, culture, and access to basic services, allowing students to gain a deeper understanding of global diversity.
Art	<u>Printing</u>	To use print making as a form of drawing. To create order, symmetry or regularity. To extend repeating patterns. To print for a purpose – the Mary Anning display, using fossils as stimuli.
Computing	<u>Online Safety</u>	Searching and Sharing - To know how to refine searches using the Search tool, to know how to share work electronically using the display boards and to use digital technology to share work on Purple Mash to communicate and connect with others locally. Email Using 2Respond - To introduce Email as a communication tool using 2Respond simulations, to understand how we talk to others when they are not there in front of us and to open and send simple online communications in the form of email. Digital Footprint - To understand that information put online leaves a digital footprint or trail.
	<u>Spreadsheets</u>	To gain an introduction to spreadsheets using Purple Mash. This unit will develop adding of images to a spreadsheet, using clipart images in a spreadsheet, using the “totalling tools” and to create a chart.
PSHE	Year 1 and 2 Keeping Myself Safe (Includes aspects of Relationships Education)	Covering lessons: <ul style="list-style-type: none"> • Harold's picnic • How safe would you feel? • What should Harold say? • I don't like that! • Fun or not? • Should I tell?
	Year 3 Year 3: Keeping Myself Safe (Includes aspects of Relationships Education)	Covering lessons: <ul style="list-style-type: none"> • Safe or unsafe? • Danger or risk? • The Risk robot • Super Searcher • Help or harm? • Alcohol and cigarettes: the facts

