



Resource Base Curriculum Overview

Summer 3.1

Teaching team:

Class Teacher: Miss Williams

Support Staff: Mrs Shaikh, Miss Chauhan, Miss Hussain

SLT: Miss Simpson

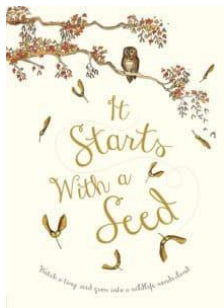
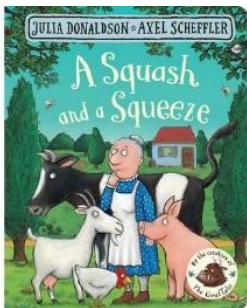
PE Days: Fridays

Children must be wearing their PE kits. This includes a white t-shirt, black tracksuit bottoms, leggings or shorts and trainers.

Homework:

Every child will be given a reading book each Friday. This is to be shared with an adult/older sibling during the week and should be returned no later than Wednesday so that staff have time to change it and return it on Fridays.

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

Enquiry Question	How do plants grow?	
Class Texts	It Starts With a Seed 	A Squash & a Squeeze 
Writing	Pathway 1 Tracing letters Identifying nouns and verbs through colourful semantics Pathway 2 Using adjectives to describe Writing sentences more independently Pathway 3 Instructions Fact file	
Reading	Pathway 1 The very hungry caterpillar sensory story - Engaging in shared stories - Copying Makaton signs Matching identical and similar images Pathway 2 Recounting a story Answering basic retrieval questions Pathway 3 Making predictions Making inferences	
Maths	Pathway 1 Begin to write numerals Take part in activities linked to organising and categorising objects (e.g. putting all the teddy bears together and all the cars together) Pathway 2 Finding half and quarter Number and place value Pathway 3 Fractions	

Science	Pathway 1 Matching identical and similar plants Planting seeds Pathway 2 Explore flowering plants (begin group / make simple observations). Planting seeds Pathway 3 Identify and name a variety of common wild and garden plants. Identify and describe the basic structure flowering plants. Know seeds and bulbs grow into plants. Describe what plants need to be healthy.
Art & Design	Pathway 1 Using coloured pencils to mark make Identifying colours Pathway 2 Use pencil and coloured pencils to create drawings inspired by the fruit, vegetables and the garden. Pathway 3 Use pencil and coloured pencils to create drawings inspired by the fruit, vegetables and the garden <u>Exploring artists:</u> Explore the art of Giuseppe Arcimboldo and Georgia O'Keeffe Begin to respond to the artwork, exploring similarities and differences
History	Pathway 1 Match identical and similar photos Pathway 2 Introduction to timelines Pathway 3 Make some distinctions about how healthcare in the past is different from today. Significant individuals in history including Mary Seacole and Florence Nightingale.
Geography	Pathway 1 & 2 To explore key physical features, sustaining attention – Soil / Water / Plant / Tree Pathway 3 Understand geographical similarities and differences – Farms – City / Town/ Village / Landscape / Field / Urban / Rural 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 digital technologies
PSHE	Pathway 1 & 2 Respond to stimuli with awareness and curiosity about the physical differences between people.

	Pathway 3 <u>WILL1 Respecting differences between people</u> Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate). Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this. Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it.
Computing	Pathway 1 <u>Moving a Robot</u> I can follow an instruction I can compare forward and backward movements I can start a sequence from the same place Pathway 2 I can match a command to an outcome I can run a command on a device I can follow an instruction I can compare forward and backward movements I can start a sequence from the same place Pathway 3 I can predict the outcome of a command on a device I can match a command to an outcome I can run a command on a device I can follow an instruction I can compare forward and backward movements I can start a sequence from the same place I can predict the outcome of a sequence involving 'forwards' and 'backwards' commands I can explain what my program should do I can choose the order of commands in a sequence I can debug my program

