



Resource Base Curriculum Overview

Summer 3.2

Teaching team:

Class Teacher: Miss Williams

Support Staff: Mrs Shaikh, Miss Chauhan, Mrs Hussain

SLT: Miss Simpson

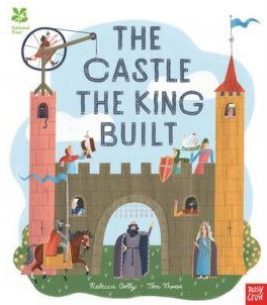
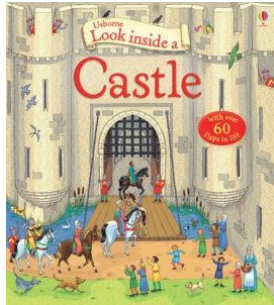
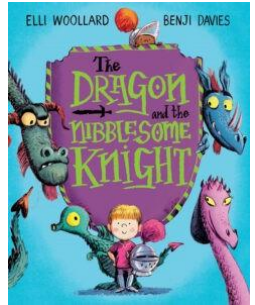
PE Days: Fridays

On this day, 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	Why were castles built?		
Class Texts	The Castle the King Built 	Look inside a Castle 	The Dragon & the Nibblesome Knight 
Writing	Pathway 3: Fantasy narrative Setting Description Factfile Pathway 2: Using adjectives to describe nouns Writing sentences more independently Pathway 1: Recognising a character from the story – matching identical pictures		
Reading	Pathway 3: 1b) Retrieval 1d) Infer Pathway 1&2: Answer 'what' questions linked to the text. Identify who, what, what doing and where		
Maths	Pathway 3: Length & perimeter Addition & Subtraction Statistics Pathway 2: Read numbers to 50 in numerals. Count backward and forward to 50. Add and subtract numbers to 20. Pathway 1: Begin to show understanding of 1:1 correspondence. Request 'more' of an item or action. Select a small number of objects from a group when asked (e.g., please give me one. Please give more)		
Science	Pathway 3: <u>Light</u>		

	Know light is reflected from surfaces for us to be able to see them and how shadows are formed. Know the dangers of the sun (sunburn / eye damage). <u>Rocks</u> Explore rocks and begin to sort into given groups based on their properties. Know fossils are a record of a prehistoric plant or animal found in some rocks. Know the different types of rock. Know how fossils are formed. Pathway 1&2: <u>Light</u> Explore reflective objects (begin to observe and respond to materials and objects). <u>Rocks</u> Explore rocks and stones in the classroom and outside (explore objects in a variety of ways).
Art & Design Design & technology	Pathway 3: <u>Creating:</u> Use plasticine or similar medium to create animal sculptures. <u>Technique:</u> Develop modelling techniques using hands and simple tools to add detail. Explore form and modelling techniques – rolling, squeezing, pulling and smoothing <u>Exploring artists:</u> Explore the sculptures of Joan Miro and Barbara Hepworth and begin to respond to the artwork, exploring similarities and differences between the art the children have created and the work they have explored. Pathway 1&2: <u>Creating:</u> Use plasticine to begin to shape and manipulate. <u>Technique:</u> Develop skills to manipulate and model malleable materials. Develop coordination and increasing control <u>Exploring artists:</u> Explore objects and artefacts related to castles, dragons etc.
History	Pathway 3: <u>The lives of significant individuals in the past who have contributed to national and international achievements.</u> Anglo Saxons Introduce vocabulary related to chronology; century, decade, modern, ancient. Identify similarities and differences between the lives of Anglo-Saxons and our own – focusing on housing, food, clothing. Significant events in history including the discovery of the Staffordshire hoard and artefacts from Sutton Hoo. Significant individuals in history including King Alfred the Great. Explore the life and key events of the Anglo-Saxon King. Pathway 1&2: <u>The lives of significant individuals in the past who have contributed to national and international achievements.</u>

	Explore artefacts related to the Anglo-Saxons kings and warriors. Significant individuals in history kings and queens explore artefacts related to kings.
Geography	Pathway 3: Use simple fieldwork and observational skills to study the geography of their local area– recognise allotment / shops / road / path Pathway 1&2: Use simple observational skills to experience and show curiosity within the geography of their local area – allotment / shops / road / path
PSHE	Pathway 3: <u>SA5 Getting on with others</u> Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. Describe what it means to 'fall out' with friends or family. Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship. Explain that our feelings about other people can change and that this is okay. Identify kind ways of letting people know our feelings towards them have changed. Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship. Pathway 1&2: <u>SA5 Getting on with others</u> Respond to stimuli about different feelings we or others may experience Describe ways in which friends, classmates, family members may disagree and 'fall out'. Demonstrate some ways of 'making up' after a falling out. Explain how other people may feel differently to us about the same situation and offer some examples. Identify how to treat ourselves and others with respect.
Computing	Pathway 3: <u>Moving a Robot</u> 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 Pathway 1&2: <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
Music	Pathway 3: Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice. Understand that music can be written down and read. Recognise and respond to simple notation. Pathway 1&2: Make or follow simple symbols and marks to play music